

Child Protection Policy (CST)

Last Updated Monday 08th May 2017

This policy is a statutory requirement for all CfBT Schools Trust schools. All schools must make this policy available on the school's website.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; Vulnerable Groups Act 2006, Protection of Freedoms Act 2012 and the Counter Terrorism and Security Act 2015. It also reflects government statutory guidance: Working Together to Safeguard Children 2015; Keeping Children Safe in Education 2016 (KCSiE 2016); the Disqualification under the Childcare Act 2006 - (the Childcare (Disqualification) Regulations 2009); The Teachers Standards 2012; and government advice: What to do if You are Worried a Child is Being Abused 2015, and Information Sharing 2015 Education and Adoption Act 2016 and Serious Crime Act 2015, Part 5. Add in Mult-agency practice guidelines: Handling cases of forced marriage, 2014;

Each school has appointed two designated safeguarding Leads (DSL). The DSLs are responsible for matters relating to child protection and welfare in school:

Mount Street Academy	<u>Mrs Ruth Stephenson</u> (Family Support Worker) 01522 527339 <u>Mrs Emily Burford</u> (Assistant Head of School) 01522 527339 / 07805 201031
Lincoln Carlton Academy	<u>Mrs Ruth Stephenson</u> (Family Support Worker) 01522 527339 <u>Mrs Rebecca Malam</u> (Head Teacher) 01522 522633 / 07446 038811
Benjamin Adlard Primary School	<u>Mrs Jo Richardson</u> (PSA Office) - 01427 612562 <u>Mrs Debbie Glover</u> (SENCO office) - 01427 612562

There will always be cover for this role and arrangements for this are as follows. In their absence, these matters will be dealt with by the deputy designated safeguarding officer:

Mrs Marie-Claire Bretherton (Executive Headteacher / Regional Director) - 07740 358666

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1. Introduction

1.1. CfBT Schools Trust, and our schools fully recognise their responsibilities for safeguarding and child protection, and are committed to promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment.

2. Scope and publication

2.1. This policy applies to all staff, local governing bodies and volunteers working in each school and applies wherever staff or volunteers are working with pupils even where this is away from the school, for example at an activity centre or on an educational visit. This policy is published on the school's website and can also be made available in large print or other accessible format if required.

2.2. The Lincolnshire Strategic Board takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess, and support those children who are suffering harm.

3. Principles

3.1. The school has a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Department for Education [1]. This school recognises its legal and moral duty to promote the well-being of children, protect them from maltreatment, and respond to child abuse as well as its responsibility to follow the local inter-agency procedures of Lincolnshire Safeguarding Children Board (LSCB).

3.2. We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. We believe that children must receive the right help at the right time to address risks and prevent issues escalating.

3.3. We believe that children have the right to have their views heard and considered by all professionals when making decisions to keep the child safe from harm. We will actively enable and encourage children to participate in an open dialogue with all school stakeholders about safeguarding matters and include them in decisions about safeguarding practices, developing an inclusive and open ethos to keeping them safe.

3.4. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. We will teach about safeguarding, including keeping safe whilst online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, covering relevant issues through personal, social health and economic education.

3.5. We always maintain an attitude of 'it could happen here' where safeguarding is concerned. When we have a concern about the welfare of a child, staff members will always act in the interest of the child, and will raise these with the school's designated safeguarding officer. In exceptional circumstances, such as in an emergency or a when a genuine concern has not been appropriately acted upon, staff members will speak directly to children's social care.

3.6. The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

3.7. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

3.8. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

3.9. Every complaint or suspicion of abuse from within or outside the school will be taken seriously and in all proper circumstances will be referred to an external agency such as children's social care services, the Local Authority designated officer(s), police or the NSPCC,

without investigation by the school.

3.10. The Local Authority children's social care services, Local Authority designated officer(s) and NSPCC contact details will be displayed throughout the school for ease of reference for the school community and children.

3.11. The name of the school's designated safeguarding lead and their deputy will be clearly advertised throughout the school, with a statement explaining the school's role in referral and monitoring.

3.12. The name of the chair of the Lincolnshire Strategic Board will be clearly displayed in the school office for school staff.

3.13. NSPCC

3.13.1. The school will clearly advertise the NSPCC contact and Childline details with a statement about their statutory powers to take action to safeguard children.

3.13.2. The school will clearly advertise the NSPCC dedicated helpline for reporting concerns/suspicious regarding Female Genital Mutilation (FGM) and Gangs.

3.13.3 The school will clearly advertise the NSPCC Whistleblowing advice line which provides free advice for professionals who wish to raise concerns about how child or young adult protection issues are being handled in their own or other organisations.

[1] Keeping Children Safe in Education, Sept 2016 & Working Together to Safeguard Children, 2015

4. The role of school staff (including volunteers, students, and local governing body members)

All staff will safeguard children's wellbeing and promote their welfare; protecting them 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 by taking appropriate action to enable all children to have the best outcomes.

KCSIE 2016 states that all staff should read Part 1 and schools have a duty to ensure mechanisms are in place to assist staff to understand and discharge their role and responsibilities. Schools must check that staff know how to escalate a concern, make a referral or report a FGM disclosure

If staff members have concerns about another staff member they will refer this to the Executive Head Teacher/Head Teacher or Head of School immediately. If they have concerns about the Executive Head Teacher/Head Teacher or Head of School they will refer this to the chair of Lincolnshire Strategic Board Tim Culpin contactable on 07493 249597 or a member of CST central team immediately. (Linda Sujeewon, Strategic Education Consultant at CST - 0118 9021670)

If staff members have concerns about safeguarding practices within the school, they will follow the school's whistle blowing policy and procedures.

All staff will escalate concerns about children that they have identified as being at risk of being drawn into terrorism, to the designated safeguarding Lead. The designated safeguarding Lead, Executive Head Teacher/Head Teacher or Head of School will make a referral to the Channel Panel or children's social care, as appropriate.

All staff will undertake safeguarding training at least annually. Teachers should know that safeguarding refers to what is done to keep all children safe and that child protection refers to the procedures that are implemented to protect children who have been or at risk of current harm. Temporary staff, or supply staff, will be briefed on our policy and procedures by the DSL and included in our annual training offer.

All staff will know the types and signs of abuse and neglect, recognising that this is vital for early identification of abuse and neglect. Staff will always speak to the designated safeguarding officer to escalate their concerns. In exceptional circumstances, such as in an emergency or if they believe that a genuine concern that they have has not be appropriately addressed, they will speak directly to children's social care.

Staff should receive training on how to identify vulnerable learners and understand that there may be additional safeguarding vulnerabilities for pupils with SEN and disabilities (SEND) and how those barriers can be overcome. 'Safeguarding disabled children, practice guidance 2009'

5. Forms of Abuse

5.1. **Abuse:** is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

5.1.1. School staff will know to look for the following signs to ensure early identification of abuse and neglect:

5.1.2 Physical abuse:

- Hitting
- Shaking
- Throwing
- Poisoning
- Burning or scalding
- Drowning
- Suffocating
- Parents/carers who fabricate symptoms of, or deliberately induces, illness in a child

5.1.3. Psychological or Emotional abuse:

(some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone)

- Conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of the other person
- Deliberately silencing or ‘making fun’ of what a child says or how they communicate
- Bullying including cyber bullying, peer to peer abuse (see appendix 4) and sexting (see appendix 3)
- Causing children frequently to feel frightened or in danger
- Exploitation or corruption
- Overprotection
- Developmentally inappropriate expectations being imposed on children
- Including children in interactions that are beyond their developmental capability
- Overprotection and preventing children participating in normal social interaction
- Honour-based violence used to control behaviour within families to protect perceived cultural or religious beliefs or honour, including forced marriage and FGM (See appendix 2)

5.1.4. Sexual abuse:

- Female genital mutilation (FGM) (See appendix 2)
- Child Sexual Exploitation (CSE) (See appendix 1)
- Physical contact (assault by penetration and non-penetration)
- Involving children in looking at, or production of, sexual images
- Grooming a child (including via the internet) in preparation for abuse
- Encouraging children to behave in sexually inappropriate ways
- Forced marriages

5.1.5. Neglect:

- Persistent failure to meet a child’s basic physical and/or psychological needs
- Failure to provide adequate food, clothing and shelter
- Failure to provide adequate supervision (including the use of inadequate care-givers)
- Failure to ensure appropriate medical care or treatment
- Unresponsiveness to a child’s basic emotional need

6. School Designated Safeguarding Lead (DSL)

6.1. Each school has appointed two designated safeguarding Leads (DSL) from the school team as ‘Keeping Children Safe in Education, 2016’ makes it explicit that DSLs , must be members of the senior leadership team. The DSLs are responsible for matters relating to child protection and welfare in this school:

Mount Street Academy	Mrs Ruth Stephenson (Family Support Worker) 01522 527339 Mrs Emily Burford(Assistant Head of School) 01522 527339 / 07805
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	201031
Lincoln Carlton Academy	<u>Mrs Ruth Stephenson</u> (Family Support Worker) 01522 527339 <u>Mrs Rebecca Malam</u> (Head Teacher) 01522 522633 / 07446 038811
Benjamin Adlard Primary School	<u>Mrs Jo Richardson</u> (PSA Office) - 01427 612562 <u>Mrs Debbie Glover</u> (SENCO office) - 01427 612562 For a quick guide on local procedures for reporting concerns, <u>click here</u> .

There will always be cover for this role and arrangements for this are as follows. In their absence, these matters will be dealt with by the deputy designated safeguarding officer:

Mrs Marie-Claire Bretherton (Executive Headteacher / Regional Director) - 07740 358666

6.3. The designated safeguarding Lead is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection and safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and local governors to draw upon. Parents are also welcome to approach the designated safeguarding lead if they have any concerns about the welfare of any child in the school, whether these concerns relate to their child or any other. The designated safeguarding lead will liaise with the Local Authority and work with other agencies in line with statutory guidance, 'Working Together to Safeguard Children, 2015' and 'Keeping Children Safe in Education, 2016'.

6.4. There will always be cover for this role.

6.5. The main responsibilities of the designated safeguarding lead are to:

6.5.1. Manage Referrals

- Refer all cases of suspected child abuse to children's social care services
- Refer all safeguarding concerns involving adults (staff & volunteers) to the Local Authority designated officer(s) and inform Executive Head Teacher, Head Teacher, Head of School and Hannah Clark (HR Administrator), where appropriate.

A member of staff is employed to manage the Single Central Record and Safer Recruitment procedures.

Hannah Clark (HR Administrator) - 01522 522633

- Refer an individual to the Disclosure and Barring Service (when a staff member has harmed or poses a risk of harm, to a vulnerable adult or child, or has been dismissed for harming a vulnerable adult or child or would have been dismissed had they not left employment). **This is a legal duty and the school will work with the trust support-team at head office in completing and making the referral**
- Refer to the NCTLs Teacher Services (formerly Employer Access Online Service) when checking the Teacher's Prohibition List for all teachers employed by the school and for making referrals for teacher misconduct. NCTLs Teacher services checks will be

completed on all staff involved in teaching

- Inform the police (cases where a crime may have been committed)
- Liaise with the Executive Headteacher, Head Teacher, Head of School and Designated Safeguarding Lead to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 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
- Ensure that at least one interview panel member of each interview has undertaken safer recruitment training

6.5.2. Train

- Receive appropriate training every two years (or more regularly) and ensure that updates are accessed on an annual basis through the Local Authority or LSCB.

They should:

- Understand and participate in the assessment process for providing early help and intervention through the Lincolnshire Safeguarding Children's Board
- Understand and participate in child protection conferences and reviews
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
- Be alert to and support the specific needs of children in need, those with educational needs, looked after children and young carers
- Attend relevant and refresher training courses
- Organise child protection induction, and update training every three years for all school staff
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Ensure that at least one interview panel member has undertaken Safer Recruitment Training.

6.5.3. Raise Awareness

- Ensure the school's policies are known and used appropriately:
- Ensure the school's safeguarding and child protection policy is reviewed annually and the child protection procedures are in line with the LSCB, working with the academy councils/local governing bodies and trust to achieve this
- Ensure the safeguarding policy and child protection procedures are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the best local policies on safeguarding and child protection
- Keep written records of concerns about a child even if there is no need to make an immediate referral

- Maintain detailed, accurate, secure written records of concerns and referrals
- Ensure that all child protection records are kept confidentially and separately from pupil records, until the child's 25th birthday, and are copied on to the child's next school in a confidential and secure manner
- Ensure that the existence of the child protection file is marked on the pupil records;
- Ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to children's social care [2]
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Provide, with the Executive Headteacher or Head of School, an annual report for the Governing body
- Provide for the trust termly safeguarding reports

6.5.4. The designated safeguarding lead and their deputy must undertake child protection training and training in inter-agency working every two years (or more regularly) and will attend annual regular refreshers provided by the LSCB to remain updated on policy, procedures and developing concerns nationally and regionally.

[1] <https://www.gov.uk/government/...>

[2] <https://www.gov.uk/government/...>

7. Designated Local Governor (Chair)

7.1. The chair of the Lincolnshire Strategic Board is nominated to liaise with the LA on child protection issues and in the event of an allegation of abuse made against the Executive Head Teacher, Headteacher or Head of School.

7.2. The designated local governor for Child Protection at this school is: Rebecca Homer

8. Looked-After Children

8.1. The Designated Teacher for Looked-After Children (DLac) is:

Mount Street Academy	Mrs Ruth Stephenson - 01522 527339 / 522633	
Lincoln Carlton Academy	Mrs Ruth Stephenson - 01522 527339 / 522633	
Benjamin Adlard Primary School	Mrs Jo Richardson (PSA Office) - 01427 612562	
	Mrs Debbie Glover (SENCO office) - 01427 612562	

8.2. The Designated Teacher for Looked-After Children has received appropriate training and will make an annual report to the governing body in accordance with the latest statutory guidance. The governing body will consider the information in the report and take appropriate

action as necessary.

The arrangements for covering this role should the DLac be absent or unavailable are as follows: the Head of School or the Headteacher will take this responsibility.

9. Whistle blowing

9.1. All staff are required to report to the Executive Head Teacher / Head Teacher, or the Chair of Governors in his/her absence, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

9.2. Whistle blowing regarding the Executive Headteacher or Head Teacher should be made to the chair of the Lincolnshire Strategic Board Tim Culpin contactable on 07493 249597 or a member of CST central team immediately. Linda Sujeewon, Strategic Education Consultant at CST - 0118 9021670

Advice should be sought from the LADO, the trust or the NSPCC Whistleblowing advice line who independent advice

Concerns regarding proprietors or trustee should be referred to the LADO and the trust

10. Safer Recruitment

10.1. In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, supervised and trained.

10.2. We accept that it is our responsibility to follow government guidance regarding safer recruitment in particular:

- Before appointing someone, we will follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with children
- We will check that all adults with supervised access to children and those working in regulated activity have an Enhanced Disclosure before starting work, and prior to confirmation of appointment. Periodic DBS checks are not required by law but may need to be applied for again if the staff member changes role, particularly from a limited contact role to one with more unsupervised contact with pupils. Similarly, if the employee has been absent for an extended period of time, which is not covered by a doctor's certificate or approved parental/bereavement leave a re-application for DBS should be considered
- We will obtain a separate barred list check if an individual works in regulated (unsupervised) activity
- We will check that a candidate to be employed as a teacher is not subject to a

Prohibition Order (TPO) issued by the Secretary of State using the NCTLs Teacher Services system (formerly known as the Employer Access Online service). The TPO should be completed by everyone engaged in 'teaching work' whether a qualified teacher (QTS) or not.

- The NCTLs Teacher Services system will be accessed by the school to check if restrictions have been imposed by the European Economic Area Authorities
- Independent schools, academies and free schools should check that staff are not prohibited from engaging in a management role. The results from the prohibition from management check should be included on the Single Central Record.
- We will undertake checks to ensure that staff who work in childcare provision or who are directly concerned with the management of such provision are not disqualified under the Childcare (Disqualification) Regulations 2009, or disqualified by association
- We will verify a candidate's identity with current photographic ID and proof of address, and verify their right to work in the UK.
- We will verify the candidate's mental and physical fitness to carry out their work responsibilities.
- We will verify a candidate's professional qualifications, as appropriate
- We will ensure that we have written confirmation that all pre-employment checks are completed for all agency staff and trainee teachers, checking their photo ID and appropriate level DBS certificate before they begin work
- We will ensure that all contractors are appropriately DBS checked if working with children, and have a suite of their own safeguarding and child protection procedures, or sign a written statement to be maintained on file, agreeing to abide by the school's policies and procedures

10.3. Full details of our safer recruitment procedures are set out in our [Safer Recruitment Policy](#).

11. Reporting concerns about children

11.1. Members of staff and volunteers should not investigate suspicions regarding child protection issues; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated safeguarding lead without delay. It must also be noted that if at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

11.2. If a child reports potential abuse to a volunteer or staff member they must:

- Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- Not ask leading questions, that is, a question which suggests its own answer. TED – Tell, Explain, Describe;
- Reassure the child, but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the designated

safeguarding lead who will ensure that the correct action is taken; and;

- Must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record and any evidence must be kept securely and handed to the designated safeguarding lead as soon as possible.

11.3. Where any member of staff fails to report concerns, this may be dealt with as a disciplinary matter.

12. Reporting concerns about a member of staff

12.1. If staff members have concerns about another staff member then this should be referred to the Executive Head Teacher, Head Teacher or Head of School. Where there are concerns about the Executive Head Teacher, Headteacher or Head of School., this should be referred to the chair of the local governing body who **MUST** inform the trust immediately.

The chair of the Lincolnshire Strategic Board Tim Culpin contactable on 07493 249597, Linda Sujeewon, Strategic Education Consultant at CST - 0118 9021670.

12.2. If a staff member feels unable to raise their concerns/issues with their Executive Head Teacher, Head Teacher or Head of School or feels that their genuine concerns are not being addressed, they must refer to the Whistle Blowing Policy and/or contact the trust or the NSPCC Whistleblowing advice line directly.

13. Action by the Designated Safeguarding Officer – concerns about children

13.1. The action to be taken by the Designated Safeguarding Officer will take into account:

- The local inter-agency procedures of the Lincolnshire Safeguarding Children Board;
- The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care or the police. In case of serious harm, the police will be informed from the outset;
- The wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes;
- The wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the designated safeguarding officer is concerned that disclosing information to parents would put a child at risk; s/he will take further advice from the relevant professionals before making a decision to disclose; and
- Duties of confidentiality, so far as applicable.

13.1.1. **Concern only:** Following a concern investigation, if the Designated Safeguarding lead decides that it does not meet the criteria to refer, it will be dealt with in school. The DSL may seek advice from Early Help consultant, Rebecca Fleming (for children currently open to TAC or EHA advice) or use the Early Help Advisor for a hypothetical consultation (CSC – 01522 782111) A Pink Form is always completed. Blank Pink Forms are located in the staffroom and family room. Completed ones are handed to Designated Safeguarding Officers and stored in a locked cabinet in the family room. Where appropriate, parents are informed, invited in and following a discussion of the concerns are asked to sign the log. An EHA would be offered.

13.1.2. **Referral:** If there is room for doubt as to whether a referral should be made, the designated safeguarding lead will consult with children's social care services on a no names basis without identifying the family (via Early Help Advisor). However, as soon as sufficient concern exists that a child may be at risk of significant harm, the designated safeguarding lead will make a referral without delay. If the initial referral is made by telephone, the designated safeguarding lead will confirm the referral in writing to children's social care services within 24 hours. A copy of this will be kept in our schools concern file. If no response or acknowledgment is received within three working days, the designated safeguarding lead will contact children's social care services again. If the referral does not meet social care criteria, the Designated Safeguarding lead will offer EHA, if declined, a COF (Contact Outcome Form) will be sent to TAC admin explaining the reasons why.

13.1.3. **External agencies:** Whether or not the school decides to refer a particular complaint to children's social care services or the police, the parents and pupil will be informed of their right to make their own complaint or referral to the children's social care services or the child protection unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

13.1.4. **Allegations against pupils:** A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's behaviour policy will apply. The school will take advice from the LA designated officer(s) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of the designated officer, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

13.1.5. **Informing parents:** Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the designated safeguarding lead will need to consult the LA designated officer(s), the police and/or the Executive Head teacher, Head Teacher or Head of School before discussing details with parents.

14. Action taken – concerns about staff

14.1. The school has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. These procedures follow the DfE guidance 'Keeping Children Safe in Education, 2016', and should be used where a member of staff or volunteer has:

- Behaved in such a way that has harmed child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Or behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

14.2. All allegations will be reported by the Executive Head teacher or Head of School and discussed with the LA designated officer(s) before further action is taken. The accused person will be informed of the allegation as soon as possible after the designated lead has been consulted. Appropriate support and a representative will be provided to keep the accused person informed of the progress of the case as appropriate.

14.2. **Suspension:** will **not** be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned; and
- the need for a full and fair investigation.

14.3. **Detailed guidance:** is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm, or of allegations of harm toward a pupil. This guidance is contained in **Staff Code of Conduct** and the Staff Handbook/Induction Handbook.

14.4. **Ceasing to use staff:** if the school ceases to use the services of an accused member of staff (or a governor/member or volunteer) because they are unsuitable to work with children, a compromise agreement will **not** be used. A referral to the Disclosure and Barring Service (DBS) will be made. If a the staff member is a teacher, a referral will be made to both the Disclosure and Barring Service and the National College for Teaching & Leadership (NCTL). Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Governors and CfBT Schools Trust without delay.

14.5. **Resignation:** if a member of staff (or governor or volunteer) tenders his/her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the school. Resignation will not prevent an investigation or the conclusion of an investigation or prompt and detailed referrals being made to the DBS and/or the NCTL.

14.6. **Criminal proceedings:** the school will consult with the LA designated officer(s) following the conclusion of a criminal investigation as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed.

14.7. **Record keeping:** details of **substantiated** and **unsubstantiated** allegations will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer. **Substantiated** allegations will be referred to in references. **Unsubstantiated** allegations will not normally be referred to in references requests, but if the Executive Headteacher is explicitly requested, s/he will seek the advice of the LA designated officer(s) before responding to the request.

14.7.1. Allegations that are found to have been malicious, false or unfounded will be removed from the employee's records.

14.8. **Malicious and unsubstantiated allegations made by students/pupils:** where an allegation by a student/pupil is shown to have been deliberately invented or malicious, the Executive Head teacher will consider whether to take disciplinary action in accordance with the school's behaviour policy. The LA designated officer(s) will refer the matter to children's social care to determine whether the child is need of services, or to consider if the child might have been abused by someone else.

15. Safeguarding and Child Protection in school

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

15.1.1. The school will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Include regular consultation with children, e.g.: through safety questionnaires, participation in anti-bullying initiatives, participation in the Unicef Rights Respecting Schools Award or other effective ways of teaching children about their rights (United Nations Convention on the Rights of the Child);
- Encourage self-esteem and self-assertiveness, through the curriculum as well as relationships, whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Supporting families through Early Help initiatives
- The explicit teaching of safeguarding, which is mapped throughout the curriculum

15.2. As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge. To this end, this policy must be seen in light of the following school policies. This list is not exhaustive.

- We will pay particular attention Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the

curriculum as appropriate;

- Bullying; the school will also ensure that bullying is identified and dealt with so to sexualised behaviour, or bullying that is homophobic trans gendered or gender prejudiced in nature, or where there appear to be links to domestic abuse in the family home; See the schools Anti-Bullying Policy and guidance from Lincolnshire County Council on Domestic Abuse.
- Staff Safer Recruitment;
- Staff Code of Conduct;
- Racist & discriminatory incidents;
- Confidentiality and Data Protection;
- Behaviour Policy and the school rules;
- Health and Safety;
- Physical intervention/Restraints - See LCA/MSA Behaviour Policy or BA Behaviour Policy Section 9;
- Allegations made against members of staff;
- Anti-radicalisation with reference to the PREVENT Duty Guidance: for England and Wales
- Young Carers (See Appendix 5)
- Missing Child;
- Looked-after Children.

15.3. School premises: The school will take all practicable steps to ensure that school premises are as secure as circumstances permit, conducting regular risk assessments and maintaining a log of risk assessments, and other health and safety checks. All reportable incidents will be reported to the trust promptly and health and safety processes followed.

15.3.1. Visitors and parents are not allowed into school buildings without a visitor's badge and will be accompanied by a member of staff whilst inside the building/s. Visitors wishing to enter a school building must sign in on arrival and sign out again on departure. Unbadged and unaccompanied visitors inside buildings will be challenged by a member of staff and escorted to the office to complete the sign-in procedures. Those visiting the school site to collect or drop off children or to watch matches or concerts are restricted to appropriate areas and will be directed as to which locations are available to them.

15.3.2 Schools will check the identity of all new agency staff on arrival (by requesting photo id) and ensure the person presenting themselves for work is the same person that the agency has provided vetting checks for.

Further details are outlined in the School's Site Security Risk Assessment which is available on request.

15.4. Before- and after-school activities: Where the local governing body transfers control of the use of school premises to bodies (such as sports clubs) to provide out-of-school-hours activities, CfBT Schools Trust expects that it will ensure that these bodies have appropriate safeguarding and child protection policies and procedures (including appropriate police

checks) and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

15.5. **Contracted services:** Where the local governing body contracts its services to outside providers, CfBT Schools Trust expects that it will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

16. Confidentiality and information sharing

16.1. The school will ensure that all child protection records are kept confidential and only allow disclosure to those who need the information in order to safeguard and promote the welfare of children. The school will co-operate with police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations.

16.2. Regardless of any duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated safeguarding lead in accordance with this policy. All staff may raise concerns directly with children's social care services.

17. Kyra Teaching School Alliance - Safeguarding and Child Protection

For additional guidance for members of staff working for the Kyra Teaching School Alliance, [click here](#).

18. Arrangements for monitoring and evaluation

17.1. Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the governors and the trust. In addition, the designated safeguarding lead will monitor the operation of this policy and its procedures and will make an annual report to the local governing body and termly reports to the trust.

17.2. The local governing body will undertake an annual review of this policy and how their duties under it have been discharged. The governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

17.3. Prior to any review of the policy, feedback will be sought from the designated governor, student school council, pupils, staff and parents on the effectiveness of the policy.

Lincolnshire LA Customer Services Centre (Children's social care):

01522 782111

LA designated officer(s) details:

Paul Fisher - 01522 554674

Early Help Consultant for Lincoln city and West Lindsey: Rebecca Fleming 07919 692671	Gainsborough Duty Supervisor (if child already open and cannot contact social worker) 01522 552281	NSPCC FGM Direct Line details: 0800 028 3550
NSPCC Details: NSPCC contact details: 0808 800 5000 (help@nspcc.org.uk)	NSPCC Childline details: 0800 1111	NSPCC Gangs Direct Line details: 0808 800 500

NSPCC Details

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- NSPCC ChildLine details: 0800 1111
- NSPCC FGM Direct Line details: 0800 028 3550
- NSPCC Gangs Direct Line details: 0808 800 500
- NSPCC Whistleblowing advice line 0800 028 0285
- Forced Marriage Unit: 020 70080151 (fm@fco.gov.uk)

Anti Radicalisation detail

- counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264

Trust Details:

- Linda Sujeewon Strategic Education Consultant 0118 9021670 (mobile: 07870691648)

19. Appendix 1 - Guidance on Child Sexual Exploitation

What is child sexual exploitation?

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The

abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo's, 2012).

Child sexual exploitation can manifest itself in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods, but not always. Exploitation can also involve opportunistic or organised networks of perpetrators who may profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men (Barnardo's, 2011).

This abuse often involves violent and degrading sexual assaults and rape. Exploitation can also occur without physical contact when children are persuaded or forced to post indecent images of themselves online, participate in non-contact sexual activities via a webcam or smartphone, or engage in sexual conversations on a mobile phone (DfE, 2011).

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices (Jago et al, 2011). This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels. It is increasingly occurring at 'parties' organised by perpetrators for the purposes of giving victims drugs and alcohol before sexually abusing them (Barnardo's, 2012).

How much child sexual exploitation is there?

It is not possible to say exactly how many young people are victims of child sexual exploitation for a number of reasons. It is described as a 'hidden' form of abuse which leaves victims confused, frightened and reluctant to make any disclosures. Some young people are not even aware they are experiencing abuse as the perpetrator has manipulated them into believing they are in a loving relationship, or that they are dependent on their abuser for There is also no recognised category of abuse for sexual exploitation in child protection procedures and data relating to CSE cases is often partial, incomplete, concealed in other categories of data, or simply unrecorded. In addition, when perpetrators are convicted for involvement in child sexual exploitation cases, it is for associated offences such as sexual activity with a child - there is no specific crime of child sexual exploitation.

What are the signs and symptoms of child sexual exploitation?

Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour and/or development. However, parents, carers, school teachers and practitioners are advised to be alert to the following signs and symptoms:

- inappropriate sexual or sexualised behaviour
- underage sexual activity
- sexually risky behaviour, 'swapping' sex

- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- having multiple mobile phones and worrying about losing contact via mobile
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- moving around the country, appearing in new towns or cities, not knowing where they are
- contact with known perpetrators
- injuries from physical assault, physical restraint, sexual assault
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti- social groups, or with other vulnerable peers
- recruiting other young people to exploitative situations

Particularly vulnerable to CSE are children in local authority care and care leavers, children missing, children in gangs and those involved in peer to peer abuse.

What is the impact of child sexual exploitation?

Child sexual exploitation can have a devastating impact on a victim's health, happiness and development. It can also have profound long-term effects on young people's social integration and economic well-being and adversely affects life chances. Some of the difficulties faced by victims include:

- isolation from family and friends
- teenage parenthood
- failing examinations or dropping out of education altogether
- unemployment
- mental health problems
- suicide attempts
- alcohol and drug addiction
- aggressive behaviour
- criminal activity

Young victims may need intensive multi-agency support to mitigate the long-term damage inflicted by this abuse.

What to do if CSE is suspected:

Child sexual exploitation is child abuse, so child protection procedures must be followed if anyone suspects that a young person is a victim or is at risk of becoming a victim. It is important that agencies work together and share information in order to deal with child sexual exploitation. Local Safeguarding Children Boards should have a CSE strategy in place and appoint a lead person responsible for co-coordinating a multi-agency response.

Police can also disrupt exploitation by issuing 'abduction notices' when they become aware that a child is spending time with an adult who could be harmful to them, for example if there is existing intelligence suggesting the adult has a sexual interest in children, or if parents report a child missing and the child is found at a particular individual's address.

- Follow local child protection procedures
- Refer to the Local Safeguarding Children Board for the LA's CSE strategy and guidance document or protocol, which will specify the local thresholds for intervention
- Implement awareness raising initiatives via assemblies, displays, student council and PSHE lessons
- Implement awareness raising initiatives with parents/carers via workshops, newsletters, school website and policies and procedures
- Contact the NSPCC for advice, guidance and to make a referral if the LA's children social care services is not possible **0808 800 5000** or emailing help@nspcc.org.uk.
- Do not confront the perpetrator as this will give them opportunity to threaten the child about speaking out about the abuse. It may also place the child in danger.
- If a child is in immediate danger, contact the police on **999**, or call the NSPCC on **0808 800 5000**, without delay.

20. Appendix 2 - Guidance on Female Genital Mutilation (FGM)

What is female genital mutilation (FGM)?

Female genital mutilation (FGM) is also known as female circumcision or female genital cutting, and in practising communities by local terms such as 'tahor' or 'sunna'. It is a form of child abuse which can have devastating physical and psychological consequences for girls and women.

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. In 2003, the Female Genital Mutilation Act tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

How prevalent is FGM?

FGM is usually carried out on girls between infancy and 15 years of age, with the majority of cases occurring between the 5 and 8 years of age (HM Government, 2011). Because of the hidden nature of the crime, it is difficult to estimate FGM's prevalence, but a study based on

2001 census data in England and Wales estimated that 23,000 girls under the age of 15 years could be at risk of FGM each year and nearly 66,000 women are living with its consequences (Dorkenoo et al, 2007). FGM could be even more prevalent than these figures suggest due to population growth and immigration from practising countries since 2001 (HM Government, 2011).

Who practises FGM?

FGM is practised in at least 28 African countries, as well as countries in the Middle East and Asia (House of Commons International Development Committee, 2013). In the UK, FGM tends to occur in areas with large populations of FGM practising communities. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes. However, FGM can happen anywhere in the UK (NHS Choices, 2013).

Why do communities practise FGM?

There are a number of cultural, religious and social reasons why FGM is practised within communities. These include:

- social acceptance
- family honour
- ensuring a girl is marriageable
- preservation of a girl's virginity or chastity
- custom and tradition
- hygiene and cleanliness
- the mistaken belief that it enhances fertility and makes childbirth safer for the infant

(FORWARD, 2013; HM Government, 2011)

What does FGM involve?

The procedure is traditionally carried out by a female with no medical training, without anaesthetics or antiseptic treatments, using knives, scissors, scalpels, and pieces of glass or razor blades. The girl is sometimes forcibly restrained (NHS Choices, 2013).

What are the short and long-term effects of FGM?

The immediate effects of FGM include:

- severe pain
- shock
- bleeding
- infections including tetanus, HIV and hepatitis B and C
- inability to urinate
- damage to nearby organs including the bowel, and
- even death.

(NHS Choices, 2013).

Long-term consequences include:

- chronic vaginal and pelvic infections
- menstrual problems
- persistent urine infections
- kidney damage and possible failure
- cysts and abscesses
- pain during sex
- infertility
- complications during pregnancy and childbirth
- girls and women who have been subjected to FGM also suffer serious psychological damage

(HM Government, 2011).

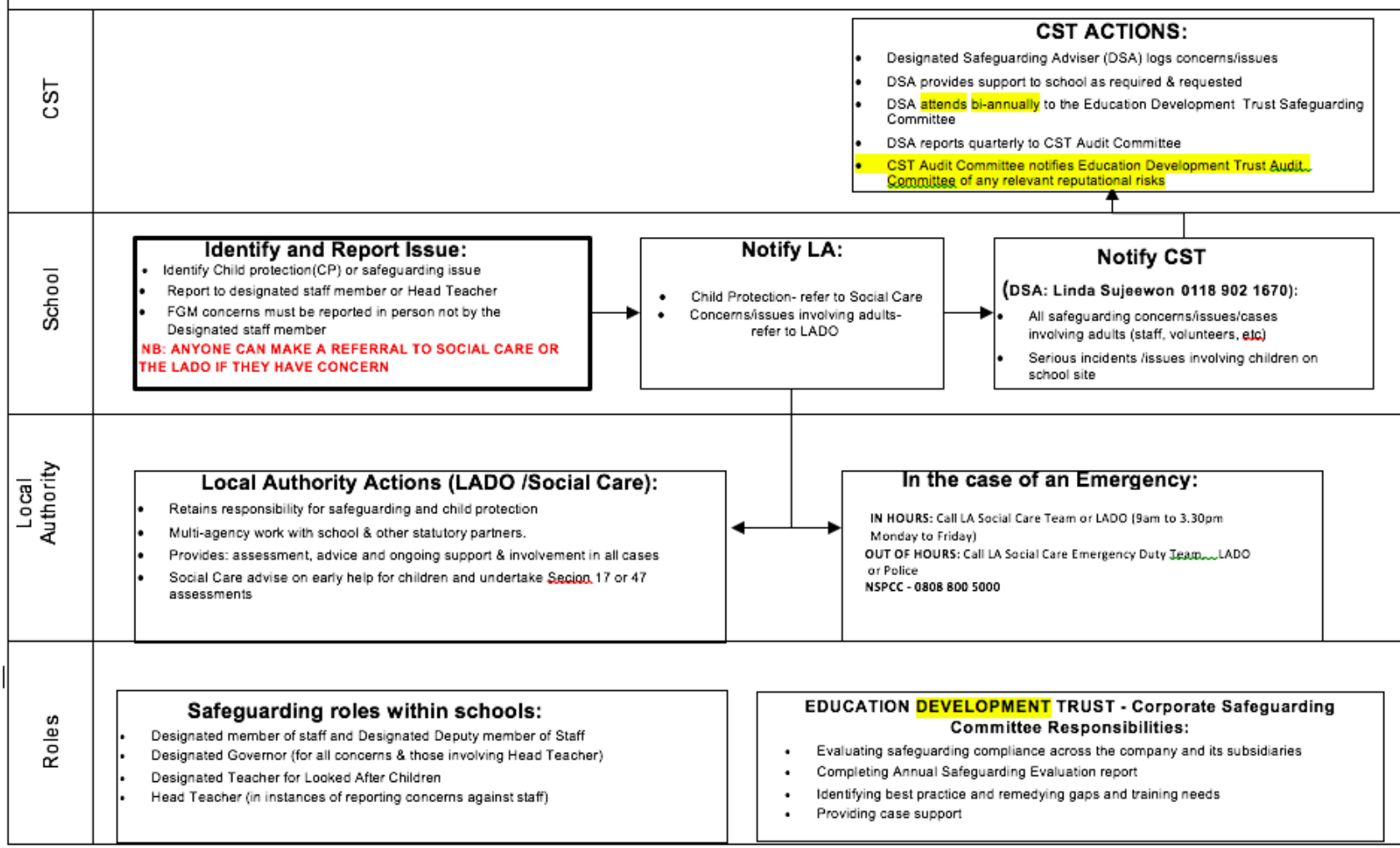
Which factors put a child at risk of FGM?

- The most significant risk factor for FGM is coming from a community that is known to practise it. Girls are also at risk if they have a mother, sister or member of the extended family who has been subjected to FGM (HM Government, 2011).
- A girl who is at imminent risk of being subjected to FGM may be taken back to her family's country of origin at the beginning of the long summer holiday. This allows time for her to heal from the procedure before returning to the UK. Teachers should be alert to a girl talking about a planned visit to her family's country of origin, especially if she mentions a special occasion when she will 'become a woman'. She may be heard talking about FGM to other children, or she may ask a teacher or other adult for help if she suspects she is at immediate risk.
- Another warning sign could be the arrival in the UK of an older female relative visiting from the country of origin who may perform FGM on children in the family (HM Government, 2011). Children in this situation may also run away from home or truant (Khalifa, 2013).
- Teachers should also be aware of girls who ask to be excused from PE or swimming classes and who spend long periods of time in the bathroom (Khalifa, 2013).

What can we do to prevent FGM and help those affected by it?

- Students who fear they may be at risk of FGM often come to the attention of, or turn to, a teacher or other staff member. Teachers and school staff are in an ideal position to identify and respond to a student's needs at an early stage.
- This school cultivates an 'open environment' where students feel comfortable and safe to discuss the problems they are facing-an environment where FGM can be discussed openly, and support and counselling are routinely provided.
- Students are informed that they will be listened to and their concerns taken seriously.
- If a staff member is concerned that a student may be at risk of FGM, the Designated Safeguarding Lead or head teacher must be informed immediately.
- Usual LA child protection referral procedures should be followed and a referral made to Children's Social Care. **OR**

- Contact (can do so anonymously) the NSPCC's 24-hour FGM helpline on **0800 028 3550** or email fgmhelp@nspcc.org.uk.
- The NSPCC provide advice, information and support for anyone concerned that a child's welfare is at risk as well as make a referral on your behalf to the relevant statutory body, where appropriate. Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the police or social services.
- FGM can happen within families who do not see it as abuse. However, FGM is a criminal act which causes severe physical and mental harm to victims both in the short and long term and for this reason it cannot be condoned or excused. The safety and welfare of the child at risk is paramount and professionals should not be deterred from protecting vulnerable girls by fears of being branded 'racist' or 'discriminatory' (HM Government, 2011).
- This school will provide its families with culturally competent advice and information on FGM which makes it clear that the practice is illegal. Community and faith leaders can be helpful in facilitating this work with families. This may be enough to stop families practising FGM and protect girls from harm (HM Government, 2011).
- If the local authority has reason to believe a child is likely to suffer or has suffered FGM it can exercise its powers to apply to the courts for orders to prevent the child being taken abroad for mutilation. The primary objective of any intervention is to prevent the child from undergoing FGM rather than removing her from her family. If a child has already undergone FGM she should be offered medical help and counselling, and action should be taken to protect any female siblings at risk (London Safeguarding Children Board, 2009).



21. Appendix 3 - Guidance on Youth Produced Sexual Imagery (SEXTING)

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

Images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document, '[Sexting in Schools & Colleges: Responding to incidents and safeguarding young people.](#)'

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures;

When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance, '[Searching, screening and confiscation at school](#)'.

22. Appendix 4 - Guidance on Peer on peer abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation / Hazing
- Prejudiced Behaviour

We constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way.

We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff.

We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PSHE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the designated safeguarding lead (DSL). Information is shared appropriately with parents/carers.

23. Appendix 5 - Guidance on Extremism and Radicalisation

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy"

Our school adheres to the Prevent Duty Guidance for England and Wales July 2015

Risk assessment

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting prevent@lincs.pnn.police.uk

Working in Partnership

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account policies and procedures of Lincolnshire Safeguarding Children Board

The key aim of the PREVENT strategy in Lincolnshire is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement

- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

Staff training

Settings should ensure that their staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. They should know how to refer children and young people for further help.

All staff can undertake PREVENT e-learning via the [LSCB website](#). Face to face learning is available to book via the [Stay Safe partnership website](#).

Referral Process

As part of the duty to protect young people from the messages of extremism, the school will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided channel@lincs.pnn.police.uk

The school may also email prevent@lincs.pnn.police.uk to seek advice and support. Should a school use the child protection referral process through Customer Service Centre 01522 782111, the CSC will ask the school to complete a channel form if there are any concerns related to extremism and radicalisation. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

IT policies

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering.

Settings can require pupils and staff to abide by acceptable user policies which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

Monitoring and enforcement

Ofsted inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened, maintained schools will be subject to intervention

and academies or free schools may be subject to termination of funding. For independent schools in England or Wales, they must remedy any failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

Wider issues to consider:

These are some further areas to consider in implementing the prevent agenda:

* Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

* Curriculum including a balanced Religious Education, Personal Social and Health Education etc.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they can sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

Reviewed by: Marie-Claire Bretherton

Provision Committee Review Date: Thursday 01st September 2016

Governing Body Review Date: Monday 19th September 2016

Originally created on Friday 12th August 2016