



All Saints Carshalton, Church of England Primary School

Safeguarding Policy and Procedure

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Next review – September 2018

THE WELFARE OF THE CHILD IS PARAMOUNT

1. Introduction

At All Saints Carshalton, Church of England Primary School, the safety and welfare of our pupils is of the utmost importance. Due to the day-to-day contact with children/young people, our staff are well placed to observe the outward signs of abuse.

We have a duty to safeguard and promote the welfare of our pupils under the Education Act 2002 and Children Act 1989 through identifying any child/young person welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

All adults working in the school must protect children/young people from harm and abuse including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Radicalisation/Extremism (Prevent Duty) and so-called 'Honour-based Violence' (see 'Keeping Children Safe in Education' (DfE, September 2016, Part 1).

In addition to our safeguarding policy and procedures, we have policies and procedures to cover the roles of staff, pupils and parents in respect of health and safety, anti-bullying, online safety, positive handling, racism and discrimination.

We also ensure that issues of safeguarding are raised with pupils through the Personal, Social and Health Education (PSHE) curriculum. Our policy applies to all staff, governors and volunteers working in the school and pupils and parents are informed about this and our other policies in the school prospectus and on our website. There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection/safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring children/young people know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE curriculum to develop and equip pupils with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted "safe practice" principles when working with pupils.

If there are Child Protection concerns the **London Child Protection Procedures** (*London Safeguarding Children Board, 5th edition, 2016*) must be followed (available on the staff shared area, and also available from the designated safeguarding person. It can also be

found at www.londoncp.co.uk/ .The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- “Working Together to Safeguard Children” (HM Government, 2015)
- ‘Keeping Children Safe in Education’ DfE September 2016 (KCSIE)
- ‘What to do if you are worried a child is being abused’ (HM Government March 2015)

If lower level concerns or needs (i.e. not child protection) are identified about a particular pupil the Sutton Common Assessment Framework (flowchart available at www.sutton.gov.uk) should be followed.

2. Definition

Safeguarding is about every child and child protection is about significant harm.

Safeguarding and promoting the welfare of pupils relates to any child or young person (i.e. under 18 years of age) and is defined for the purposes of the policy as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

3. Recognition

The first indication of concern about a pupil’s/pupil’s welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- bruises or marks on a pupil’s body;
- remarks made by the pupil, another pupil, a parent or another adult;
- observations of the pupil’s behaviour;
- unexplained changes in the pupil’s behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil’s play, drawing or writing;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- unauthorised absence from school; and/or information about the parent(s)/carer(s) of the child/young person or their home background.

4. Designated Lead for Safeguarding and Child Protection

Our Designated Lead is Mrs Emma Hart Dyke and her deputy when she is absent is Mr Chris Marston. They are responsible for child protection issues. Any member of staff concerned about a pupil should tell the Designated Safeguarding Lead or, in her absence, the deputy Designated Safeguarding Lead, immediately. If they are unavailable, a senior member of staff should be advised. We also have two nominated governors for child protection who are: Helen Smith and Marion Williams. The Designated Safeguarding Lead has a responsibility to:

- liaise with the nominated governors, the Multi Agency Safeguarding Hub (MASH) local authority Education and Children and Family Services, Police and other agencies on individual child protection cases;
- act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- be responsible for co-ordinating action within the school on child protection issues;
- discuss individual cases with staff on a “need to know basis” to protect children’s right to confidentiality;

- oversee the planning of any curricular or other provision in relation to child protection matters;
- with any other relevant staff represent the school at child protection meetings and be a member of a core group if required;
- ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and any other relevant guidance;
- raise awareness about child protection on an ongoing basis;
- together with the head teacher and local authority safeguarding children training officer, arrange regular training for *all according to their roles and responsibilities* (i.e. including ancillary) and that all training undertaken is recorded on the school's Single Central Record (SCR);
- ensure that the Designated Safeguarding Lead and other staff who provide significant cover receive update training at least every 2 years and it is recorded on the SCR.

5. The Role of Individual Staff

Everyone in the school must be alert to the possibility that any pupil, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect exploitation, FGM and Radicalisation/Extremism and must be familiar with all of these procedures as set out in KCSIE September 2016. All staff must read and understand section 1 of KCSIE and a record is logged on the school's Single Central Record. Concern about a pupil must be discussed with the Designated Person immediately so that if necessary, a referral can be made without delay.

Members of staff should not investigate child protection/safeguarding concerns, but gather information including any witnesses of an incident. An investigation is done by Children's Social Services and or the Police. However, if a pupil says something, it is vital to listen carefully, so you can record and report it accurately and pass onto the Designated Safeguarding Lead as soon as possible.

6. Confidentiality of Records

Our pupils and their parents/carers have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and, where appropriate, pupils should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child or young person. Child protection issues relating to individual cases **must not** be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils to keep "secrets" (*see procedure below*).

7. Working with Children

We recognise that children and young people who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and

- gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school; we will ensure that pupils know that some behaviour is unacceptable and that they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support pupils such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service; and
- ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

8. Recruitment, Selection, Training and Supervision of Staff and Volunteers

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within “*Working Together to Safeguard Children*” (HM Government 2015), ‘*Keeping Children Safe in Education (DfE September 2016)*).

In particular we will ensure that:

- for good practice, our interview panel includes at least one member who has completed safer recruitment training;
- we always follow up gaps in previous employment;
- we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received.

We keep a single central record (SCR) of all staff with the date and outcome of their DBS check so at all times staff, pupils and parents can be assured this has been done.

The school is aware of and takes notice of ‘Disqualification by Association’ Guidance 2015 where relevant to the school community and responds in a timely manner.

9. Contractors and Outside Services

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

In particular we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor’s member of staff will be left unsupervised.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

10. Child Protection Procedure

Do not Delay

- tell the Designated Safeguarding Lead as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead’s pigeonhole as they may not get back to check their post until the end of the

- day once the pupil has gone home;
- early referral gives more time to offer help to the pupil and family before the situation becomes serious;
- when the matter is already serious, early referral gives more time for others to protect the pupil;
- the Designated Safeguarding Lead may consult the Children’s Social Services, and MASH.

Make Written Notes

- at the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- these notes must be given to the Designated Safeguarding Lead as soon as possible.
- do not take photographs of any physical injuries, record on a body map and also do not use audio to record disclosures.

Concern from something the child says

Listen - do not ask questions or interrogate. Consider interpreting services if English is a second language.

Remain calm - if you are shocked, upset or angry, the pupil will sense this and this could stop them from saying more.

Reassure - the pupil that s/he has done nothing wrong - tell them it is alright to talk.

Do not promise to keep it secret - tell the pupil you cannot keep the matter secret and will need to take advice from someone who can help.

11. Referral Process

If a member of staff wishes to make a referral to Social Services or to the Police they should consult the Designated Safeguarding Lead or deputy about how to do this. However, referral must not be delayed - if the Designated Safeguarding Lead or deputy is not available a senior member of staff should be advised and the referral made to the Sutton Multi Agency Safeguarding Hub (MASH). Guidance on how to make a referral can be found at <https://www.sutton.gov.uk/index.aspx?articleid=9433>

Remember

- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the pupil; and
- if you need help or support to manage your own feelings, this is available.

12. Contact with the Family

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the MASH social care team or the Education Safeguarding Children’s Adviser.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil/ pupil from harm), the pupil (as appropriate), parent or carer should be informed that the matter must be referred to the Children and Family Social Work Service via the MASH.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the Designated Safeguarding Lead will need to refer to the MASH.

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the MASH before discussing this with the family.

13. Recording

- all records relating to child welfare concerns will be kept on the pupil's file and the file will be kept secure - a chronology of concern should be kept;
- where there are concerns about a pupil, the pupil's file indicates this with a red sticker, making the files easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the pupil;
- we will keep written records of any concerns about pupils, even where there is no need to refer the matter immediately;
- information from records will only be accessed by staff on a "need to know" basis;
- key staff will need to know when a pupil is subject to a Child Protection Plan so they can monitor the pupil's welfare;
- records relating to the pupil's welfare will remain on the pupil's file as long as the pupil is at the school;
- when the pupil leaves the school, the new school will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.

14. Concern about a staff member, carer or volunteer

- allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the head teacher (or the chair of governors if the concern is about the head teacher);
- the head teacher (or chair of governors) will always consult the Local Authority Designated Officer (LADO);
- following consultation, the head teacher (or chair of governors) in agreement with the LADO will decide on appropriate action:
 - ❖ consider a Senior Strategy meeting
 - ❖ consideration of disciplinary proceedings
- it is important to bear in mind that although the concern may relate to an individual pupil, other pupils may also be at risk;
- the procedures in Sutton LSCB Procedure, Working Together to Safeguard Children 2015 Chapter 2, Para 4, "Dealing with allegations of abuse against teachers and other staff and 'Keeping Children safe in Education (DfE September 2016) will be followed.
- when appropriate with guidance from the LADO, consideration will be given to referral of a member of staff to the DBS for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.

Further guidance can also be sought from the MASH.

15. Harm, from or to, other children

- abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult;
- professionals responding should be alert to the risk a child/young person may pose to children/young people other than any “current” victim; and
- children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

16. Foreign Exchange Visits

We will seek the consent of our host families to carry out checks with the appropriate local authority to ensure suitability. In the event that a host family has been subject of some kind of concern, unless there is a satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a pupil from overseas.

We will take reasonable steps to ensure that a comparable approach is taken by our companion schools abroad.

17. Requests for assistance by other agencies

- all school staff have a legal duty to assist local authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of pupils;
- information about a pupil must therefore be shared on a “need to know” basis with other agencies;
- when telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the pupil is on the school roll;
- always advise the designated person about such requests for information;
- requests for attendance at meetings about individual pupils (e.g. child protection conferences) should be notified to the designated person, who will arrange preparation of a report and attendance at the meeting;
- reports should contain information about the child's:
 - ❖ academic progress
 - ❖ attendance
 - ❖ behaviour
 - ❖ relationships with children/young people and adults
 - ❖ family
 - ❖ any other relevant matters;
- reports should be objective, distinguishing between fact, observation, allegation and opinion;
- unless you specify otherwise, reports will normally be made available to the pupil's family.

18. Pupils subject to a child protection plan

- the school will be told by the relevant local authority Children and Family Social Work Service when a pupil is subject to a Child Protection Plan (previously the Child Protection Register) whether the London Borough of Sutton or another local authority;

- the name of the key social worker must be clearly recorded on the pupil's record;
- the school will participate fully in the work of Core Groups for these pupils to assist with the objectives of the Child Protection Plan for the pupil;
- when a pupil is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- when a pupil is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a pupil who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

19. General Issues

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

20. Sutton Contact Details

- LB Sutton Multi-Agency Safeguarding Hub (MASH) - 020 8649 0418/0420
- LBS Education, Safeguarding Children Adviser - 020 8649 0414 (if unavailable contact the MASH)
- LBS Education, Safeguarding and Wellbeing Lead - 020 8288 5630
- LB Sutton Children & Families, Referral & Assessment Service (RAS) - 020 8770 4343/4263
- LB Sutton (out of office hours) Children & Families Emergency Duty Social Work Team (EDT) - 020 8770 5000
- LBS Child Protection Advisor (Quality & Performance Unit) - 020 8770 4532 (if unavailable ask for the deputy or contact the Referral and Assessment Service)
- Local Authority Designated Officer (LADO) - 0208 770 4022. If there is a need to make a referral outside of these times call the Out of Hours service on: 0208 770 4322.

21. Key Safeguarding Documents

- [Working Together to Safeguard Children](#) - DfE March 2015
- [Keeping Children Safe in Education](#) (KCSIE) - DfE September 2016
- [What to do if you're worried a child is being abused](#) - DfE March 2015
- [Advice for Schools on the Prevent Duty](#) - DfE 2015
- Section 26 of the Counter - Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 - section 74 of the Serious Crime Act 2015 places a mandatory duty for schools to report from October 2015 to the police
- [Child Sexual Exploitation guidance](#) - February 2017.

[Press Ctrl+Click on title to access documents online]

Recognition of Child Abuse

- ‘Child abuse and neglect’ is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child’s health or development.
- Children may be abused or neglected through the infliction of harm, or through the failure to act to prevent harm.
- Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child.

There are four main categories of abuse, which are used for the purposes of registration:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

These categories overlap and an abused child does frequently suffer more than one type of abuse.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

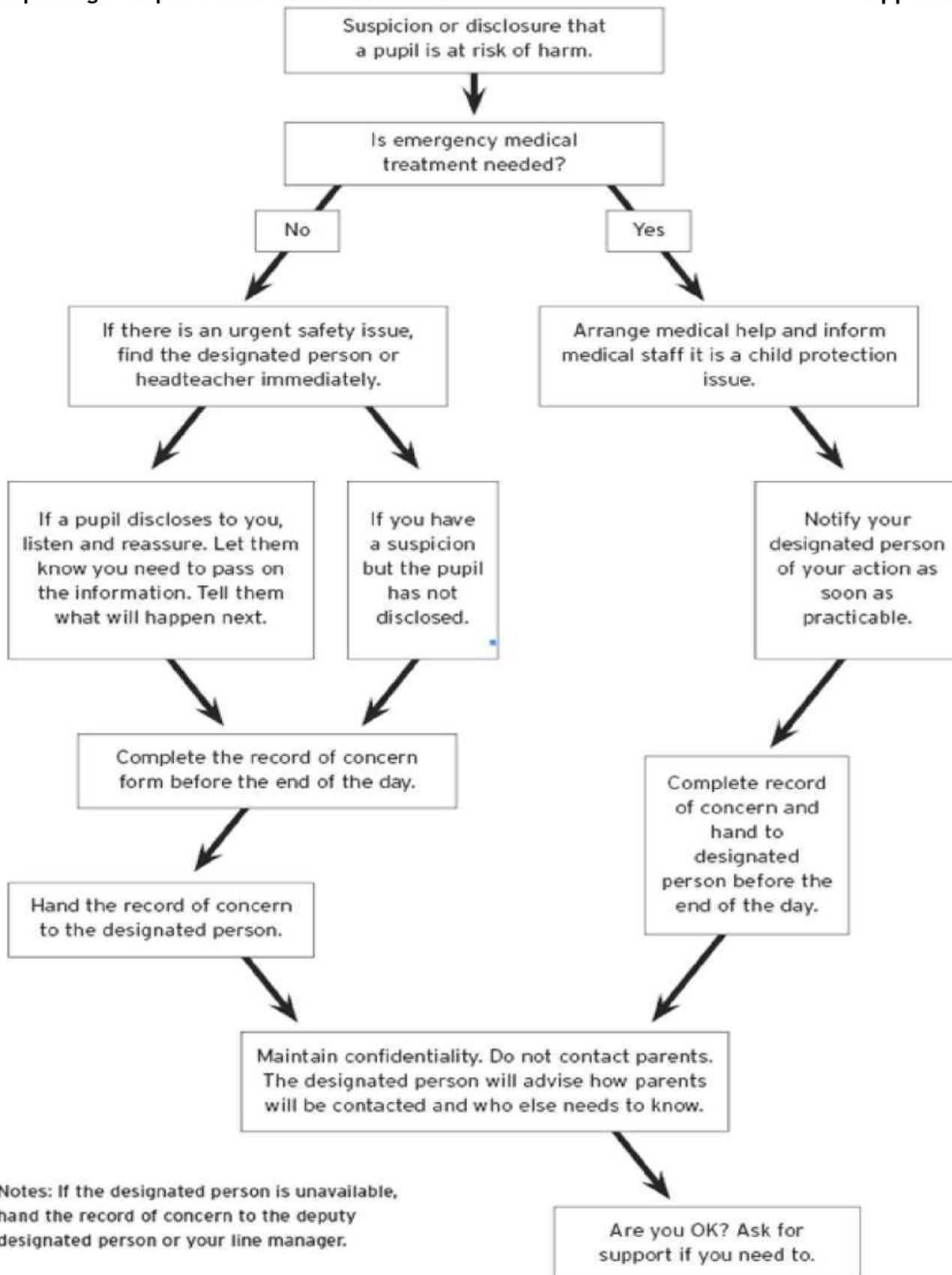
It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect

The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers); or the failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



Notes: If the designated person is unavailable, hand the record of concern to the deputy designated person or your line manager.

Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate.

All Saints Carshalton, Church of England Primary School
Safeguarding/Welfare Concern Report Form

Child's Name	Date of Birth	Year Group
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Name and position of person completing form (please print)

Time and Date of incident /concern:
dd.mm.yy

Incident / concern (who, what, where, when)

Any other relevant information (witnesses, immediate action taken)

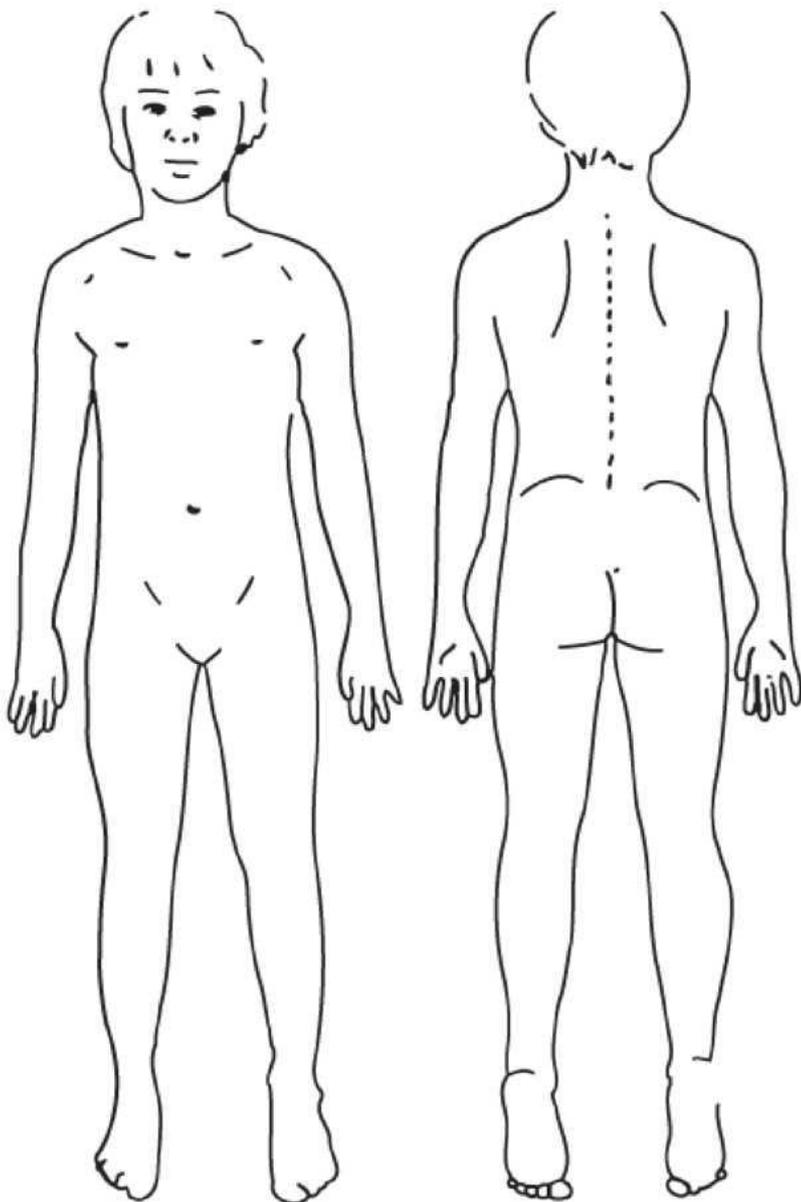
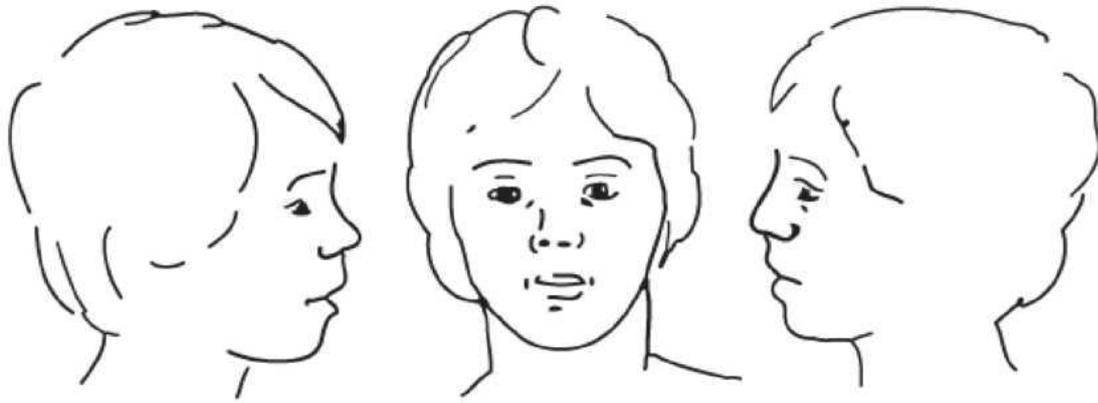
Action taken

Reporting Staff Signature Date

DP - Response / Outcome

DP Signature Date

Appendix 4 Body Map



Extract from *Keeping Children Safe in Education*, DfE September 2016**Key information on CME, CSE, FGM, Breast Ironing, Prevent and so-called Honour based Violence****Further information on a child missing from education**

(The government recently consulted on plans to amend regulations from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm. This section will be updated to reflect any changes that are made before September 5 2016.)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns

Further information on Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-

Mandatory reporting of female genital mutilation procedural information

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure

by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Breast Ironing

Keeping Children Safe in Education (2016) mentions Breast Ironing, under so-called 'Honour-based Violence'. Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate

guidance, Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 paragraphs 57-76.

The statutory “Revised Prevent duty guidance: for England and Wales” (for schools) summarises the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and

address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. E-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.