



Castlebrook High School Safeguarding Policy

Mission Statement:

**To work together to inspire and challenge our learners
to achieve excellence.**

**This mission statement is summed up in our motto:-
INSPIRE, CHALLENGE, EXCEL**

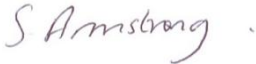

Vision: Outstanding in everything we do

Our Values: RESPECT, PRIDE, AMBITION

**THIS POLICY TAKES FULL ACCOUNT OF AND REFLECTS CURRENT STATUTORY
GUIDANCE FOUND IN:-**

- DfE Keeping Children Safe in Education - Information for all Schools and Colleges (Sept 2016)
- DfE Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges (Sept 2016)
- DfE Working Together to Safeguard Children (March 2015)
- DfE Child Sexual Exploitation – definition & guide for practitioners, local leaders and decision makers (February 2017)
- DfE What to do if you are worried a child is being abused – Advice for practitioners (March 2015)*

**Although not statutory, this guidance has been produced to help anyone whose work brings them into contact with children and families to identify child abuse and neglect and take appropriate action in response.*

APPROVED	29 th March 2017	REVIEW CYCLE: ANNUALLY	
REVIEW DATE	March 2018		
SIGNED BY ACTING HEADTEACHER		PRINT NAME	Mrs S. Armstrong
SIGNED BY PRINCIPAL OF ACADEMY COUNCIL		PRINT NAME	Mr R. Boucher

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RATIONALE:

This policy is reviewed annually and the procedures and implementation are updated and reviewed regularly with the academy councillors to ensure that they carry out their statutory duties. This safeguarding policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of Castlebrook High School. In particular, this policy should be read in conjunction with:

- Positive Behaviour for Learning Policy
- Attendance and Punctuality Policy
- Anti-Bullying Policy
- Staff Code of Conduct Policy
- Health and Safety Policy
- Castlebrook's Lock Down and Fire Evacuation Procedures
- Prevention of Radicalisation and Extremism Policy
- Social Media Policy
- Bury LA Anti-Fraud and Corruption Strategy – Part 2 Confidential Reporting (Whistleblowing) Policy
- Safeguarding Children and Young People : Good Practice Guide for Recruitment and Selection School Model – Bury Council Management Handbook
- DfE Teachers' Standards 2012

A copy of this policy together with all other relevant information including the above DfE documentation are available on w drive in the 'Safeguarding for all staff folder'. Paper copies are also available in the staffroom on the Safeguarding Noticeboard.

SAFEGUARDING MISSION STATEMENT

Castlebrook High School is a learning community in which all members can thrive, regardless of culture, race, religion, gender or individual need. We hope to inspire and challenge all to succeed in learning for life; to know and care for each individual; and create a safe supportive community, working to educate the citizens of today.

AIMS OF THE POLICY

To inform staff, parents, volunteers and academy councillors about Castlebrook's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

CONFIDENTIALITY

Castlebrook High School believes in open and honest communication and will always share with parents/carers any information or concerns that they have about their children at the earliest opportunity, provided it doesn't compromise the child's safety. If a child is felt to be in need of protection and becomes the subject of a child protection plan, parents/carers should regard our school as a source of help and support.

ROLES AND RESPONSIBILITIES

The Senior Designated Person (SDP) and SLT Lead for Safeguarding:
Mrs Lawrence.



The Deputy Safeguarding leads are Mrs Armstrong, Mr Orrell and Mr Whittam



If on occasion Mrs Lawrence is not on site, then any concern must be given to Acting Headteacher Mrs Armstrong.

The role of the Senior Designated person is to: -

- Manage referrals;
- Refer all cases of suspected abuse to the LA Children's Social Care and;
- Refer to Police if a crime has been committed;
- Liaise with the Acting Headteacher and the Academy councillors to keep every level of governance abreast of concerns and actions regarding our children, whilst respecting the need for confidentiality;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

TRAINING

The SDP, Mrs Lawrence and the other Deputy Safeguarding leads receive training every year in order to:

- Understand the assessment process in providing early help and intervention, for example through locally agreed, common and shared assessment processes such as early help assessments;
- Have a working knowledge of how Bury and other LA's conduct a CP conference and a CP review conference and be able to attend and contribute to these effectively when required to do so;

- Ensure each member of staff has access to and understands the school's Safeguarding policy and procedures;
- Be alert to the specific needs of the children in need, working in liaison with our SENCO addressing the needs of children with special education needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and make pupils aware of any measures the school may put in place to protect them;
- Ensure that the leadership team is made aware of trends in behaviour that may affect pupil welfare and if necessary arrange appropriate training;
- Ensure the Safeguarding policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and that the school works in conjunction with Bury Safeguarding Children Board (BSCB) to make sure that staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave Castlebrook, to ensure their Child Protection file is copied for any new school or college as soon as possible but transferred securely and separately from the child's main file (as per Barnardo's guidance, CP records are held within school for four years on exit from school).

SCHOOL STAFF AND VOLUNTEERS

It is the responsibility of all staff at Castlebrook to provide a safe environment in which learners can learn. **Keeping Children Safe in Education guidance makes explicit reference to the fact that it is the duty of every member of staff to maintain this environment.** This includes any adult who works at the school whether in the classroom or as a member of the support staff or as academy councillors. Any staff member who is placed in the classroom is particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

Staff Training - All staff receive appropriate safeguarding children training (detailed training every year and on-line updates each year), so they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

Supply Teachers - All long term temporary staff have to complete on-line training. Any additional training needs for individuals or regarding specific issues, (e.g. domestic abuse) which arise will be addressed through additional CPD. Short term temporary staff and volunteers are made aware of the safeguarding policies and procedures through induction and are provided with written information for reference.

There will be a safeguarding briefing for all new staff before entering the classroom.

Record Keeping

It is the responsibility of the School Business/HR Manager to ensure that:

- all staff (including long term supply) are issued with the Safeguarding policy and that they have signed to confirm they have read and understood the policy
- up to date records are kept of all safeguarding CPD in line with this policy

When is the policy applicable? - The policy is applicable during all on and off-site activities undertaken by learners whilst they are the responsibility of Castlebrook staff including when involved in alternative provision.

Guidance for staff if taking photographs of children & young people


The majority of occasions when people take photographs of children and young people are valid and do not provide any cause for concern

Unfortunately, however, there are occasions when this is not the case and these are some of the risks associated with photographing children:

- The collection and passing on of images which may be misused;
- The identification of individual children to facilitate abuse;
- The identification of children in vulnerable circumstances.

Please refer to APPENDIX 9 – Page 48-50 for further guidance issued by Greater Manchester Safeguarding Partnership (updated August 14).

Reporting Safeguarding Concerns - All adults working at Castlebrook High School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the **Designated Person with responsibility for Safeguarding (Mrs Lawrence)**.

**KEEP SAFE AT CASTLEBROOK**
INSPIRE CHALLENGE EXCEL

- ♦ **Fire Alarm = continuous Klaxon**
Make your way outside to the hardstand.
- ♦ **Lockdown Alarm = 30 second bell**
Lock classroom door. Close windows and blinds. Stay as quiet as possible.
Log on to SIMS/gmail for updates.
10 short rings for end of Lockdown.

**KEEP SAFE AT CASTLEBROOK**
INSPIRE CHALLENGE EXCEL

Any Safeguarding concerns must be reported **IMMEDIATELY** to:

In the first instance	 Mrs Lawrence Designated Safeguarding Leader	or if absent	 Mrs Armstrong Acting Headteacher
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On entry to the building, all staff and visitors will be issued with a personal safeguarding lanyard and will be asked to read our safeguarding pledge which reads as follows:

Safeguarding Pledge

- As adults we understand that safeguarding our young children is the overarching concern of all that we do and central to our practices.
- All adults understand the legal framework of Keeping Children Safe in Education September 2016 (Part 1) and the obligation that it places us under.
- Practices and policies are regularly reviewed to maximise safeguarding.
- All concerns will be reported to Mrs Lawrence, the DSL, on an SG1 form in a timely manner or Mrs Armstrong, the Acting Headteacher, if Mrs Lawrence is off site.
- By accepting the badge, you accept the pledge!

All staff who work with children have a responsibility to refer safeguarding concerns to the Senior Designated Person for Child Protection in the first instance. However if they feel that concerns are not taken seriously or actions to safeguard a child are not taken by professionals and the child is considered to be at risk of harm then staff should speak to the **Acting Headteacher Mrs Armstrong** immediately and in extreme cases contact Bury Safeguarding Children Board (0161 253 5454) (if the pupil does not live in Bury please seek support from the relevant Social Services Authority).

(Concerns should always lead to help for the child at some point, refer to Keeping Children Safe in Education Part 1 'Information for Staff' DfE September 2016 – Appendix 2).

Awareness with Learners - Learners are made aware that there are adults in school whom they can approach if they are worried. This information is provided through whole school assemblies, form mentor delivery and opportunities within the curriculum. There are Safeguarding Boards on display in reception, the dining halls, staffroom, Caretaking Office and the ILZ. Every form room has a form notice board where a photo poster of Mrs Lawrence is on display. These photos are also visible around the school.

There are many ways in which learners can raise any safeguarding concerns:

- Face to face;
- Text;
- E-mail;
- Safe box.

SUPPORTING VULNERABLE LEARNERS AND THOSE ON A CHILD PROTECTION (CP PLAN)

Children with SEND and Children & Young People In Care are more vulnerable to abuse and neglect. Careful attention will be paid to monitoring the attendance, welfare and progress of any child about whom the school has concerns or who has been identified as a subject of a CP plan and a written record will be held securely. If a pupil who is or has been subject to a CP plan changes school, the SDP will inform the social worker responsible for the case and transfer the appropriate records to the SDP at the receiving school in a secure manner and separate from the child's academic file.

PROCEDURES TO FOLLOW IN THE CASE OF A REFERRAL

1. When the SDP has been informed of a case of suspected abuse, or of a young person who may be at risk of abuse, he/she will straight away refer the matter to Social Services. Social Services will then advise the Designated Person regarding any contact with the family, as it is the responsibility of the Social Services Department to inform the parents if the allegation involves a member of the child's family. Referrals must be discussed with parents unless it places the child at further risk to do so.
2. If the allegation involves someone other than a member of the child's family the matter should still be reported to Social Services but as the child may not be at immediate risk, the Social Services Department may not need to respond so urgently. The child's parents/carers must be informed and the procedure for doing this should be agreed with Social Services.
4. Where it is suspected that a learner might be at risk of significant harm, nothing will be said to the learner's parent/carer without the approval of SDP Mrs Lawrence and, as appropriate, the Social Services Department. Where a learner sustains physical injury or is distressed as a result of reported chastisement or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported to Social Services/police for investigation. Referrals to Social Services will be confirmed via email.
5. In circumstances where a learner has an unexplained or suspicious injury that requires urgent medical attention, the Child Protection referral process should not delay the administration of First Aid or emergency medical assistance. If a learner is thought to be at immediate risk because of parental violence, drunkenness or other incapacity or, for example, from threats to remove the learner during the school day, then urgent police intervention will be requested.

THE ROLE OF THE ACADEMY COUNCIL:

Academy councils must ensure that they comply with their duties under legislation. They must also have a record of this guidance to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.

- Nominated academy councillor for Safeguarding is Mr Hirst (contact details available from School Business/HR Manager or Mrs Settle, Head's PA on request).

THE RESPONSIBILITIES PLACED ON ACADEMY COUNCIL INCLUDE:

- their contribution to inter agency working which includes providing a coordinated offer of early help when additional needs of children are identified;
- ensuring that an effective and up to date Safeguarding policy is in place together with a Professional Relations policy;
- appointing a SDP who should undergo safeguarding training every year;
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders of any safeguarding concerns;
- making sure children are taught how to keep themselves safe;
- receiving regular reports on Safeguarding policy and procedures and their impact.

THE ROLE OF THE STAFF - WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD:

It is imperative that if any member of staff is concerned about a child, he or she must inform the SDP, Mrs Lawrence.

At Castlebrook High School this means all staff must pass any concerns in writing to the SDP.

The member of staff must record information regarding the concerns as soon as possible and the same day using a safeguarding referral form (Appendix 1 – form SG1). These forms are to be found on the safeguarding noticeboards around school and on W drive/Safeguarding Info for Staff. The recording must be a clear, precise, factual account of the observations. Staff should remember to record a full response about what is seen, smelt and heard along with reported speech. The SDP, Mrs Lawrence will decide what action, if any, should be taken and whether the concerns will be referred to Social Services. In all instances Mrs Lawrence will inform the concerned staff member what has been decided, though staff should appreciate that a child's confidentiality will need to be respected.

Castlebrook High School's Safeguarding policy therefore overrides at all times Paragraph 21 Part A of the Keeping Children Safe in Education – September 2016 and the Child Sexual Exploitation - definition & guide for practitioners, local leaders and decision makers (February 2017)

Staff must not offer absolute confidentiality. It should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. They should be reassured that only staff who need to know about it will be told. This could result in the learner not continuing the conversation, in which case do not pursue the matter and report concerns to the Designated Person.

If a learner begins to confide any matter involving alleged abuse, whether physical, emotional or sexual, to a member of staff, they should follow the following guidelines:

- **Don't make any promises to the learner;**
- **Stay calm and reassuring;**
- **Explain that you cannot promise to keep what they tell you as a secret, in their own interest you may have to inform the SDP Mrs Lawrence;**
- **Listen to the learner rather than directly question them;**
- **Do not press them for details or ask leading questions;**
- **Ask the learner if they have told anyone else. The report should state the time, date, circumstances and who else was present as well as giving exact details of what the learner said quoting the exact words used. Signs of physical injury should also be recorded and position of injury indicated on a diagram. Reports should be objective and based on evidence; they should distinguish between fact, observation, allegation and opinion;**

- Inform the SDP and hand them the detailed account on the SG1 form as this may be needed as evidence in court/child protection proceedings. Assure the learner that they have done the right thing and you know how difficult it is to talk about such experiences. Do not keep a copy of the form. The welfare of the learner is paramount; therefore all situations must be treated with sensitivity. The teacher should not reveal his/her own feelings to the learner. Decisions regarding photographic recording of evidence and full medical examinations should be left to Social Services and the police.

Please refer to APPENDIX 3 - Disclosure Check Sheet 2016 (see page 38).

SUPPORT FOR STAFF

We also recognise that staff working at Castlebrook, who have become involved with a learner who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such member of staff by providing an opportunity to talk through their anxieties with the SDP Mrs Lawrence and to seek further support as appropriate.

Castlebrook will publish the full Safeguarding Policy on the website for information. Parents will be informed prior to referrals unless to do so would place the child at increased risk of significant harm by: the possible response from parents, leading to an unreasonable delay, leading to the risk of loss of evidential material, placing a member of staff from any agency at risk.

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

We understand that a learner may make an allegation against a member of staff. If such an allegation is made against:

- A member of staff - the allegation must be referred immediately to the Acting Headteacher, Mrs Armstrong.
- An adult out of school – refer immediately to the DSP, Mrs Lawrence
- The Designated Safeguarding Person – refer immediately to the acting Headteacher
- The Headteacher – refer immediately to the Principal of Academy Council – Mr Boucher (contact details available from Mrs Settle, Head's PA)

Should a member of staff need to use the direct line to Bury LA (LADO), the number is 0161 253 5342.

Please refer to Keeping Children Safe in Education Guidance Sept 2016 – ‘Part 4 : Allegations of abuse made against teachers and other staff’ – Pages 40-50 - copy available on Safeguarding noticeboards around school.

WHISTLEBLOWING

We recognise that learners cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Castlebrook will follow the procedure outlined in the school's policy for whistleblowing which is readily available for staff. The procedures regarding this are available on the Safeguarding noticeboards.

PHYSICAL INTERVENTION

Our policy of physical intervention by staff is set out in the separate *“Health and Safety Policy”* and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times, it must be the minimal force necessary to prevent injury to another person. All incidents of physical restraint are recorded as per Bury Guidelines and our school Health and Safety Policy.

We understand that physical intervention of a child, which causes injury or distress, may be considered under safeguarding or disciplinary procedures.

Bullying: Our anti-bullying policy is set out in a separate document and acknowledges that to bully any learner or allow or condone bullying may lead to consideration under safeguarding procedures. **Bullying should be viewed in the same light as Peer on Peer abuse.**

Racist incidents: Our policy on racist incidents is set out in a separate document and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

Official recording of incidents of racism/hate crime/extremism and bullying is through our SIMS behaviour management. This is followed up by the local authority on-line reporting system (SMART) by Head of House following consultation with Mrs Lawrence.

Attendance: Please refer to Castlebrook's Attendance and Punctuality Policy for further details.

Learners not attending school and where we have received no communication from a parent or carer regarding the absence will be followed up with a first day text/email response 'School Comms'. If no further information is received regarding the absence and the learner remains absent for a further 2 days. The School Attendance Team (SAT) will be informed and subsequent follow up will then be actioned.

In the cases of Alternative Provision, protocol will be followed in accordance with the local authority guidance. Mrs Lawrence will pursue Safeguarding policy for each agency providing alternative provision. Welfare calls and visits are also completed at appropriate points to ensure that we comply with all of the necessary components of health and safety, learner welfare checks and staff/parent contact for absent learners.

Alternative Provision: Castlebrook High School has copies of all Safeguarding Policies for alternative providers.

Prevention: We recognise that Castlebrook plays a significant part in the prevention of harm to our learners by providing learners with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Castlebrook will therefore:

- Establish and maintain an ethos where learners feel secure and are encouraged to talk and are always listened to.
- Establish a pastoral system which will encourage learners to seek help when they are worried or have concerns.

- Ensure, to the best of our ability, that all computer equipment and Internet access within school will be subject to appropriate 'Parental Controls' and Internet Safety Rules. Please refer to the school's E safety Policy.

CURRICULUM

Castlebrook acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our learners for the responsibilities of adult life and citizenship. It is expected that all subject leaders will consider the areas that exist in their area of responsibility for addressing personal safety issues. The PSHCEE and Citizenship curriculum will be used to inform learners how to keep safe and to know how to ask for help if their safety is being threatened. As part of developing a healthy, safe lifestyle, learners will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly;
- To judge what kinds of physical contact are acceptable and unacceptable;
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being, including knowing when and where to get help;

RADICALISATION AND EXTREMISM

As of 1st July 2015 Schools are required to play their role in tackling radicalisation and extremism. Schools must provide information and act if they are concerned about these issues. Please refer to Radicalisation and Extremism Policy.

Channel forms a key part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

PREVENT DUTY GUIDANCE – WHAT MUST STAFF DO?

In response to the new government changes from 1st July 2015, Castlebrook High School has included this additional section to the safeguarding policy. This is a direct response to the growing concern of radicalisation and extremism in Britain.

From 1st July 2015, schools are required to play their role in tackling radicalisation and extremism. Schools must provide information and act if they are concerned about these issues.

Indicators that an individual is engaged in an extremist group, ideology or cause, include:

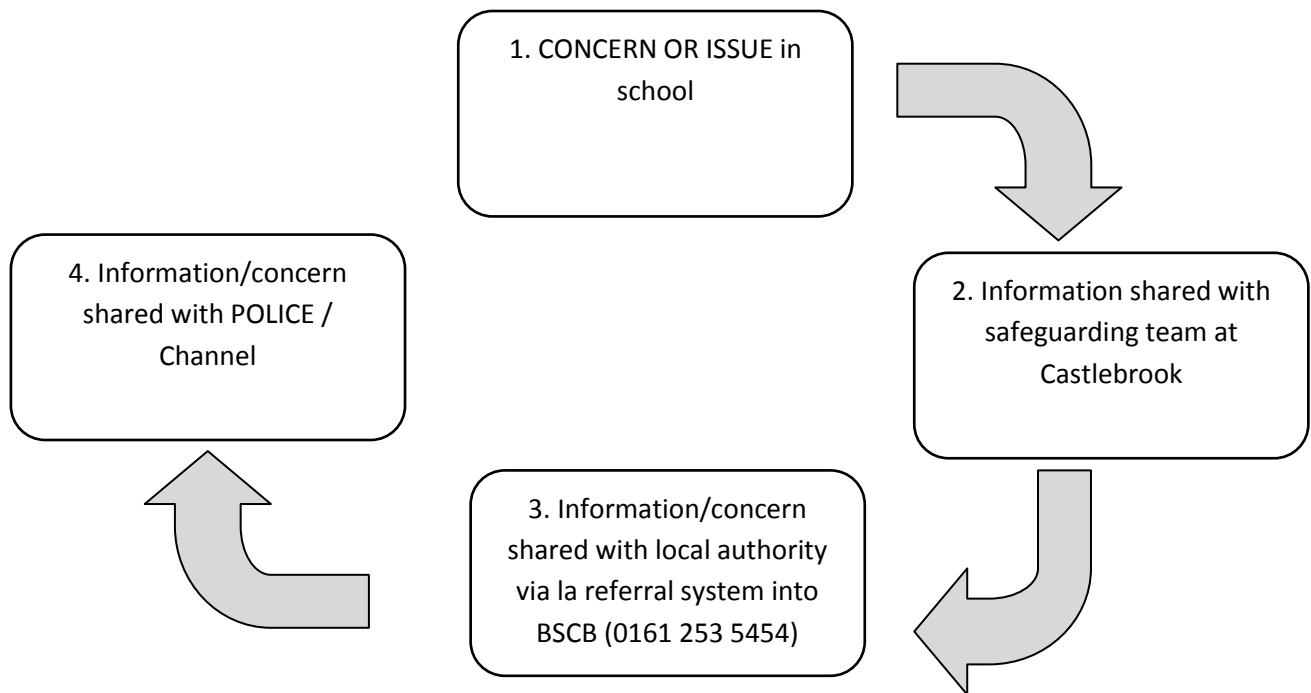
- Spending increased time in the company of other suspected extremists
- Changing their style of dress or personal appearance in accord with the group;
- Loss of interest in other friends and activities not associated with the extremist ideology or cause;
- Possession of material or symbols associated with an extremist cause.

FABRICATED OR INDUCED ILLNESS

A rare form of child abuse which may include parents/carers fabricating signs and symptoms of illness/falsifying medical records, letters or documents or inducing illness. Signs can include:-

- Frequent and unexplained absences from school/PE lessons
- Regular medical appointments/visits for second opinions
- Repeated claims that a child is unwell but is vague with symptoms and/or symptoms not recognised by the teacher/support staff

CONCERNS OR ISSUES REGARDING RADICALISATION AND EXTREMISM



MONITORING, EVALUATION AND REVIEW

This policy will be reviewed annually by the academy councillors. It will be implemented through the school's induction and training programme and as part of day to day practice. Compliance with the policy will be monitored by the SDP and through staff performance measures. In order to safeguard and promote the welfare of children, Castlebrook will act in accordance with the following legislation and guidance:-

- The Children Act 1989;
- The Children Act 2004;
- Education Act 2002 (section 175);
- BSCB Guidance;
- Keeping Children Safe in Education – Information for all school and college staff (DfE Sept 2016);
- Keeping Children Safe in Education – Statutory guidance for school and colleges (DfE Sept 2016);
- Working Together to Safeguard Children (DfE 2015);
- The Education (Pupil Information) (England) Regulations 2005
- Child Sexual Exploitation – Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE Feb 2017)

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. The following is a useful summary of the FGM mandatory reporting duty: **FGM Fact Sheet**

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.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmua@fco.gov.uk.

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 extremism¹. 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". 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 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- 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 should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department 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. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

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 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.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.²

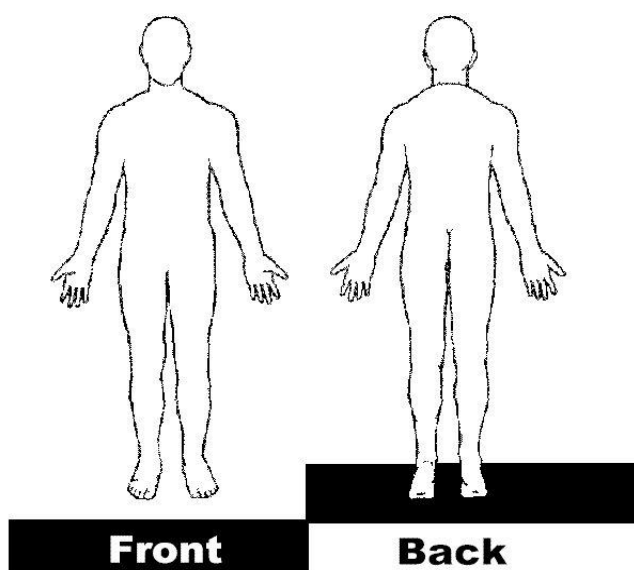
¹ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

² Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.

Castlebrook Safeguarding: Child Protection Concern

ANY OTHER COMMENTS YOU THINK ARE RELEVANT:

Information given to:	At : (specify time)	Staff name: Signature	
Action taken:	Taken by:	Date:	Time:



APPENDIX 2

***Keeping Children Safe in Education* DfE - Safeguarding information for staff - September 2016**

SUMMARY

Keeping Children Safe In Education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and
- management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** read at least Part one of the guidance. For ease of reference Part one is set out below.

Part one: Safeguarding information for all staff (DfE Sept 2016)

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working together to safeguard children*.
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.

8. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

9. **All** school and college staff should be prepared to identify children who may benefit from early help¹. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

¹ Detailed information on early help can be found in Chapter 1 of Working together to safeguard children

² The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

14. **All** staff must be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, 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.

15. **All** staff must be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989³ that may follow a referral, along with the role they might be expected to play in such assessments.⁴

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

³ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁴ Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children

What school and college staff should do if they have concerns about a child

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28), they will need to decide what action to take. Where possible, there should be a conversation with the SDP to agree a course of action, although any member of staff can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. *(However Castlebrook staff must refer all concerns to the designated safeguarding person and as such this supersedes the Keeping Children Safe in Education Act 2016).*

22. If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs you to your local children's social care contact number.

23. See page 26 for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a **teacher**⁵, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

5 Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.⁶

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of academy councillors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

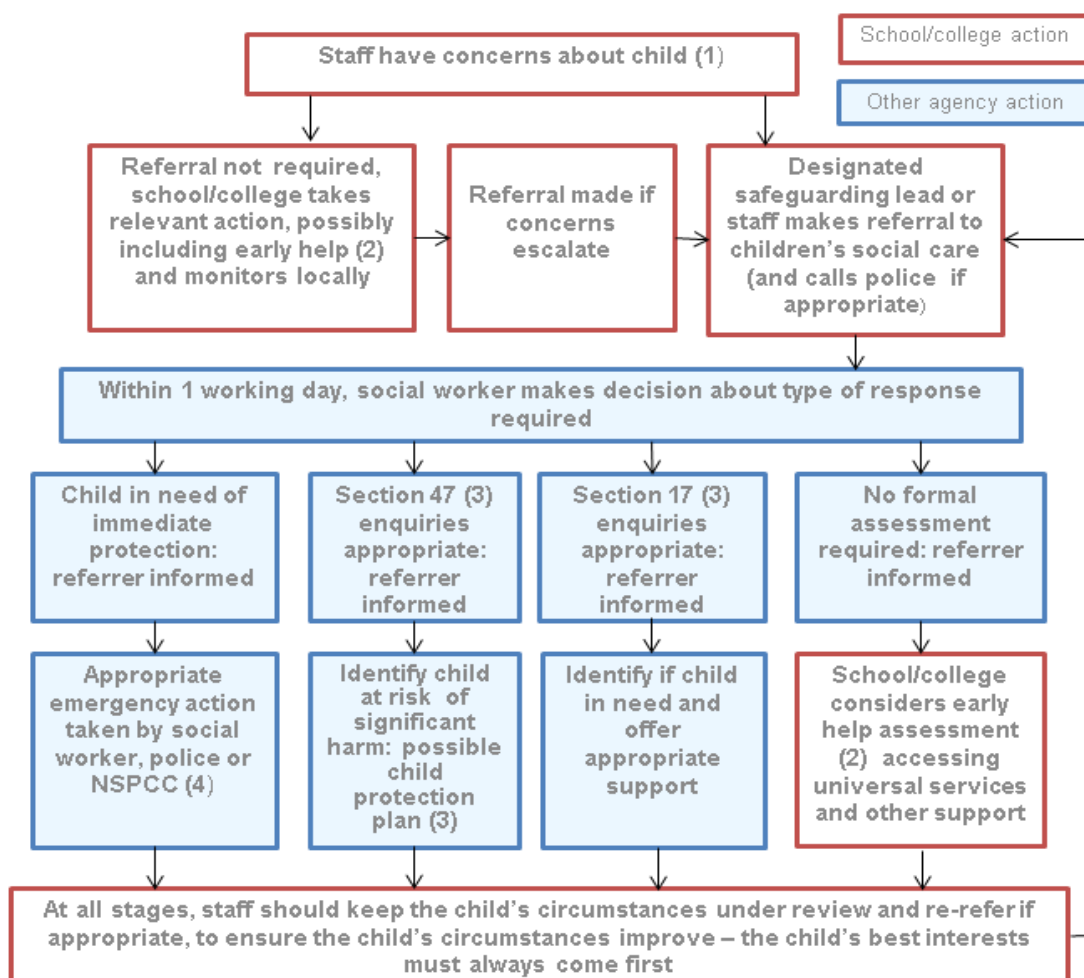
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁷

⁶ Serious case reviews, 2011 to 2014

⁷ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.

4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

37. **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.

38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It 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. 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 a child's developmental capability as well as overprotection 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.

39. **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.

40. **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. 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. **All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A (*mandatory reporting from October 2015*)
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation – and Annex A

- relationship abuse
- sexting
- trafficking

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex.

Annex A: Further information

Further information on 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. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable 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. School and college staff should follow their 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 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 such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission⁸ for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.⁹

⁸ or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

⁹ In default of such agreement, at intervals determined by the Secretary of State.

Where a parent notifies a school that a pupil will live at another address, all schools are required to¹⁰ record in the admission register:

- the full name and address of the parent with whom the pupil is going to live,
- the new address and;
- the date from when it is expected the pupil will live at this address.¹¹

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record¹² in the admission register:¹³

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school

Schools are required¹⁴ to notify the local authority within five days where a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,¹⁵ as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide¹⁶ the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

¹⁰ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended

¹¹ Where schools can reasonably obtain this information.

¹² Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹³ Where schools can reasonably obtain this information.

¹⁴ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹⁵ Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

¹⁶ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice Enrolment of 14 to 16 year olds in full time further education. The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

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 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) 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 teachers¹⁷ that requires a different approach (see following section).

¹⁷ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’: “teacher” means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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.¹⁸ 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

¹⁸ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

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.¹⁹ 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 regard²⁰ to the need to prevent people from being drawn into terrorism".²¹ 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 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support of 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.

¹⁹ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

²⁰ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

²¹ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

- 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 should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department 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.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

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 programme²². Channel guidance is available at: [Channel guidance](#). An 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.

²² Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

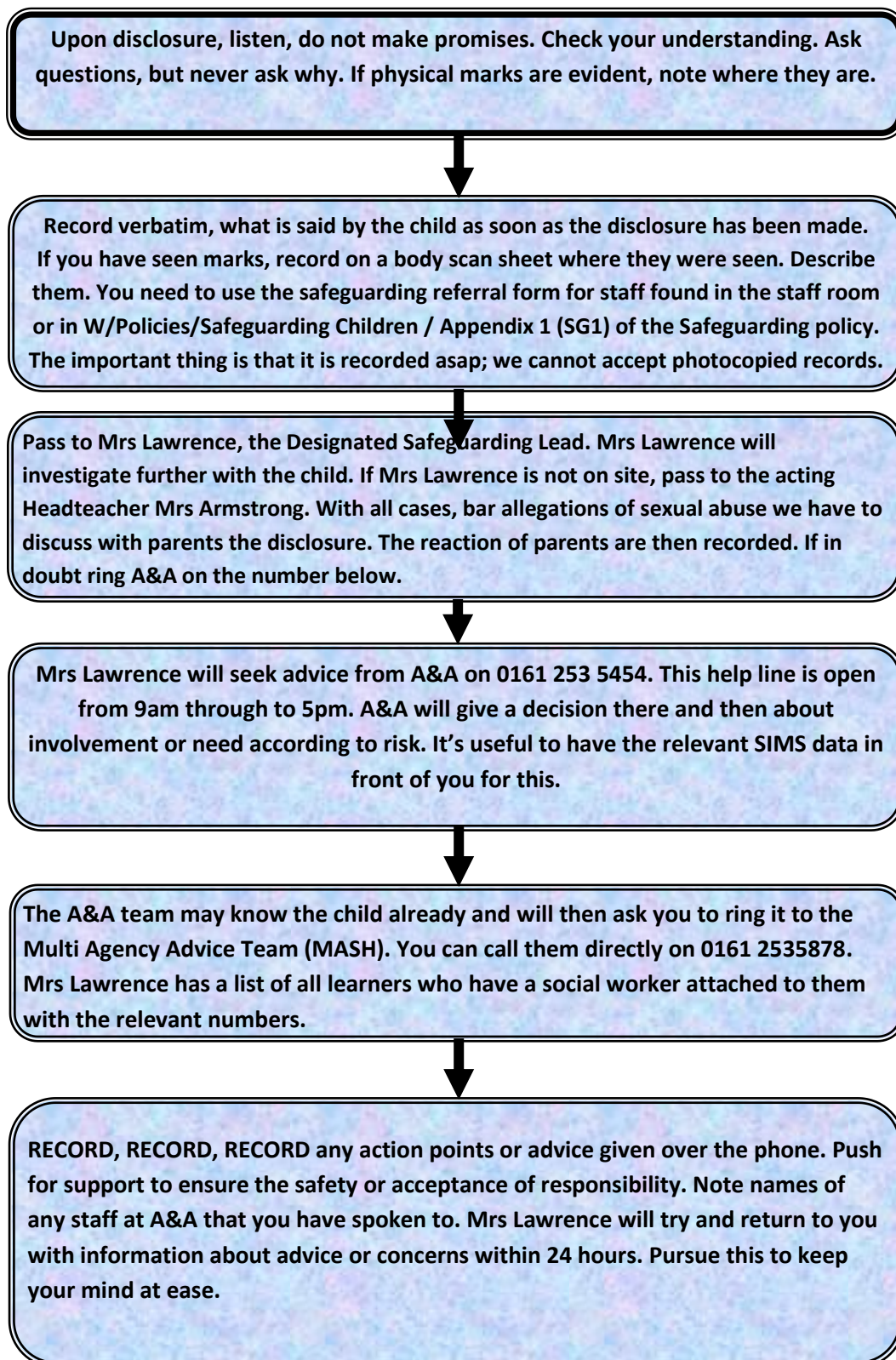
Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.²³

²³ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.

APPENDIX 3

Castlebrook High School

Disclosure Check Sheet 2016





Quick Guide to Self Harm and Self Injury

What are self-harm and self-injury?

Self-harm and self-injury are ways that some young people respond to difficult and distressing feelings. They can take a variety of forms including young people putting themselves in risky situations; injuring themselves (e.g. cutting, burning or taking an overdose of tablets); or excessive use of drugs or alcohol.

Young people may experiment in risk taking behaviours such as using drugs and alcohol and they may not see this as self-harm or self-injury. Such behaviour is not always a sign of difficult and distressing feelings. So it is important to recognise when behaviour is motivated by the negative thoughts and feelings of the young person. Self-harm is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not. Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves. Self-harm may be on-going and some young people feel they manage this well with behaviour which is less physically dangerous. One example of this is superficial cutting. This may not require an immediate response but it is still likely to be a sign of emotional distress and the young person still needs support. As a practitioner you may wish to get advice and support to help you work with the young person to access suitable services.

Why do young people self-harm?

There are many different reasons why young people self-harm. Some young people describe self-harm as a way of:

- Having a break from difficult things in life;
- Controlling one aspect of their lives;
- Getting rid of big emotions that feel overwhelming;
- Punishing themselves – they may feel so bad about themselves and their current life; and
- Communicating to other people how much emotional pain they feel – perhaps because they cannot find the words to describe all their thoughts and feelings.

What should practitioners do?

Often young people find talking about self-harming can feel harder than talking about other risk taking behaviours such as unsafe sex or alcohol use.

Practitioners need to:

- Listen and explain the limits to confidentiality;
- Reassure the young person it is ok to talk about it; and
- Stay calm and don't judge the young person for their actions.
- Ask them: What is happening for you? Is this affecting you? What help do you need? What would you like to happen next?

Responding to self-injury

If someone has seriously injured themselves or taken an overdose it is important that they get immediate medical treatment from the Emergency Department (or A&E). The young person's GP can offer confidential and regular support for a wide range of health problems including psychological distress and the physical consequences of self-harm. Quick access to advice and, if necessary, an appointment should usually be available for urgent matters.

Overdosing is always dangerous and someone might have taken the same tablets before and thought they were unharmed. There can be unseen damage inside the body, so it is always important to treat this seriously - even if the young person feels ok. The staff at A&E will be able to talk to the young person about what they have taken and provide any treatment needed to avoid long term damage.

Cutting can be very dangerous, especially if the young person cuts deeply or cuts certain parts of the body such as the forearm or thighs. If the bleeding cannot be stopped or it is deep enough to need stitches then practitioners must support the young person to go to A&E. For changing dressings or an infection it may be more suitable to see the young person's GP.

Want to know more?

More information on self-harm and a range of emotional issues is available on www.MindMate.org.uk . Other useful contacts are included below:

School Nurses can help support practitioners to work with the young person. They can be accessed through the young person's school.

If the young person is using alcohol or drugs you can contact Early Break Drug & Alcohol Service on tel: 0161 723 3880

Healthy Young Minds provide assessment and therapy to children and young people up to the age of 18 who have emotional or behavioural problems or other mental health difficulties.

Discuss with the young person's GP.

The Education psychology team can support practitioners to work out how to respond to self-harm.

APPENDIX 5



Quick Guide to Radicalisation

What is radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Radicalisation is usually a process not an event. During this process, there will inevitably be opportunities to intervene in order to reduce the risk of the individual being attracted to extremist ideology and causes and safeguard him/her from the risk of radicalisation. It is important to be able to recognise the factors that might contribute towards the radicalisation of an individual. Indeed, some of the factors that lead an individual to becoming radicalised are no different to those that might lead individuals towards involvement with or being vulnerable to other activity such as gangs, drugs and sexual exploitation for example.

Who does it affect?

Those involved in extremist activity come from a range of backgrounds and experiences. There is no single profile of what an extremist looks like or what might drive a young person towards becoming radicalised. It can affect impressionable young boys and men and also impressionable young girls and women.

What factors might contribute towards radicalisation?

Below are some of the factors that might contribute towards an individual becoming radicalised. These are included in the Channel Vulnerability Assessment Framework. This is not an exhaustive list and the presence of any of these factors does not necessarily mean that he/she will be involved in extremist activity. However, a combination of many of these factors may increase the vulnerability to extremist activity:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- Opportunistic involvement
- Susceptibility to indoctrination
- Attitudes that justify offending
- A need to dominate and control others
- Harmful means to an end
- A desire for political or moral change
- Harmful objectives
- Family or friends' involvement in extremism
- Being at a transitional time of life
- Being influenced and controlled by a group
- Relevant mental health issues
- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy

What does the law say about radicalisation and extremism?

The Prevent Strategy 2011 aims to stop people becoming terrorists or supporting terrorism. It tackles all forms of extremism including Al Qaida influenced extremism and far right extremism. From 1 July 2015, statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 requires a range of specified authorities to have 'due regard to the need to prevent people from being drawn into terrorism'.

This duty is known as the Prevent duty. The specified authorities include those judged to have a role in protecting vulnerable children and young people and adults.

What should Castlebrook staff do?

Notice - staff should make themselves aware of the factors that might drive somebody towards extremism so they are able to notice them should they present themselves. However, staff using their skill, expertise, and professional judgement is crucial in not stigmatising individuals that may display some of the vulnerability factors highlighted.

Check – if a practitioner is concerned about an individual (child or adult) who is being drawn towards extremist activity, they should check their concerns with the safeguarding lead officer (Mrs Lawrence).

Share where it is recognised that an individual is indeed at risk of radicalisation and involvement in extremist activity, a referral should be made to Bury MASH team by LE. If as part of this identification a child or young person is put at risk (either through their own direct involvement or that of someone else e.g. parent / carer), practitioners should share their concerns with the MASH team.

Channel is a multi-agency partnership that develops a proportionate package of support and interventions to draw a vulnerable individual away from becoming radicalised and involved in extremist activity.

Key contacts Bury MASH team 0161 252 5678

National guidance: The Prevent Strategy The Prevent Duty Channel Programme

You can also read the duty guidance in the Counter-Terrorism and Security Act 2015

APPENDIX 6



Quick Guide to Domestic Abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners or family members, regardless of sexuality or gender. It can involve but it not limited to:

- Psychological abuse
- Physical abuse
- Sexual abuse
- Financial abuse
- Emotional abuse

Castlebrook staff should remain mindful that domestic abuse ***is part of our toxic trio (along with mental health issues and substance abuse)*** that greatly increases the probability of children reaching the remit of 'significant harm'.

What is Domestic abuse?

Domestic abuse (also known as domestic violence) refers to any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

Most reported incidents relate to women and girls but this is not always the case.

Domestic abuse can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial

Emotional Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage. Victims are not confined to one gender or ethnic group.

Responding to domestic abuse incidents Children's Services become involved in cases of domestic abuse where the household includes a pregnant woman and or children are present or members of the household and they are at risk of significant harm. **Domestic abuse is one of our TOXIC TRIO.** In schools we hear about instances by disclosure from

the children or a DVR when the police have been called to the house. There can be a time lag from the incident to the report being placed.

When the Police are called to a household because of a reported domestic abuse incident, the attending officer completes a DASH (Domestic Abuse, Stalking & Honour Based Violence) risk assessment. When a pregnant woman or a child (or children) are present, Children's Social Work Service is notified and the DASH risk assessment. The focus remains on whether a child/children or unborn child is at risk of significant harm or there is the likelihood of significant harm. They consider the detail of the presenting incident and the DASH risk assessment along with historical information. Where there is high risk to the adult, consideration may be given to a referral to a Multi-Agency Risk Assessment Conference (MARAC).

What should Castlebrook staff do? We should be mindful of the possibility of domestic abuse when working with families.

You should contact the Designated Safeguarding Lead (Mrs Lawrence) if you are aware of an incident of domestic abuse where a pregnant woman or a child is present or members of the household and they are at risk of harm.

In emergencies or where a crime is suspected, the police should be contacted. Police emergencies tel: 999

National Domestic Abuse Helpline tel: 0808 2000 247

APPENDIX 7



Quick Guide to Female Genital Mutilation

What is Female Genital Mutilation?

Female Genital Mutilation (FGM) refers to procedures that intentionally alter, mutilate or cause injury to the female genital organs for non-medical reasons. FGM is medically unnecessary and can have serious health consequences, both at the time it is carried out and in later life. FGM is prevalent in 28 African countries and areas of the Middle and Far East, but it is increasingly practiced in the U.K. in communities with larger populations of first-generation immigrants, refugees and asylum seekers.

Due to the hidden nature of FGM, it is difficult to estimate how many girls and women it actually affects in the U.K and worldwide, but it is generally recognised to be more common than previously thought. FGM is deeply embedded in some communities and is performed for cultural and social reasons. It is usually carried out on girls before they reach puberty, but in some cases it is performed on new-born infants or on women before marriage or pregnancy. It is often justified by the belief that it is beneficial for the girl or woman, but FGM is an extremely harmful practice which violates basic human rights. The most significant risk factor for girls and young women is coming from a community where FGM is known to be practised and/or where a mother, sister or other female family member has been subjected to FGM.

What are the main types of female genital mutilation? The World Health Organisation classifies FGM into four major types:

- Type 1: Clitoridectomy: removing part or the entire clitoris.
- Type 2: Excision: partial or entire removal of the clitoris and the inner labia with or without removal of the outer labia.
- Type 3: Infibulation: narrowing of the vaginal opening through the creation of a covering seal, formed by cutting and reforming the labia with or without removal of the clitoris
- Type 4: Other: harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and burning.

Short effects & and long term consequences of FGM Short term effects include; severe pain, shock, bleeding, wound infections, inability to urinate, damage to other organs & possibly death. Long-term consequences include: vaginal & pelvic infections; menstrual problems; difficulties passing urine & persistent urine infections; kidney damage & possible failure; cysts & abscesses; infertility, complications during pregnancy & childbirth; the need for later surgery. Girls and women who have been subjected to FGM may also suffer psychological harm, including depression, anxiety, flashbacks, substance misuse and/or self-harm.

Key contacts: Bury Advice and Assessment 0161 253 5678

Forward UK (Foundation for Women's Health, Research and Development) you can look at Petals—an app to help protect young girls and women from FGM

Female Genital Mutilation practice guidelines A Statement Opposing Female Genital Mutilation

MANDATORY REPORTING STATEMENT FROM OCTOBER 2015

As from October 2015, all professionals working with children are bound by law to report Female Genital Mutilation to the police. Failing to do so is a criminal offence.

Signs of FGM concerns should be reported immediately to the DSP. In a case where immediate harm is feared, then police involvement is the first priority.



APPENDIX 8

Please refer to DfE Child Sexual Exploitation – Definition & guide for practitioners, local leaders and decision makers - February 2017 – available on safeguarding noticeboards and on w drive/Safeguarding info for staff/Guidance folder

Quick Guide to Child Sexual Exploitation (CSE)

What is your responsibility and what support is available in Bury?

Everyone who works with children and young people has a responsibility to ensure that they are safe. This includes the responsibility to:

Be alert to the possibility that a child is being sexually exploited

Discuss with your agency's lead for safeguarding

Seek advice/guidance from Bury Phoenix Team

In the event of a child making a disclosure:

Recognise, Respond, Report, Record and Refer

Be aware that children and young people who are victims of CSE may not see themselves as 'victims' and perpetrators target young people who do not understand they are being exploited and perceive the perpetrator as a friend, acquaintance or partner.

The **Bury Phoenix Team** is a multi-agency specialist service for Child Sexual Exploitation based in Bury Police Station. Referrals to the Phoenix Team should be made via the MASH (Multi-agency Safeguarding hub).

The It's Not Okay website <http://www.itsnotokay.co.uk/> contains information for young people, professionals, parents and carers.

A really useful website providing guidance for parents and professionals for keeping children safe on line is: <http://www.internetmatters.org/>

See the BSCB Training webpages for information about forthcoming training on Child Sex Abuse and other training courses <http://buryscbglobal.net/AvailableCoursesList.asp>

Also see the Children's Trust factsheet 2 on E-safety and Social Media

See the Bury Directory www.theburydirectory.co.uk for information about services

Go to Bury Directory for information about services

Key contacts

Bury Phoenix Team are based at Bury Police Station, Dunster Road, Bury, telephone 0161 253 5678 or 0161 856 8002. E-mail is Buryphoenix.cse@gmp.pnn.police.uk

Or via the MASH on 0161 253 5678

Guidance provided by Bury Phoenix Team May 2016

APPENDIX 9 Greater Manchester Safeguarding Partnership Guidance updated Aug 2014

The majority of occasions when people take photographs of children and young people are valid and do not provide any cause for concern

Unfortunately, however, there are occasions when this is not the case and these are some of the risks associated with photographing children:

- The collection and passing on of images which may be misused;
- The identification of individual children to facilitate abuse;
- The identification of children in vulnerable circumstances.

1. Consent and permission;

The consent of parents/carers (and children/young people of appropriate age) should be sought and permission given before any photograph of a child or young person is taken;

An organisation may seek overall consent from its members for photographing children and young people and any such consent should be in writing; however the organisation's guidelines should be clear about the reason and purpose for seeking consent and how the overall consent will be used, i.e. the context in which such photographs will be used;

If photographs of children are taken for a specific event, campaign or project, which is outside the terms of the general consent, or if photographs are going to be published in different ways from those for which consent has been given, then additional consent is required.

Children and young people should be made aware of the dangers that can arise from people taking photos or filming them. It is key that children and young people feel happy with their achievements and have visual aids to reinforce their special moments.

2. Reason and purpose;

Photographs should only be taken by an authorised person who has a suitable reason related to the child or organisation i.e. they are a parent, a relative, a club member, and a member of staff;

Unless photographs are taken as part of school activities such as sports day, plays, concerts, they should be used for an individual purpose not a public purpose e.g. not posted on the internet and not passed on to others unconnected with the child;

In relation to schools' photographs at school events, parents/carers should be made aware that photographs are being taken at these events and that they may be displayed on a school's notice board;

Parents must be aware of these policies and consent to them ideally at the beginning of each academic year or at the point when the child is admitted to the school.

There should be clear written expectations of professional photographers or the press who are invited to an event, making clear the organisations expectations of them in relation to safeguarding children and the use of any images. Such photographers should not be allowed unsupervised access to any child.

3. Appropriateness of images;

No images should be taken of children that capture them in what are commonly understood as non-public activities like toileting or changing clothes, or which show body parts not usually visible in public settings or related to the particular activity e.g. a swimming gala, athletics, gymnastics etc;

Images involving groups should be about the activity, not the individual child and close-up images should be avoided.

4. Identification of subjects;

Any photograph should not allow an unauthorised person to identify a child or their whereabouts. So, if using a full name, have no photograph or, if using a photograph, have no full name. Particular care should be taken when photographing children in vulnerable circumstances, e.g. Looked After children or victims of parental violence. Risk in each individual case should be assessed and managed appropriately, with due regard to the child's wishes and feelings. Whoever is responsible for taking photos on the day should be made aware of any requirements or restrictions;

Personal details such as email addresses or home addresses and telephone numbers should never be revealed.

5. Photography for public display;

You can decide whether you want publicity photographs and if so you should inform the press of your policies before they arrive. It is worth noting that it is not illegal to take photographs at a public event even if asked not to do so, but if your event is private then you can insist that your own policy is followed. Photographs of children in activities should try to include a wide range of types of children, and not show them in breach of rules, or behaving in a reckless or dangerous fashion;

Images should never be stored in personal computers - they must be stored in a secure location to protect them from damage or being misused. This will ensure that no one can accidentally use them without being clear who they belong to and the context in which they may be used.

6. Use of Mobile phones;

Mobile phones are easily used without the subject being aware and their main function is to transmit images to others not to be retained by an authorised person as a keepsake;

Their use should be discouraged - however the spread of this technology does make this difficult. This is something to be aware of when hosting any event. You may choose to ban the use of photographing on mobile phones at your event but this is difficult to police.

Where mobile phone use is permitted, users should be strongly encouraged to turn off their location settings.

3. The Legal Position

Photographs and video images constitute "personal data" and the processing of such data is subject to the requirements of the Data Protection Act 1998. Therefore using such images for school or other publicity purposes will require the consent of either the individuals concerned and in the case of children, those with Parental Responsibility.

It is a statutory requirement for childcare settings and childminders delivering EYFS (Early Years Foundation Stage) to cover the use of cameras and mobile phones in their safeguarding policies and procedures.

It is therefore recommended that explicit written consent is always obtained from the parent and child where photographs are to be used, in order to comply with these legal requirements.

Please note that separate consent is required if data is placed on a website

4. Looked After Children

The photographing, video recording and filming of Looked After Children taking part in family activities, school events and other occasions should be seen as a normal and essential part of their childhood.

Where the intention is that these photographs are to be stored and or published, parental consent is essential for all Looked After Children including those accommodated under Section 20. All requests for images to be taken or recorded of Looked After Children should be referred to the Social Worker responsible for the child in question.

5. Useful References

The Child Protection in Sport Unit

UK Safer Internet Centre

South West Grid for Learning Trust

Safe Network

Early Years Foundation Stage Framework Statutory Guidance – effective from September 2014

Annex C: Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.²⁴

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

• UK Safer Internet Centre: appropriate filtering and monitoring

Guidance on e-security is available from the National Education Network-NEN. Buying advice for schools is available here: [buying for schools](#).

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Academy councillors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

²⁴ Prevent duty

Staff training

Academy councillors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 64) and the requirement to ensure children are taught about safeguarding, including online (paragraph 68), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk

educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation



Castlebrook High School Safeguarding Policy

Name:

Role in School:

Acknowledgement Slip:

- I have read and understood Castlebrook High School's Safeguarding Policy (which includes Part 1: Keeping Children Safe In Education September 2016 guidance);
- I understand my role and responsibilities with regard to keeping children safe;
- I understand how to keep myself safe as outlined in the Conduct of Conduct and Social Media Policies
- I understand that if I have any safeguarding concerns I must in the first instance inform Mrs Lawrence or in her absence Mrs Armstrong, the Acting Headteacher.

Signed:

Date: