



# CLAREMONT HIGH SCHOOL ACADEMY

Policy:  
Safeguarding  
(Including Child  
Protection)

Legal Status:  
**Statutory**

Updated:  
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Next Review:  
**2019**

Responsible SLT:  
**THB**

“Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.”

*(Working Together 2006)*

### **Roles and Responsibilities**

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- Staff are properly trained in recognising and reporting safeguarding issues

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within school who have specific responsibilities under child protection procedures. The name of the designated teachers are Ms Bethan Thomas Deputy Head, Child Protection Officer, Mr Andrew Page SENCO, Ms Danielle Conroy Assistant Head all of whom have completed level 3 training.

It is the role of the Governing Body and the school leadership team to ensure that the Named Persons for Child Protection are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

The school leadership team will ensure that Named Persons for Child Protection attend the required training and that they refresh their training every two years.

All other staff and the nominated governor must be offered an appropriate level of training and must undergo refresher training every three years. All staff have completed the annual level 1 training and the PPM’s have completed level 1&2. A group of five further staff completed the level 3 training in 2018. With the important emphasis on Pupil mental health Ms Conroy has completed extensive external training and Ms Thomas has completed the accredited Mental Health First Aider training.

We have a strong peer mentoring system in place and trained staff mentors who have completed Lilac or bereavement training. The school also engages the services of a qualified Educational Psychologist as a school counsellor for two days a week to see students with more serious mental health and emotional issues.

It is the role of the Named Persons for Child Protection to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children’s Social Care in accordance with the locally agreed procedures. Additionally, it is the role of the Named Persons for Child Protection to ensure all staff employed including temporary staff and volunteers within the school are aware of the school’s internal procedures, to advise staff and to offer support to those requiring this.

The Named Persons for Child Protection and the Head teacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

The role of the Nominated Governor for Child Protection Mr Steven Brunswick is to ensure that the school has an effective policy that locally agreed procedures are in place, and that the policy and structures supporting Safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

A statement in the school brochure will inform parents and carers about our school’s duties and responsibilities under child protection procedures. Parents can obtain a copy of the school Child Protection Policy on request.

## Safer Recruitment

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes.

This policy has been developed in accordance with the principles established by the Children Act 1989; the education Act 2002, and the Children Act 2004, Keeping Children Safe in Education, and in line with government publications:

‘Working Together to Safeguard Children’, 2006

‘Framework for the Assessment of Children in Need and their Families’, 2000

‘What To Do If You Are Worried A Child Is Being Abused’, 2001

‘Safeguarding Children and Safer Recruitment in Education’, DfES Guidance,

September 2007

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

In 2018 the Department for Education (DfE) published an updated version of its statutory guidance on safeguarding, **Keeping Children Safe in Education**

Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- pupil health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- intimate care
- internet safety
- FGM
- Prevent Duty
- school security

**Safeguarding and promoting the welfare of children** means: 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. Taking action to enable all children to have the best outcomes

Claremont fully recognises its responsibilities for child protection we believe that **Child protection is the responsibility of all school staff. This is reflected in the requirement that all staff read section 1 of 'Keeping Children Safe in Education' 2018 Claremont will:**

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, feel valued and are listened to.

**1. Our policy applies to all staff, governors and volunteers working in the school extended school and off-site activities. The aims of this policy are:**

1.1 To ensure that we practice safe recruitment in checking the suitability of staff and volunteers to work with children and this is recorded on the school's Single Central Record (SCR).

1.2 To raise awareness of child protection issues and equip children with the skills needed to keep them safe. To develop and then implement procedures for identifying and reporting cases, or suspected cases of abuse.

1.3 To support pupils who have been abused in accordance with his/her agreed child protection plan

1.4 To establish a safe environment in which children can learn and develop

1.5 All ST's complete level 1 training on arrival at Claremont.

**2. We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse (see Appendix 1).**

2.1 We recognise as a school that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are at risk of CSE
- Are asylum seekers

### **The school will therefore:**

2.2 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

2.3 Ensure that children know that there are adults in the school whom they could approach if they are worried. The CP/safeguarding team photos are on school displays.

2.4 Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse, this can be through specific tutorials and PSHE as well as through all other parts of the curriculum

2.5 Ensure children know that there are adults in the school whom they can approach if they are worried.

2.6 Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

### **3. The designated safeguarding lead (DSL) and Safeguarding Team**

3.1 Our DSL is Bethan Thomas with Andy Page and Danielle Conroy as Deputies. The DSL and Deputies take lead responsibility for child protection and wider safeguarding.

3.2 With them there is a team of staff trained to Level 3 in safeguarding who can deal with child protection issues under the guidance of the DSL and Deputies

3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Outside of school hours the DSL and deputies are available via e-mail and text

When the DSL is absent, the deputies will act as cover.

3.4 The DSL and deputies will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Regularly meet to formulate strategies and support each other with individual cases
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Use CPOMS to securely record referrals and outcomes

3.5 The DSL will also keep the head teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

**4. We will follow the procedures set out in the LEA Child Protection Procedures and take account of any guidance issued by the Department for Children, Schools and Families to:**

4.1 Ensure that we have a Designated Senior Person for child protection who has undertaken Child Protection Training, delivered to staff and who undertakes an update training day as recommended by the LEA every two years.

4.2 Ensure we have a nominated governor responsible for child protection.

4.3 Ensure every member of staff<sup>6</sup>, and the governing body know the name of the senior designated person responsible for child protection and their role.

4.4 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

4.5 Ensure that the Designated Person contacts Children's Social Care if there are concerns about a child/young person

4.6 Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its duties in the school prospectus

4.7 Notify the Area Social Care Office immediately if there is an unexplained absence of a pupil who is on the child protection register/subject to a child protection plan

4.8 Implement the statutory and LEA guidance when a child goes missing from education

4.9 Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including the attendance at case conferences.

4.10 Keep written records of concern about children, even when there is no need to refer the matter immediately.

4.11 Ensure all records are kept securely and separate from the main pupil file and in a locked location or electronically via cpoms, and ensure that a child's school record indicates the existence of further records

Ensure that when a child moves school their Child Protection Record/File is transferred to the named Designated Person in that new setting.

4.12 Ensure that FGM Female genital mutilation is reported there is a legal and 'mandatory reporting duty' that came into force in October 2015.

**5. We recognise that a child/young person, parents or a colleague may make an allegation against a member of staff if they have:**

5.1 Behaved in a way that has harmed a child, or may have harmed a child

5.2 Possibly committed a criminal offence

5.3 Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children, therefore we will

5.4 Ensure that the school has a named Senior Manager for handling allegations against staff. This may be the head teacher, and where an allegation is made against the head teacher that the Chair of Governors should be notified.

5.5 Ensure that the school complies with the DCSF Practice Guidance for Handling Allegations Against Adults who Work with Children and Young People (May 2009). This will require the Senior Manager, or the Chair of Governors, when the allegation is against the head teacher, to contact the

5.6 Local Authority Designated Officer for further advice

5.7 Ensure that we participate in any investigation that ensues

5.8 Ensure safe recruitment practices are always followed. This means that we hold a Single Central Record of Recruitment and that the Head teacher and/or a Governor has completed Safer Recruitment Training. We understand that whilst not statutory, it is best practice to ensure that the interview panel consists of one member who has undertaken the Safer Recruitment Training.

5.9 Ensure that we implement the education recommendations following a Serious Case Review (SCR)

**6. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some 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:**

6.1 The content of the curriculum

6.2 The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

6.3 The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

6.4 The implementation and reviewing of statutory policies that are relevant to safeguarding and promoting the welfare of children

6.5 Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adult Mental Health Service (CAMHS); the Education Welfare Service; the Educational Psychology Service.

6.6 Ensuring that where a pupil on the child protection register leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed

## **7. Recognising that children come from multi cultural backgrounds and as a result have developed polices to ensure that we embrace:**

7.1 Diversity in religion and faith

7.2 Diversity of Race

67.3 Diversity of Ethnicity

7.4 Diversity of Gender and Sexual Orientation

7.5 The Disability Equality Duty

**8. We have taken steps to train our staff on the recent Prevent legislation and are aware of our responsibilities in regard to the safety and well being of our students. The Counter-Terrorism and Security Act, which came into force on 1 July 2015, requires certain authorities, including schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent duty'.**

8.1 The duty covers all types of extremism, whether political, religious or ideological.

8.2 Claremont believes the duty to protect pupils from the risk of radicalisation should be seen as part of the schools' wider safeguarding duty, similar to the responsibility to protect pupils from harm caused by, for example, drugs, gangs, neglect or sexual exploitation.

8.3 The Prevent duty is consistent with schools' existing duties, such as the requirement to abide by the Equality Act 2010, promote 'fundamental British values', secure a balanced presentation of political issues and promote community cohesion.

## **9. The school recognises the need to consider the wider mental Health of its students.**

9.1 In keeping with Government advice the school has three staff who have completed the Mental Health First Aid courses ratified by the DFE and aimed at recognising possible signs of distress.

9.2 Two of these staff have run INSET for the senior team on this area as well as signposting for the whole staff at the beginning of the Year

9.3 The school takes the issue of mental health seriously and employs a student counsellor two days a week to deal with a range of issues including, self-harm, anxiety and mental health

## **10. Allegations of abuse made against other pupils**

10.1 Claremont recognises that sometimes children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". The school will follow the guidelines of Keeping Children Safe in Education 2018 (pt 5)

10.2 Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent

- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

10.2 If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL or deputies and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

10.3 We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent see the PSHE policy
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Ethos**

Claremont recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to.

‘We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives’.

### **Links with other policies**

This policy links to the following policies and procedures:

- Behaviour
- Staff
- Complaints
- Health and safety
- Attendance
- Online safety
- PSHE

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

### **Appendix 1: types of abuse**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** 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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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

- 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.

**Neglect** is the persistent failure to meet a child's basic physical and/or 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 abuse.

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)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

## **Appendix 2: safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **Appointing new staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence

- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

### **Governors**

All governors and Trustees will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All trustees, proprietors and local governors will have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## **Appendix 3: specific safeguarding issues**

### **Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who 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 going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl’s community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. 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.

If a member of staff suspects that a pupil is being forced into marriage, they will report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as

democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

