



Safeguarding Policy

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**Designated Safeguarding Lead
(DSL):
Sameerah Master**

**Deputy DSL:
Nikhat Pardesi**

**Safeguarding Governor:
Mr. Musa Sidat
Safeguarding Lead Governor**

Purpose of this Safeguarding Policy

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175/157)
- Local Safeguarding Children Board Child Protection Procedures
- Working Together to Safeguard Children (HM Government 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Keeping Children Safe in Education 2018.
- Children Missing Education September 2016

This policy is one, which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues, and the action which must be taken if there are concerns about the safety or well being of any child. This policy also makes explicit our commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

This will cover roles and responsibilities of the Designated Safeguarding Lead, policy and procedures, curriculum, governors' roles, multi-agency meetings, record keeping and recruitment and selection.

Aims of the Safeguarding Policy

We aim to provide staff with relevant information, skills and attitudes to promote the welfare of pupils attending school and help keep pupils safe. Together with these skills we hope that pupils will feel confident they can confide in staff on issues of neglect, abuse and deprivation.

- To inform and advise any adults work in or on behalf of our school of the need for child protection and of their responsibilities in identifying and reporting possible case of abuse.
- To ensure that everyone is aware of the required levels of communication between staff in actual, suspected or potential child protection situations.
- To give clear guidance to all staff on what procedures to follow if a child discloses abuse or a member of staff suspects abuse.
- To integrate a child protection curriculum into the existing curriculum allowing for continuity and progression through all stages of education.
- To operate this policy in line with the stated values of our school
- To review procedures and improve the way the child protection issues are managed.

We recognise that for children, high self-esteem, confidence, a supportive friend and clear lines of communication with a trusted adult helps prevention.

We will therefore:

(a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to. Staff members are aware that pupils should not be ignored and as part of the Islamic Ethos ensure that pupils are supported in developing their personality. Pupils at our school also have access to Independent listeners through form teachers and the Welfare Officer. Also available for pupils is a suggestions box. Our School Council is a forum for open discussion regarding any pupil concerns. The

head teacher is always available to meet with pupils and pupils are encouraged to write to the head teacher.

(b) Ensure that children know that there are adults in our school who they can approach if they are worried or are in difficulty. Pupils are encouraged to approach adults with their concerns. A Welfare Board provides up to date information on how pupils can stay safe online and who to go to in the event of any concerns they would like to discuss.

(c) Include in the curriculum activities and opportunities which will equip pupils with the skills they need to stay safe from abuse. The curriculum, especially subjects such as PSHEE raise pupil's awareness and builds confidence so the pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

(d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

(e) Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils.

Introduction to the Safeguarding Policy

Our school aims to encourage each pupil to discover their full potential and to develop within an Islamic framework. At our school we have high expectations of our pupils, not only academically but also Islamically in standards of behaviour, appearance and courtesy both inside and outside the school.

We firmly believe that the spirit of Islam should be at the heart of all aspects of school life. The Islamic elements cannot be separated from other elements. They should pervade all aspects of the curriculum. The teacher/ pupil relationship is important and should be based upon respect and trust. The relations of teachers to each other and of pupils to their peer groups are equally crucial. There are four main elements to our Safeguarding Policy.

(a) **PREVENTION** by creating a positive atmosphere teaching and pastoral support to pupils.

(b) **PROTECTION** by following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.

(c) **SUPPORT** to pupils and staff and pupils who may have been abused or who may have been involved in ensuring the wellbeing of the victim.

(d) **RECRUITMENT AND SELECTION OF STAFF** to ensure pupils are safe and secure from adults who might wish to harm them.

This policy applies to:

- All members of our school community (GB, teachers, administration staff, catering staff and all other staff members).
- All adults from outside the school who have close contact with pupils (mentors, careers officers, EWOs, support teachers).

Roles and Responsibilities

All adults working with or on behalf of pupils have a responsibility to protect children. There are, however, key people within school and the LA who have specific responsibilities under Child Protection Procedures.

Early Help

All staff are made aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and in some cases acting as the lead professional in undertaking an early help assessment.

Roles and Responsibilities of DSL

The main role of the Designated Teacher for Child Protection is to refer cases of suspected abuse to the relevant investigating agencies, according to the procedures established by Blackburn with Darwen Safeguarding Children Board.

The DSL is expected to:

- Read and be familiar with the contents of this policy.
- Make sure there is at least one copy of the procedures are kept in a central place so that all staff has access to it as necessary. Ensure it contains up-to date information about local services (including telephone numbers).
- Ensure that all staff, including supply staff and volunteers are inducted in to the school's procedures, have access to the school's safeguarding policy and know how to make child protection referrals.
- Ensure that visiting staff know the schools safeguarding procedures, including the process involved in early help.
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with BSCB and other relevant agencies over cases of abuse and allegations of abuse.
- Ensure that all allegations against teachers and other adults working within the school community are referred to MASH.
- Liaise with head teacher regarding any issues and ongoing investigations.
- Ensure that the schools safeguarding policy is updated and reviewed annually, in collaboration with the Governing Body and any issues arising are reported regularly.
- Ensure that parents have access to the school's safeguarding policy and that a reference to it is made within the school's prospectus.
- Make themselves and the head teacher known to all members of staff and have training in safeguarding children relevant to their needs and that they are able to identify and report concerns.
- Notify the BCSB if there is unexplained absence of a pupil on the child protection register of more than more than two days duration from school (or one day following a weekend)
- Keep clear records of all child protection concerns in a locked filing cabinet separate from children's files.

- Any referral should be made within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to MASH on 01254 666400 to carry out child protection investigations rather than internal investigations by the school.
- Where pupils leave the school roll, ensure their child protection file is transferred to the new school and is kept separate from main school file.
- To investigate where pupils are absent from school without any valid reason or when no contact can be made to identify reason for absence, the DSL will report to the LA and appropriate steps will be followed. (See Attendance policy)
- Help staff to devise and co-ordinate strategies to support children who are particularly **vulnerable**.
- Ensure staff have advice about avoiding situations, which might make them vulnerable to allegations by pupils.
- Receive training in how to identify abuse and know when it is appropriate to refer a case and attend refresher training every year. This will also include training for inter and multi- agency work such as child protection conferences and core group meetings.
- Represent the school at child protection conferences and core group meetings.
- Ensure that the curriculum offers opportunities for raising pupils' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness, internet safety and safeguarding issues within sex education.
- Provide as much information as possible; such as the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have, details of the parents, other siblings and a chronology of previous concerns when making a referral to MASH. Even if all the information is not available, the call should still be made.
- Follow up any verbal referrals in writing, within 24hrs. This will be done on a MARF(Multi Agency Referral form), downloadable from the BLSCB website under Child Protection Procedures.
- If it is necessary for the child to be taken to hospital, hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. It is important that all stages in the above procedure staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any notes or reports that they recommended that staff make and securely retain copies of any notes or reports that they forward. N.B. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who is it, do what?' - the notes should be included in reports.
- Once information has been passed to the appropriate colleague they should withdraw from the process. It is not appropriate to talk to the child or to offer further support. However, when a pupil has trusted you enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation they should be advised that you cannot comment or advise but you can listen.
- Where there are still concerns, the school will be press for reconsideration.

For any referrals contact the:

Multi Agency Safeguarding Hub (MASH), Duke Street
Tel: 01254 666400

Role of the Governor

The Governor is responsible for safeguarding children, to ensure the children in the school are kept safe from harm. The governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body.

The Governor for Safeguarding will:

- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the Safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the Safeguarding and Whistle blowing policies.
- Ensure there is a suitable qualified, trained and supported DSL who has responsibility for responding to and overseeing safeguarding issues.
- Ensure there is a suitable qualified, trained and supported Deputy DSL who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL.
- Ensure that the DSL adequately supervises and supports the work, development and wellbeing of the DSL and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure that there is a robust system for recording, storing and reviewing child welfare concerns.
- Liaise with the head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school to enable adequate Ensure that school staff training is up to date.
- Safeguarding training is delivered every year and other training as appropriate to the role and relevant to issues within the school.
- Ensure other governors attend appropriate safeguarding training.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.
- Ensure school do not operate in isolation and have an awareness of agencies available to support children and families.

- Ensure the safeguarding agenda is embedded in the ethos of the school.

Role of Blackburn with Darwen Local Safeguarding Children Board (BLSCB)

The local Safeguarding Children Board is the recognised joint forum for developing, monitoring and reviewing child protection procedure. The role of a local Safeguarding Children's Board is outlined in 'Working Together to Safeguard Children (2015)'.

Role of Staff

Abuse of children in attendance at school is most likely to be first noticed by teaching staff.

Teachers bring a number of particular advantages to the recognition of child abuse;

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.
- They have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing.
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

Teachers have a professional duty to:

- Observe and be alert to signs of abuse;
- Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury;
- Enquire about the progress of individual cases in which they/are have been involved.

All teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

Consulting with your Designated Senior Lead for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Lead for child protection who will contact the appropriate agency as and when required.

If staff are unhappy about the response you receive from your Designated Senior Lead for Safeguarding contact the Local Authority Childrens' Services.

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- Place a vulnerable adult at risk of harm
- Compromise and enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

Staff (Non-Teaching/Ancillary)

As with teaching staff, non-teaching staff has a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All nonteaching/ancillary staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, nonteaching/ancillary staff has a clearly

restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

Procedures for when someone is concerned about a child or young person

- All concerns for children and young people should be recorded on standard pro forma available.
- All concerns should be recorded as soon as possible (and within one hour)
- All concerns should be referred to the DSL
- All concerns of significant harm should be referred to MASH without delay (see appendix 1)
- All concerns of allegations in relation to staff and volunteers harmful behaviour should be referred to the head teacher. If the concern is in relation to the head teacher the chair of governor should be informed without delay (appendix 2)

To consult with the Designated Senior Lead for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Lead who will contact the appropriate agency.

Staff and volunteers must report to the DSL when:

- A child may disclose something that has upset or harmed them
- Someone else might report something that a child has told them, or that they believe that a child has been or is being harmed
- A child might show signs of physical injury for which there appears to be no explanation
- A child's behaviour may suggest he or she is being abused
- The behaviour or attitude of one of the workers towards a child may cause concern
- A child demonstrates worrying behaviour towards other children.

If staff are unhappy about the response you receive from your Designated Senior Person for child protection contact the Local Authority Childrens Services.

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- place a vulnerable adult at risk of harm
- compromise and enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

UNDER NO CIRCUMSTANCES SHOULD STAFF LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

All teaching and non-teaching staff will undertake training every year.

Staff working with children should be guided by these four principles:

1. Children have a right to be safe and should be protected from all forms of abuse and neglect;
2. Safeguarding children is everyone's responsibility;
3. It is better to help children as early as possible, before issues escalate and become more damaging; and
4. Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

There are four main categories of abuse and neglect and, although there are definitions in Working Together to Safeguard Children 2015, this document sets out some of the warning signs. There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.

The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area. The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to

Speak to the child, alone, if appropriate, to seek further information. (Keeping Children Safe in Education 2016)

For All Staff

One sentence from the child indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult, etc. However, considering that many of the signs of child abuse are also commonly associated with other medical, social or psychological problems or simply normal child development, a teacher may naturally discuss some initial concerns about a child's mental or physical well-being with other staff, parents, etc. However, in many cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury. Once there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately.

When a staff member has suspected child abuse or non-accidental injury then the matter should be referred to the DSL **Sameerah Master** and a written report using the form **Concerns about a Child's Safety and Welfare within school** should be made and forwarded to the DSL.

The individual member of staff may also choose to make the referral themselves, however the DSL Sameerah Master should be informed of the referral.

ALL STAFF HAVE A STATUTORY DUTY UNDER THE EDUCATION ACT 2002 TO PASS ON ANY CHILDPROTECTION CONCERNS ABOUT A CHILD.

Looked after children

The DSL will ensure appropriate staff have the information they need in relation to a pupil's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the pupil's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the pupil's social worker and the name of the virtual school head in the authority that looks after the child.

Recognising Abuse

Physical Abuse

May involve hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child. It may also occur when a parent or carer feigns symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated or Induced Illness (FII) or Munchausen Syndrome by proxy

Possible Signs of Physical Abuse

- Unexplained injuries or refusal to discuss them
- Cigarette burns
- Long Bruises-possibly made by a belt

- Teeth marks
- Fingertip/slap marks or bruises
- History of bruises/injuries with inconsistent explanations
- Bilateral black eyes
- Self-destructive tendencies
- Aggression towards others
- Untreated injuries
- Fear of medical treatment
- Unexplained patterns of absence that could be in order to hide injuries.
- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

Emotional Abuse

Emotional abuse is the persistent maltreatment of a child such to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless and 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 capacity, as well as overprotection and limitation of exploration, 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 cyber bullying), 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, though it may occur alone.

Possible Signs of Emotional Abuse

- Developmentally delayed
- Inappropriate emotional responses
- Self-Mutilation
- Extreme passivity or aggression
- Running Away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;

- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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 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.

Possible Signs of Sexual Abuse

- Depression, suicidal, self harming
- Anorexic/bulimic
- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Telling of a 'friend with a problem abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Afraid of certain people
- 'Chronic' medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated
- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
 - Children who ask others to behave sexually or play sexual games; and
 - Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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 don't take part in education.

Neglect

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 may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, 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

Possible Signs of Neglect

- 'Failure to thrive' (looks thin, unwell, below average height and weight)
- Usually hungry
- Has regular accidents (especially burns)
- Poor personal hygiene
- Kept away from school medicals
 - Tiredness
 - Reluctant to go home
- Poor social relationships
- Frequent lateness/ non-attendance at school
- Inappropriate clothing
- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care⁴; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;

- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
 - Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

(Keeping Children Safe in Education 2016)

Children with Special Educational Needs and Disabilities

Children with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges as additional barriers may exist when recognising abuse and neglect in this group of children. This may include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's impairment without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

A Child Missing from Education

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 staff will follow the procedures for dealing with children that go missing 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.

We have 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 such as travelling to conflict zones, FGM and Forced marriages.

The local authority will be notified when a pupil is deleted from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

The local authority will be informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Bullying and Cyber Bullying

Bullying is behaviour that hurts another individual – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happen online, using social networks, games and mobile phones, is called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls online or cyber bullying.

(NSPCC)

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Female Genital Mutilation

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

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.

Indicators of FGM

Indicators that FGM May Have Already Taken Place It is important that professionals look out for signs that FGM has already taken place so that:

- The girl or woman receives the care and support she needs to deal with its effects (see Annex F of);
- Enquiries can be made about other female family members who may need to be safeguarded from harm; and/or
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm. There are a number of indications that a girl or woman has already been subjected to FGM:
 - A girl or woman asks for help;
 - A girl or woman confides in a professional that FGM has taken place;
 - A mother/family member discloses that female child has had FGM;
 - A family/child is already known to social services in relation to other safeguarding issues;
 - A girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
 - A girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
 - A girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
 - A girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
 - A girl or woman has frequent urinary, menstrual or stomach problems; Multi-agency statutory guidance on female genital mutilation.

- A girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- There are prolonged or repeated absences from school or college (see 2015 guidance on children missing education⁵⁰);
- Increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- A girl or woman is reluctant to undergo any medical examinations;
- A girl or woman asks for help, but is not explicit about the problem; and/or

A girl talks about pain or discomfort between her legs. Remember: this is not an exhaustive list of indicators. If any of these indicators are identified professionals will need to consider what action to take. If unsure what action to take, professionals should discuss with their named/designated safeguarding lead. Professionals subject to the mandatory reporting duty are required to report 'known'⁵¹ cases of FGM in girls under 18 to the police.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced from October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

All teachers have a statutory duty from October 2015 to 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 still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Forced Marriages

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is 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 difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Staff can contact the Forced Marriage Unit if they need advice or information on 020 7008 0151 or email: fmu@fco.gov.uk.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Where it is felt that a pupil is a victim of forced marriage in any way, our safeguarding procedures will be followed.

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 doubt 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).

Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

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 managing 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 professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Signs and symptoms of a young person being at risk of becoming radicalised:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g.

the swastika for far right groups);

- attempts to recruit others to the group/cause/ideology;
- Communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

Prevent

From 1 July 2015 specified authorities, including all schools 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". This duty is known as the Prevent Duty.

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Our procedures:

- The school has a risk assessment to assess the risk of children being drawn into terrorism.
- The school has clear procedures in place for protecting pupil at risk of radicalisation.
- The school will discuss any concerns in relation to possible radicalisation with a pupils parents in line with the schools safeguarding policy and procedures unless we have specific reason to believe that to do so would put the child at risk.
- The designated safeguarding lead and senior leaders will undertake advanced Prevent awareness training so that they are best equipped to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- The school will ensure that staff undertake the WRAP training annually
- We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We will ensure that suitable filtering is in place. We will teach our pupils about online safety more generally.

Referral Procedure

When staff have a safeguarding concern for a pupil showing signs/symptoms of radicalisation (from whatever ideology) a referral should be **made by completing a MARF and sends it through to MASH. Channel**

As part of our training, staff will understand when it is appropriate to make a referral to the Channel Programme.

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.

We will co-operate with local Channel panels as appropriate.

See Prevent Policy.

To raise concerns relating to extremism directly call the helpline directly on 020 73407264 Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Reporting Procedure The Six R's

RECEIVE

If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.

Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.

Listen carefully to the child. Do not stop a child who is freely recalling information.

Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REASSURE

Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.

If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

REACT

If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me...."

Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'

Never ask 'accusing' questions e.g. " Why didn't you tell someone earlier?"

Never criticise the alleged perpetrator, it may be someone that they will continue to live with.

Never ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information

These four factors may compromise enquiries that need to be made later by children's social care or Police.

RECORD

Make notes as soon as possible afterwards using the words that the child has used.

Do not record your assumptions and interpretations, just what you heard and saw.

Do not destroy original notes even if you later write things up more neatly and fully.

Record the date, time and place of the disclosure.

Sign any written records and identify your position in the school setting.