



SAFEGUARDING POLICY AND PROCEDURES

Garlinge Primary School and Nursery is place for everyone to succeed and thrive with inclusion at its heart

Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, *Articles 6, 19, 20, 21, 23, 27 and 34* are linked to this policy. Details of the *Articles* can be found on the school website.

Designated Safeguarding Leads (DSL): Anna Northrop - Deputy Headteacher (Lead DSL)
James Williams – Headteacher
Stephen Cope - Deputy Headteacher
Alison Gillatt – Family Liaison Officer
Natasha Smith – Safeguarding Officer

Named Safeguarding Governor: Jenny Whitehead

Area Education Safeguarding Adviser: Julie Maguire

Safeguarding Procedure

As per our Child Protection Policy it is the responsibility of **everyone** who comes into contact with children and their families to play a role in safeguarding children. This procedure is designed to provide clear guidance to all staff on what to do should they identify or be notified of a safeguarding concern.

Maintaining children's welfare is our paramount concern. The procedures in this policy will be monitored in the light of any new information and guidance that becomes available.

Ethos

These procedures are supported by the aims of the school but particularly we strive to provide:

- An ethos in which all children feel safe, secure, valued and respected
- A safe learning environment where children can feel confident to talk openly and be sure of being listened to
- Support for children, parents and staff in difficult situations relating to child protection
- An effective working relationship with other agencies to support our most vulnerable children, including referrals to Early Help where necessary
- Effective procedures for risk assessments and site management to ensure children are safe at all times
- A common sense approach to all situations, especially in the event of unforeseen problems
- Ensuring all staff are able to recognise signs and symptoms of abuse and are aware of the schools procedures and lines of communication

Safer Recruitment and Retention

Safer recruitment and vetting practices are followed for all appointments to the school. Every interview panel has at least one member of staff who is appropriately trained in safer recruitment. All members of staff, governors and volunteers are required to have an enhanced DBS check.

Where the school is not the employer of an adult supervising an activity it is the school's responsibility to ensure that they hold a current DBS. The school will ask for written confirmation from their employers that a DBS has been carried out and request that we would be informed of any issues that may constitute a safeguarding concern.

Procedures are in place to support all staff who have concerns about the conduct of any adults working in the school (see the Whistle Blowing Policy).

Complaints

The school has a Complaints Procedure available to parents, pupils, staff and stakeholders who wish to report concerns and is available on our website. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific procedures for managing allegations against staff.

Curriculum

We plan a curriculum which provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Children at Garlinge Primary School and Nursery will be listened to and heard, and their concerns taken seriously and acted upon as appropriate.

Visitors

Visitors must:

- enter by the main reception
- sign in and out via the computerised entry system
- wear a visitor's badge
- be accompanied by a member of staff unless specifically authorised to proceed unaccompanied
- be made aware of safeguarding procedures
- be made aware of fire evacuation procedures

Visitors are anyone who enters the school premises with the exception of:

- A delivery person
- Pupils
- Members of staff
- Governors
- Regular Parent helpers

Children are encouraged to tell an adult from school if they see an adult in school or on school grounds that they don't know.

If a member of staff discovers an intruder, that person must be asked to leave the premises immediately unless:

- The intruder is considered to constitute a physical threat, when the police should be called as soon as possible
- The member of staff has reason to believe that the intrusion is unintentional, when that person will, at the discretion of the member of staff, be asked to report to the main reception as a visitor, or leave the premises as appropriate. If there are any difficulties a member of Senior Leadership Team (SLT) will be informed immediately

In the event of a serious intruder threat then the fire alarm will be rung and standard evacuation procedures should be followed.

Access

The school car parks are for the use of staff and visitors only.

Pedestrian access to and out of school is through three designated gates. Visitors to the school should access the school through the main entrance in Westfield Road (intercom/buzzer system). The Key Stage 1 (KS1) gate is opened at 8.00am for Breakfast club and closed again at 8.10am. The three other gates are opened at 8.45am and closed promptly. In the afternoon the gates are opened at 3.00pm and closed again at 3.30pm. All children attending after school activities exit the school by the main entrance (or the KS1 playground if it is a KS1 activity).

All external gates to car parking areas have a security code and it is the responsibility of all school staff to ensure that they are monitored or left closed. Codes are shared with all permanent members of staff. If a breach of security is suspected then the codes are changed.

Road Crossing Patrol

All pupils and parents/carers are directed and supervised when crossing the main roads leading to the main school entrances. Staff members are fully trained and have an enhanced DBS check. Parents/carers are notified of any staff absences via text.

Premises

The site team regularly check the perimeter of the school to ensure the site is secure. Risk assessments are undertaken and updated regularly for all areas of the school. Any breach of security is reported to the site team, logged and dealt with promptly. Health and safety room audits are undertaken three times a year. Any issues are then prioritised and dealt with swiftly. Any member of staff is able to identify a possible risk and must email the facilities manager and report the concern in the site team log.

In the event of work being carried out on site any risk is reduced through ensuring children are kept separate.

Staff Breaks

All hot drinks are to be made and consumed in the staffroom unless transported in a sealed cup. Parent helpers are permitted to use the staffroom on the proviso they agree to our confidentiality procedures.

Supervision

Playgrounds are supervised by members of staff during break times, lunchtimes and whenever children use the playgrounds.

There is access to our First Aid Team and Welfare Officer during the school day, including lunchtimes.

The duty adult checks the playground at the end of duty to ensure that no-one is left outside.

At break time all children should be outside unless supervised by an adult. For areas where there is an increased risk, for example the school wildlife area or timber trails, risk assessments which include careful monitoring by adults are in place and reviewed at least annually. All outside play equipment is annually checked by an appropriate external body.

Access to Field

Our school field is accessed by a pathway and during fine weather it is used by pupils at lunchtime. It is on these occasions only a mobile phone may need to be used in case of emergency.

Weather

In the event of severe weather the Facilities Manager carries out a specific risk assessment to ensure the site is safe (see Kent County Council's (KCC) Winter Planning Guidance). This may result in restricted access and limited provision. A yearly register is kept as to staff availability during poor weather. If the school is unable to open notice will be given via the school website, through local radio stations and a text message will be sent to all parents and staff.

Water bottles are provided in class at all times however, in the event of severe hot weather, you may bring a named water bottle if you wish. Please provide your child with a named sun hat and apply sun cream before your child comes to school.

Clothing

To ensure all children are treated fairly by others we encourage them to wear our agreed school uniform, this includes footwear. For PE children must wear appropriate clothing including footwear (refer to the Physical Education Policy for further details).

It is expected that all children will have suitable clothing for the weather. During the colder months, if a child does not have a coat the school will, where possible, lend one or limit outside activities. The parents will be informed and asked to provide a coat. If this becomes a regular issue the school will consider taking action in relation to neglect. In the event of severe hot weather, please provide a named sun hat.

Fire Evacuation

A map demonstrating fire assembly points is displayed in every room. In the event of any site changes this is reviewed and adapted as appropriate. Fire evacuation drills are held at least 3 times a year. Some will incorporate a proposed area for a fire. All fire extinguishers are inspected annually and regularly checked. A record of all checks is kept by the Facilities Manager. Please see the Fire Evacuation Plan for further details.

First Aid

We have access to trained and experienced first aiders from 8.00am to 4.30pm. We have two well- equipped first aid rooms, one of which is manned by our Welfare Officer at all times. While the children are at recreation, first aiders are available in the playground and in the KS2 medical room. We have paediatric first aiders and general first aiders who all receive recognised first aid training qualifications. A record of this is kept in the medical room and is regularly monitored providing training updates as appropriate.

We have a defibrillator on site and a number of staff are fully trained to use this in the event of an emergency.

Where a specific medical plan is required, this is written in conjunction with the parents and the Welfare Officer. All relevant information is shared with appropriate staff (including the catering manager of the school's catering provider) and displayed in the staff room. Copies of Care Plans are kept in the Headteacher's office, Inclusion office and the medical room.

The Nursery always has at least one first aid trained member of staff on its premises at all times while the children are on site.

Prescribed medicines are administered according to our Administration of Medicines in Schools Policy.

Pupil Collection

All children in Early Years Foundation Stage (EYFS) and KS1 are collected by an adult known to the school. It is the parents/carers responsibility to inform the office if this situation changes. Where necessary, this level of supervision is available for older pupils. If a child is considered vulnerable, for example has a difficulty which may affect their ability to keep themselves safe, we will insist that child is collected. Children who are identified as a potential risk to others are delivered to, and collected from, the office before and after school. On request, children can be collected and delivered to the office if it would support a family in the event of difficulties.

We encourage all parents/carers to arrange to have their children collected from school in the winter months, especially when it is dark.

If a child is not collected the office staff will contact their parents/carers, if they cannot be reached we follow our uncollected child procedures.

The SLT will reserve the right not to release a child to an adult if they are believed to be at risk of significant harm in that person's care.

Equipment

All portable electrical equipment is annually PEAT tested and a register is kept.

Online Safety

All of our pupils are taught about, and constantly reminded of, the ways in which they may stay safe whilst using the internet and the current methods of electronic communication. Our e-Safety Policy outlines in some detail the steps the school take to ensure pupils safety in this respect.

It is the general view of the school that electronic imagery of our pupils is not usually shared beyond the internal needs of the school, ie through our website or other removable media. However, it may be desirable at times for images of pupils to be used in this way to celebrate whole school, group, or individual achievements. The school will ensure parents/carers are consulted before any such images are used in this way and that pupil names are not used.

Bullying

Any incidents of bullying that are reported to the school are dealt with promptly, with all children interviewed and actions taken appropriately. For example, informing the parents and using restorative justice principles. Where appropriate children and their families are offered support from our Family Liaison Officer, Safeguarding Officer or Learning Mentors. We hold an annual Anti-bullying Week (see the Anti-bullying Policy).

We are aware that on occasion children can be unkind to each other which does not always constitute bullying. These are dealt with following our Positive Behaviour Policy. The school's Positive Behaviour Policy fosters a caring attitude and encourages positive reinforcement of good behaviour leading children towards an understanding of 'treat others as you would like to be treated', i.e., what is acceptable behaviour towards one another and what is not.

All racist incidents are taken seriously and dealt with promptly. These are recorded and reported appropriately. As a Rights Respecting School we aim, through our curriculum and every aspect of everyday school life, to enhance the children's cultural understanding.

Clubs

Children who attend clubs must have a permission slip signed by an adult who has parental responsibility.

All clubs have a risk assessment which is reviewed at least annually, have a register taken and any unknown non-attendance is followed up by a phone call to the parents. We expect all children to be collected after a club that happens during the winter months and finishes when it is dark.

Educational Visits

Children who attend an educational visit must have a permission slip signed by an adult who has parental responsibility. A permission slip is signed at the beginning of the year and a letter is sent to parents informing them of any visits that their child will be taking part in.

The children on the trip have access to a person who is first aid trained at all times. All adults who organise a school visit undertake a detailed risk assessment which is shared with all adults on that trip and is sanctioned by the Headteacher. The ratio of adult to child is always adhered to as a minimum requirement (see Educational Visits Policy). All visits are recorded on the Evolve website and sanctioned, when necessary, by KCC.

Swimming

Children are supervised at all times, including while in separate gender changing rooms. Safety rules are regularly discussed and rigorously enforced. (refer to the Swimming Policy for further details).

Parental Voice

We pride ourselves on fostering a friendly, welcoming relationship with parents at Garlinge Primary School and Nursery. The SLT have an 'open door' policy whereby parents may come to talk to them about their concerns when the need arises. If there is an issue concerning safeguarding or child protection it is hoped they will feel free to talk openly. Opportunities for comment on school issues are regularly given through the termly newsletter. The development of this policy will consider parental views.

Pupil Voice

We have School Council representative and Rights Respecting School Ambassador meetings where children can bring concerns regarding any aspect of school life. We annually undertake a survey which includes how safe children feel when they are in and out of school.

Child Protection

The school follows a Personal, Social, Health and Citizen Education programme, which gives children the opportunity to consider and discuss many aspects of life, helping them to understand the dangers of abuse and how they can be protected. We have a large pastoral support team who provide extra support for children where necessary.

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support these pupils. Children are helped to understand the need for 'being safe' and ways in which they can help to protect themselves. (refer to the Child Protection Policy and Positive Behaviour Policy for further details).

All members of staff at Garlinge Primary School and Nursery have been made aware of the requirement to read and understand Part 1 of the DfE Keeping Children Safe in Education 2018 document. This is available online at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf, or a hard copy can be found in the staffroom, Inclusion office, PPA Room and the main school office.

Signs and Symptoms of Abuse

All staff in the school including non-teaching staff are aware of the signs and symptoms of abuse. These are listed in a booklet of information collated by Garlinge Primary School and Nursery called 'Safeguarding and Child Protection- a copy is kept in the school office and every classroom.

Within this booklet there is information regarding:

- Four main types of abuse (Appendix 4)
- Signs and indicators of Physical Abuse, Sexual Abuse, Neglect and Emotional Abuse (Appendix 5)
- Prevent Radicalisation (Appendix 6)
- Children Missing in Education (CME) (Appendix 7)
- Risk factors, warning signs and indicators for Female Genital Mutilation (FGM) (Appendix 8)
- Child Sexual Exploitation (CSE) (Appendix 9)

Procedures and Record Keeping

Concern for the welfare of the child is paramount. Therefore, any incident that occurs about a particular child should be reported to the DSL and a record made on an Incident Report Form Sheet (see Appendix 1) and, if appropriate, a Body Map (see Appendix 2). Any member of staff may complete a Safeguarding Incident/Concern Form (Appendix 3) with their worries. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis. These incident sheets should be handed to the Designated Safeguarding Leads and are kept in a secure location.

Information to be recorded

- Child's name, class and date of birth
- The date, time and location of the incident(s)
- A brief paragraph detailing the incident (s)
- **Record verbatim** anything that the child says, include reported speech where appropriate, **opinion should not be given** unless there is some form of evidence base which can be quoted. At no time must staff be seen to have 'led' the questioning
- If recording bruising/injuries indicate position, colour, size, shape and time on a body map
- Action taken – all information passed to the appropriate personnel

It is the responsibility of the DSL to decide when to make a referral to the children's social care team. This may be discussed with the Area Education Safeguarding Adviser when a decision needs to be made regarding the timing or the necessity to refer to the children's social care team. Some concerns may need to be monitored over a period of time before a decision to be referred is made. It is important that we work with all agencies having a multi-agency approach.

All children for whom there are concerns are monitored carefully. A record of minor concerns are kept for each child, these are collected termly and analysed. This may lead to a referral or further monitoring. Staff are asked to complete a concern sheet about a child for whom they have concerns (Appendix 3). This should be as detailed as possible and kept confidential. These are often shared with parents (refer to Child Protection Policy for further information).

Any concerns that involve allegations against a member of staff should be referred immediately to the Headteacher who will contact the Local Area Designated Officer to discuss and agree further action to be taken in respect of the child and the member of staff (refer to Whistle Blowing Policy for further information).

Supervision and Support

All newly qualified teachers have a mentor with whom they can discuss concerns including the area of child protection. All school staff work towards providing an environment and atmosphere for children to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

Procedure for dealing with disclosures

It is recognised that when faced with a child or young person making a disclosure, it is a common reaction to ask more questions or to be unsure what you can or cannot ask them. To assist with such an incident staff should follow this guide:

The 6 R's of what to do if a child makes a disclosure:

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Note down what has been said

2. Reassure

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep, e.g. "It will be alright now"
- Do not promise confidentiality; you have a duty to refer
- Reassure and alleviate guilt if the pupil refers to it, e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence
- Do ask open "TED" questions; Tell Explain Describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the DSL
- The DSL may be required to make appropriate records available to other agencies
- Information is available on the Kent Safeguarding Children Board (KSCB) website:
www.kscb.org.uk

6. Relax - Get some support for yourself

Please see Appendix 10 for information about what happens once a concern sheet has been received.

The Child Protection Register

A list of all children about whom there are concerns, however small, is kept with the Child Protection File in a secure location. This list includes the name, DOB, any contact details for outside agencies supporting the family, if appropriate, the date of latest incident or whether the concerns are on-going. A list of children for whom there are more serious on-going concerns is shared with all senior members of staff and updated regularly. Teachers who have pastoral responsibility are informed of which children for whom there are on-going concerns. These children must be monitored very carefully and the smallest concern recorded on a concern sheet. These children are monitored regularly.

Code of Practice

All school staff should take normal precautions not to place themselves in a vulnerable position with relation to child protection.

Training Opportunities

The CPD Leader and a member of the SLT ensure all staff are provided with appropriate training and are updated with current practices in the area of child protection. A register is kept in the Child Protection File on staff training and in the school continuing professional development files. All DSLs have undergone child protection training and attend relevant updates. All school personnel and governors will be aware of this policy and will have the opportunity to consider and discuss its contents. Staff have access, on a need to know basis, to the child protection information which is kept in a secure location.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Headteacher _____

Signed by Chair of Governors _____

Appendix 1



Garlinge Primary School and Nursery

Incident Report Form

Pupil's Name: _____ Class: _____ Incident Date: _____ Incident Time: _____

Please tick

Type of Incident: Bullying Property Damage Defiance Physical Violence Racism Verbal Abuse
Insolence

Location of Incident: Classroom School Hall KS1 Hall KS2 Hall Swimming Corridor Y6 Playground
Field Toilets LM Room Club Library KS1 Playground Y4/5 Playground

Incident:

Action/Outcome:

Signature of pupil:

Signature of staff member:

Should this incident be investigated further as potential bullying? **YES (Refer to Department Leader) / NO**

The School defines bullying as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Parents informed: **YES / NO**

Circulate to (Please circle/highlight): **Class Teacher** HT DHT AHT SENCO FLO LM

Other appropriate staff:

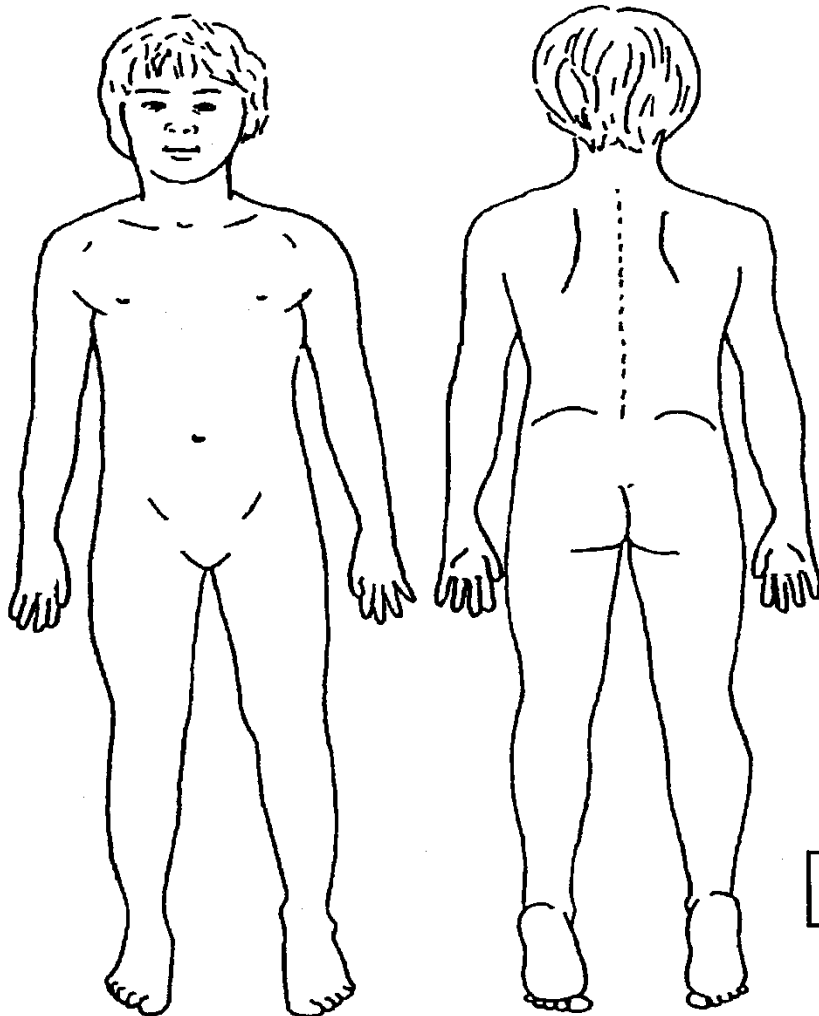
CONFIDENTIAL

Child's Name:

Date & Time Observed:

BODY MAP

Description of marks:



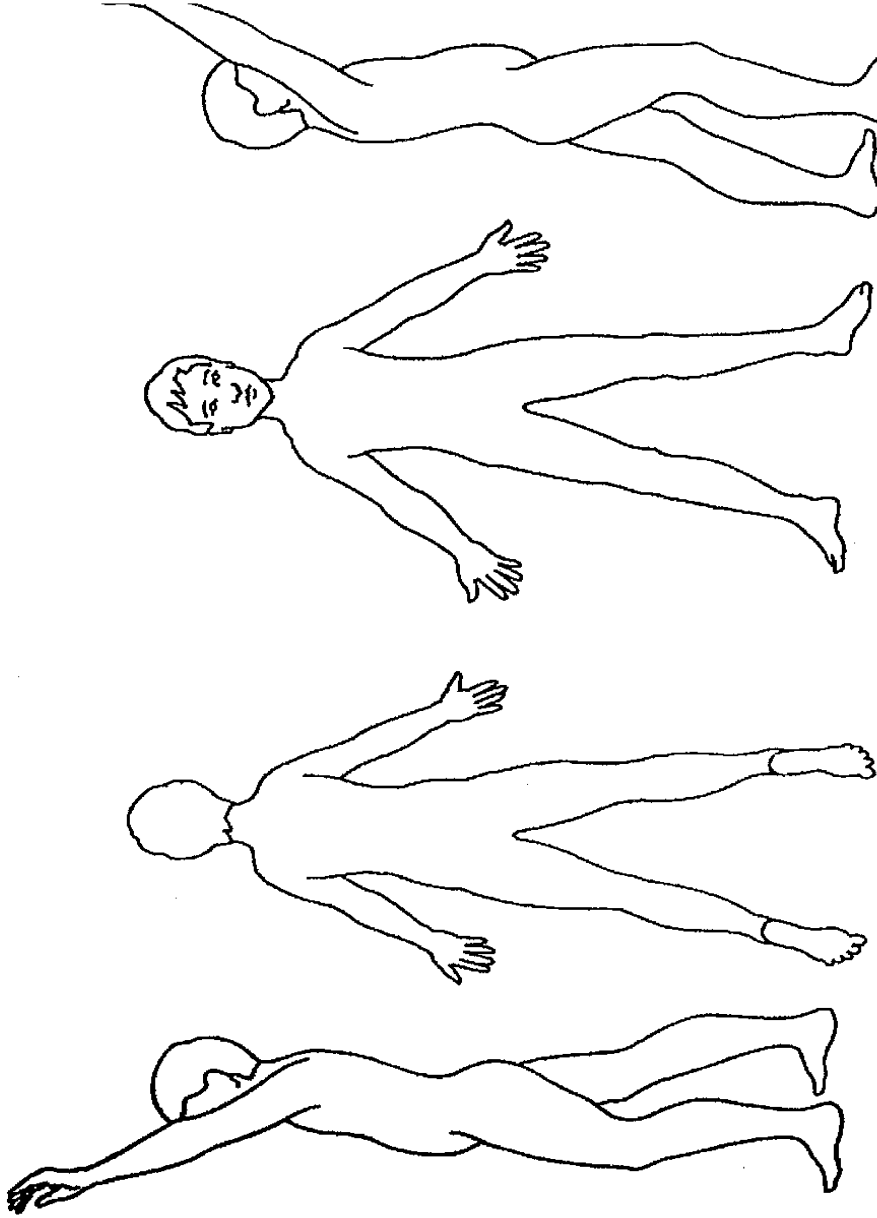
Signature:



Body Map: Child

When you notice an injury to a child, try to record the following information in respect of each mark:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?



Child & Young Person Name..... Date of Birth.....

Date & Time Body Map Completed.....

Name of Person Completing Body Map..... (Please Print Name)

Signed..... Designation/Base.....

Witnessed by.....(Please Print Name) Signature

Appendix 3



Garlinge Primary School and Nursery

SAFEGUARDING INCIDENT / CONCERN FORM

Pupil/Child name:		Date of birth and Year Group/Class:	
Name and position of person completing form (please print):			
Date of incident/concern: (DD MM YY)		What time were you aware of this?	
Incident / concern (who what where when)*			
Any other relevant information (witnesses, immediate action taken)*			
Signature:		Date form completed (DD MM YY):	
Role:			
Action taken (including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL)			
Signature of DSL		Date (DD MM YY)	
Signature of Lead DSL (if appropriate)		Date (DD MM YY)	

*Continue on a separate sheet if necessary

SIGNS AND INDICATORS

Physical abuse

Physical signs and indicators¹

There should be particular cause for concern where:

- The explanation for the injury is absent or unsuitable
- The child with the injury is not independently mobile

Bruises, lacerations, abrasions and scars

- Have a distinct pattern or shape (for example, the shape of a hand, ligature, stick, grip or implement)
- Are multiple or in clusters
- Cause visible blood under the skin

Bites

- Have the appearance of a human bite unlikely to have been caused by a young child

Thermal injuries (burns and scalds)

- Occur on soft tissue areas that would not usually come into contact with a hot object in an accident (for example, the backs of hands, soles of feet, buttocks, back)
- Present with signs of forced immersion (for example, symmetrical pattern / clear borders)
- Are in the shape of an implement (for example, a cigarette or iron)

Fractures

- Are multiple and in the absence of a medical condition that predisposes fragile bones
- Are of different ages

Behavioural signs and indicators¹

Changes in behaviour	Self-harm	Wetting / soiling
Oppositional or excessively good behaviour	Withdrawal / detachment	Anger, frustration and / or distress
Fearful	Recurrent nightmares	Runaway behaviour
Excessive clinginess	Attention-seeking	Changes in eating patterns

Fabricated or induced illness²

Physical signs and indicators

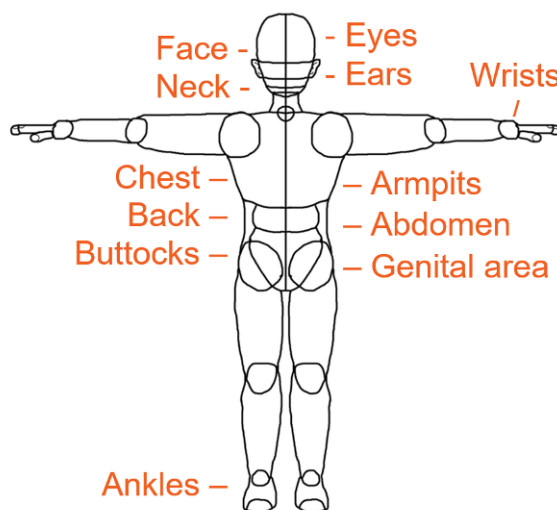
- Implausible or inexplicable symptoms
- Symptoms that only appear in the company of the parent / carer
- Inexplicably poor response to treatment
- Regular and varying health problems

Behavioural signs and indicators

The parent or carer may:

- Be aggressive when challenged
- Be overprotective and limit the child's activities
- Frequently change healthcare provider
- Lack concern despite acute attentiveness
- Encourage painful tests and procedures to be carried out on the child
- Have a strong medical knowledge

Common sites of non-accidental injury



Emotional abuse

Physical signs and indicators

- Injuries from self-harm

Behavioural signs and indicators

- Harmful parent or carer – child interactions are observed or reported
- Low self-esteem and self-deprecation
- Inappropriate response to pain (for example, expressing feelings that they deserve to be hurt)
- Neurotic behaviour
- Fearful of certain individuals
- Emotional immaturity
- Disturbances to speech, such as stuttering
- Changes in behaviour
- Trust issues
- Developmental delays

References

¹National Institute for Health and Care Excellence (2009) *Child maltreatment: when to suspect maltreatment in under 18s*. Online. Available at: <https://www.nice.org.uk/guidance/cg89/chapter/1-Guidance>

²National Health Service (2016) *Signs of fabricated or induced illness*. Online. Available at: <http://www.nhs.uk/Conditions/Fabricated-or-induced-illness/Pages/Symptoms.aspx>

³National Health Service (2016) *Spotting signs of child sexual abuse*. Online. Available at: <http://www.nhs.uk/Livewell/abuse/Pages/child-sexual-abuse.aspx>

⁴Metropolitan Police (2017) *What is child abuse?* Online. Available at: <http://212.62.21.14/Article/What-is-child-abuse/1400009710021/1400009710021>

These lists are by no means exhaustive or definitive. You should report any physical or behavioural signs that cause concern, no matter how small or irrelevant they may seem.

RADICALISATION

Issue

[Radicalisation refers to the process](#) by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

What to do

If you have a concern

- If you are concerned about a pupil, you should follow the school's normal safeguarding procedures, including discussing it with the designated safeguarding lead (DSL). You should **always** take action if you are worried
- The Department for Education has a dedicated telephone helpline to enable school staff to raise concerns about extremism directly: 020 7340 7264. You can also email counter.extremism@education.gov.uk
- Call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
 - Think someone is in immediate danger
 - Think someone may be planning to travel to join an extremist group
 - See or hear something that may be terrorist related

Prevent

Schools have a duty to prevent children from being drawn into terrorism, under [section 26 of the Counter-Terrorism and Security Act 2015](#). You should have access to [appropriate training](#) to equip you to identify children at risk, if needed.

You should also help your students to stay safe online at school and at home.

What to look for

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff should be alert to changes in pupils' behaviour.

[Signs that a pupil is being radicalised](#) can include:

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

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination, but these signs can also be part of normal teenage behavior. You should have confidence in your instincts and seek advice if something feels wrong.

Where to go next

- [Resources, Educate against hate](http://educateagainsthate.com/school-leaders/?filter=guidance-and-training-school-leaders)
<http://educateagainsthate.com/school-leaders/?filter=guidance-and-training-school-leaders>
- [The Prevent duty, GOV.UK – DfE \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- [Why we're doing more to protect children from radicalisation, NSPCC](https://www.nspcc.org.uk/what-we-do/news-opinion/why-doing-more-protect-children-radicalisation/)
<https://www.nspcc.org.uk/what-we-do/news-opinion/why-doing-more-protect-children-radicalisation/>

Questions for staff

- Do we know how to identify pupils at risk and how to refer pupils for further help?
- How can we foster an environment in which the signs of radicalisation can be identified easily and swiftly?
- What can our school do on a day-to-day basis to counter the background factors which can contribute to vulnerability and susceptibility to extremist ideology?
- What worries might you have about reporting concerns about a pupil?
- What would you do if you had reported concerns and you were not confident about the action taken on these?

Sources

The information in this factsheet is based on the following sources:

- [Keeping children safe in education, GOV.UK – DfE \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- [What are the warning signs of radicalisation? Educate against hate](http://educateagainsthate.com/parents/what-are-the-warning-signs/)
<http://educateagainsthate.com/parents/what-are-the-warning-signs/>
- [Counter-Terrorism and Security Act 2015: section 26, legislation.gov.uk](http://www.legislation.gov.uk/ukpga/2015/6/section/26)
<http://www.legislation.gov.uk/ukpga/2015/6/section/26>

CHILDREN MISSING FROM EDUCATION (CME)

Issue

[A child missing from education](#) is a child of compulsory school age who is not on a school roll or being educated elsewhere. 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.

What to do

- Monitor attendance closely and address poor or irregular attendance through your school's policy
- Refer poor attendance to the designated safeguarding lead (DSL) and investigate any unexplained absences
- Encourage parents to inform you of any changes to their information, to help the school and LA when making enquiries about missing children
- Be alert to signs of potential safeguarding concerns, such as travelling to conflict zones, female genital mutilation and forced marriage
- If you suspect a child is suffering from harm or neglect, you should follow the child protection procedures. You should make an immediate referral to your DSL if a child is in immediate danger or at risk of harm

What to look for

There are many circumstances where a child may become missing from education, but some children

are particularly at risk.

These include children who:

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

Where to go next

- [Children missing education: families' experiences, National Children's Bureau \(Adobe pdf file\)](https://www.ncb.org.uk/sites/default/files/field/attachment/CME%20the%20final%20report%20.pdf)

Context and prevalence

The government does not collect national-level data on CME. However, the BBC reported that 33,262 school-aged children were recorded as missing from education in the 2014/15 academic year, and almost 4,000 of these could not be traced.

The National Children's Bureau estimates that the real number may be significantly

Members of The Key for School Leaders can access the following article by clicking on the link below, or putting the reference number in the search bar:

- [Children missing education \(CME\): policies and procedures, The Key for School Leaders \(ref 13544\)](https://schoolleaders.thekeysupport.com/administration-and-management/policies-documents/pastoral/children-missing-education-policies/)
<https://schoolleaders.thekeysupport.com/administration-and-management/policies-documents/pastoral/children-missing-education-policies/>

Questions for staff

- What opportunities do our pupils have to talk to us about changes they are expecting in their lives?
- Which members of staff may be particularly well placed to spot concerning absence swiftly?
- Can you think of families which you would consider to be at risk based on the factors shared in this factsheet?
- What reasons might there be for a family's unwillingness to share plans to leave the school with us? Can we mitigate any of these?
- How important are our relationships with 'hard to reach' families, given the issue of CME? What more can we do to foster these relationships?
- What might prevent our swift reporting of a child's absence? Is there anything we should do to improve our systems or to change our attitudes in relation to these hindrances?

Sources

The information in this factsheet is based on the following sources:

- [Children missing education: statutory guidance for local authorities, GOV.UK – DfE \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
- [Keeping children safe in education, GOV.UK – DfE \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- [Children missing education, National Children's Bureau](https://www.ncb.org.uk/resources-publications/resources/children-missing-education)
<https://www.ncb.org.uk/resources-publications/resources/children-missing-education>
- [Thousands of children 'missing' from education, BBC News, 30 November 2016](http://www.bbc.co.uk/news/education-38145058)
<http://www.bbc.co.uk/news/education-38145058>

FEMALE GENITAL MUTILATION (FGM)

Issue

Female genital mutilation (FGM) comprises “[all procedures involving partial or total removal of the external female genitalia](#), or other injury to the female genital organs.” The family often believes it is beneficial and in a girl or woman’s best interests – this can limit a girl’s motivation to raise concerns or talk openly about it.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

What to do

Reporting FGM

If you **discover** that FGM appears to have taken place on a girl under 18:

- If you are responsible for teaching pupils, you have a statutory duty to report this to the police and will face disciplinary sanctions if you fail to report such cases
- [You should report it as soon as possible after a case is discovered](#), and ideally by the close of the next working day
- If you are not responsible for teaching pupils, you should tell the designated safeguarding lead (DSL) who will report it
- All staff should discuss any case of known FGM with the DSL

If you **suspect** that FGM has taken place but do not know, or suspect a girl is at risk, or discover it has been carried out on a woman who is 18 or over, you should follow your local safeguarding procedures. The duty to report does not apply in these cases.

Whatever your role, please follow school safeguarding procedures and report to the DSL **IMMEDIATELY**.

Preventing FGM

You must make sure that:

- You understand your role in protecting those who have undergone, or are at risk of, FGM
- You know who to refer cases to and understand the importance of timely information sharing, both internally and with other agencies

What to look for

It will be rare for you to see visual evidence of FGM and you should **not** be examining pupils.

Indicators that a girl has already been subjected to FGM include:

- Confiding in a professional that FGM has taken place
- A mother/family member discloses that the child has had FGM
- A family/child already being known to social services in relation to other safeguarding issues
- Having difficulty walking, sitting or standing or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Prolonged or repeated absences from school
- Increased emotional and psychological needs - for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs



Context and prevalence

FGM is a hidden crime, so its prevalence is difficult to estimate. However, [a charity](#) estimates that 60,000 girls under 15 in the UK were born to mothers who had undergone FGM (and are therefore more at risk) and 137,000 girls and women in the UK are living with the consequences.

You should use local information to understand the needs of the girls in your area. No local authority area is likely to be entirely free of FGM.

Risk factors

The biggest risk factor to consider when deciding whether a girl may be at risk of FGM is whether her family has a history of practising FGM. It is also important to consider whether FGM is known to be [practised in her community or country of origin](#).

Other potential signs that a girl may be at risk include:

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

This is not an exhaustive list of risk factors.



Where to go next

- [Multi-agency statutory guidance on FGM, GOV.UK – HM Government \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf
- [FGM: frequently asked questions, FORWARD \(Adobe pdf file\)](http://www.forwarduk.org.uk/wp-content/uploads/2014/12/Forward_-FGM-FAQ.pdf)
http://www.forwarduk.org.uk/wp-content/uploads/2014/12/Forward_-FGM-FAQ.pdf

- [FGM, World Health Organisation](http://www.who.int/mediacentre/factsheets/fs241/en/)
http://www.who.int/mediacentre/factsheets/fs241/en/
- [FGM support materials, GOV.UK – Home Office](https://www.gov.uk/government/publications/fgm-support-materials)
https://www.gov.uk/government/publications/fgm-support-materials

Questions for staff

- What prejudices or preconceptions may we have to overcome to ensure that we are more likely to identify, act on and support instances of FGM?
- What are the wider school and community factors that we can positively influence that could mitigate against the risk of FGM?
- What challenges might you face in discussing topics such as this with young people?
- What anxieties would you have in relation to discussing or reporting FGM? What support would you like in relation to this?
- If you reported your concerns in relation to FGM and were not confident of the action taken, what would you do next?

Sources

The information in this factsheet is based on the following sources:

- [Keeping children safe in education, GOV.UK – DfE \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- [Multi-agency statutory guidance on FGM, GOV.UK – Home Office \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf
- [FGM, FORWARD](http://forwarduk.org.uk/key-issues/fgm/)
http://forwarduk.org.uk/key-issues/fgm/

CHILD SEXUAL EXPLOITATION (CSE)

Issue

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

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

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

What to do

- Discuss any suspected CSE, or risk of it, with the designated safeguarding lead (DSL)
- Do not assume it only happens to certain children, or is perpetrated by certain adults
- Teach pupils how to make positive choices and informed decisions in their relationships so they can protect themselves from, and be more aware of, sexual exploitation
- Display posters and distribute leaflets to advertise services that children can use to get information and advice about CSE

What to look for

[Indicators of sexual exploitation](#) can include children who:

- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation
- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections or become pregnant
- Display inappropriate sexualised behaviour
- Suffer from changes in emotional wellbeing
- Misuse drugs and/or alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education, or do not take part in education

All children are at risk of CSE, but there are additional factors which can increase a child's risk of exploitation. These include:

- Experiences of child abuse
- Poverty
- Family conflict
- Poor parental role models
- An unsettled care history
- A history of running away
- Homelessness
- Learning difficulties
- Mental health difficulties
- Drug and alcohol misuse, and/or financial problems caused by addiction
- Gang membership



Context and prevalence

CSE is not a specific offence in law, so there are no official police statistics on how often it occurs. Offenders are often convicted of associated crimes, such as sexual activity with a child.

CSE can happen to anyone, anywhere, and perpetrators of CSE come from all backgrounds. It is potentially a child protection issue for all children under 18 and you should work on the basis that it happens in your local area. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation.

You should always consider the issue of consent when determining whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim. You must bear in mind that:

- A child under the age of 13 is not legally capable of consenting to sex or any other type of sexual touching
- Sexual activity with a child under 16 is an offence. It is also an offence if the young person is 16 or 17 years old but the other person holds a position of trust or authority in relation to them (for example, a teacher)
- Sexual activity with a 16 or 17 year old may still result in harm or the likelihood of harm being suffered even when it does not result in an offence
- Non-consensual sex is always rape whatever the age of the victim
- Offences may have been committed if the victim is incapacitated through drink or drugs, or the victim or their family has been subject to violence or the threat of it. In these situations, they cannot be considered to have given true consent



Where to go next

- [Child sexual exploitation, NSPCC](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/)
- [Working with children who are victims or at risk of sexual exploitation, Barnardo's model of practice, Barnardo's \(Adobe pdf file\)](http://www.barnardos.org.uk/cse_barnardo_s_model_of_practice.pdf)
- [How to spot CSE, NHS Choices](http://www.nhs.uk/Livewell/abuse/Pages/child-sexual-exploitation-signs.aspx)
- [Sexual exploitation of children: Ofsted thematic report, GOV.UK – Ofsted](https://www.gov.uk/government/publications/sexual-exploitation-of-children-ofsted-thematic-report)

Questions for staff

- How confident are you to identify the signs of CSE?
- Which of the additional factors which contribute to increased risk of CSE are most relevant in our setting?
- What are the key issues when considering consent for children who may be victims of sexual exploitation?
- Can you think of young people in our school who you feel may be more vulnerable or susceptible to CSE? What could we do in a proactive way to reduce the likelihood of them becoming victims?
- What preconceptions or prejudices might reduce our capacity to spot the signs of CSE in some young people?
- What role could young people themselves play – with the right support – in reducing the prevalence of CSE?

Sources

The information in this factsheet is based on the following sources:

- [Keeping children safe in education, GOV.UK – DfE \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- [What to do if you suspect a child is being sexually exploited, GOV.UK – DfE \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf
- [Child sexual exploitation, GOV.UK – DfE \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf



WHAT HAPPENS ONCE AN INCIDENT/CONCERN FORM IS RECEIVED?

