

Schools Safeguarding Induction Pack



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Introduction

This induction pack is for all staff who work in school whether on a paid or voluntary basis.

Safeguarding is everyone's responsibility and you have a duty to ensure that you uphold this responsibility. Within the pack you will find information and guidance in relation to the definitions of abuse as defined within Working Together to Safeguard Children 2015, specific forms of abuse, possible signs and symptoms of abuse as well as information on talking and listening to children. When a child makes a disclosure to you or tells you something that makes you concerned about their safety or wellbeing it is really important that you pass this information on to the Designated Safeguarding Lead (DSL) or backup DSL as soon as possible. Your school or setting will have a way of recording concerns.

It is also really important that your conduct and practice is transparent and that you make sure that you keep yourself safe. There is a document within this pack which is called the, **Guidance for Safer Working Practice for those working with children and young people in education settings** October 2015 and this will help you to understand how your conduct relates to safeguarding.

This pack forms part of your induction to safeguarding that you will receive from the DSL/backup DSL and this is in line with statutory guidance, **Keeping Children Safe in Education** September 2016. Part of your induction will include checking when you last received your mandatory child protection and safeguarding training and if you have never had it then this will be something that the DSL/backup DSL will arrange for you to have.

Keeping Children Safe in Education 2016 also states that as part of your induction you should receive access to, or a copy of the Safeguarding and Child Protection Policy for the school and also the school's Code of Conduct.

Definitions of Abuse

Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none">• provide adequate food, clothing and shelter (including exclusion from home or abandonment);• protect a child from physical and emotional harm or danger;• ensure adequate supervision (including the use of inadequate care-givers); or• ensure access to appropriate medical care or treatment. <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

Signs and Symptoms of Abuse

When making difficult judgements around possible signs and symptoms of abuse and neglect it is crucial that we consider the available information and presenting injuries or behaviours **in context**. What follows must not be considered to be a comprehensive or definitive 'checklist'; children may behave strangely or appear unhappy or distressed for a number of reasons as they move through the stages of development, and as their family circumstances and experiences change.

Physical Abuse

Possible signs of physical abuse include:

- Unexplained injuries, bites, burns, bruises, particularly if recurrent;
- Parental refusal to discuss or inconsistent explanations offered;
- Untreated illnesses or lingering injuries;
- Admission of punishment which is excessive;
- Shrinking from physical contact;
- Fear of returning home or of parents being contacted;
- Fear of undressing;
- Fear of medical help;
- Aggression or bullying;
- Unexplained patterns of absences which may serve to hide injuries;
- Overly-compliant behaviour or watchfulness;
- Significant behavioural change without apparent explanation.

(a) Accidental Injuries

It is useful to start by remembering that children do suffer cuts, bumps and bruises in the course of their everyday activities. Research and experience tell us that these injuries are most commonly found at places on the body where bone is fairly close to the skin, e.g. shins, points of elbows, points of knees, forehead, nose, and chin; there is such a thing as an accident prone child! (That said, where a child is consistently presenting with injuries, however minor, the question of whether supervision is adequate does need to be considered).

It should also be noted that 'Mongolian blue spot' may be observed on some African or Asian children; this is harmless but can easily be mistaken for bruising.

(b) Non-Accidental Injuries (NAIs)

There are certain injuries and possible signs and symptoms of abuse which everyone needs to be aware of and which we should always act upon, **without delay**.

First, it needs to be acknowledged that diagnosing non-accidental injuries (NAIs) can be very difficult, even for well-trained medical professionals; this is not your job

Similarly, it is notoriously difficult (even for paediatricians) to date bruising and injuries:

- Less research has been devoted to soft tissue injuries than to fractures and head injuries;
- Depth, location and skin complexion affect the time of appearance and colour of a bruise;
- Gravity may result in a bruise appearing in a place remote from the point of injury;
- Several different colours can be present at the same time and bruises can change colour at very different rates, depending on the nature of the injury and the child's (physiological) response to it.

Sites

Non-accidental injuries are frequently present on soft tissue areas of the body e.g. soft parts of the cheek, buttocks, lower back, upper arms, buttocks, upper legs and soft tissue areas surrounding elbows and knees (possible grasp or grab marks). Particularly **uncommon** sites for accidental bruising include:

- Back, back of legs, buttocks;
- Mouth, cheeks, behind the ear;
- Stomach, chest;
- Under the arm;
- Genital/rectal area;
- Neck.

Types of Injury

There are four main types of physical injury which we need to be mindful of:

Injuries of Concern	Caused By
Bruises	Hand Fist Foot Implement
Burns	Accident Neglect Deliberate Action

Breaks	Direct Blow Twisting or Grabbing
Bites	Child or Adult To 'teach' not to bite Sadistic

Bruises

By Grab or Slap: Most common are grab or slap marks, outlines of fingers or finger-marks may be evident.

By Fist: Bruising inflicted by a fist is not usually as defined as that inflicted by a slap or grab. Blows to the mouth or face of a small child may result in tendons inside the lip and/or below the tongue being damaged. Damage in/around the mouth may also be caused by force feeding. Unless an accident has been observed, e.g. where a child has fallen with something in their mouth, causing injury, any such injury should be reported immediately.

By Foot: Bruising will usually be diffuse and there may be marks from/of footwear.

By Implements: Most commonly straps, belts or sticks. Bruising or injuries may well be linear, found in a repeat pattern on upper thighs, buttocks or lower back. May be distinguishing features such as buckle marks.

Bites

Bites may leave clear impressions of individual teeth or sometimes a more general, crescent-shaped mark. Adults usually bite children for one of two reasons:

- (i) To 'teach' them not to bite others;
- (ii) For sadistic reasons. (It is of note that bite marks have been present in several cases where children have been fatally abused; they should always be taken seriously).

Human bites are oval or crescent shaped. If the distance across the mark is in excess of 3 cm then this indicates a bite by an adult or older child with permanent teeth.

Burns

It can be extremely difficult to differentiate between accidental and non-accidental burns and between deliberate/sadistic burns and those caused by neglect. Simplistically, apart

from the most superficial burns and those where an accident has been observed, burns should be recorded and reported.

Broadly speaking, there are two types of burns: contact burns and hot liquid burns. Practitioners should be particularly mindful of:

- burns or scalds where there is a clear outline (e.g. where the burn might be said to be 'glove' or 'sock'-like);
- burns which are symmetrical and/or of uniform depth over a significant area;
- 'splash' marks above the main area of a scald may be indicative of hot liquid having been thrown;
- cigarette burns (which have been confused with impetigo in the past) tend to be small and circular and have a characteristically thick, dark base. (Accidental burns from a cigarette will usually be superficial and will not be found in locations which would be difficult to brush against).

Fractures

Non-accidental fractures can be caused by direct blows or following twisting or tugging. The obvious signs of a fracture are swelling or deformity although these are not always present and if a child is unwilling or unable to use a limb or digit medical attention should be sought. Skull fractures may present as soft, 'boggy' areas and may also produce 'black eyes' whereby blood seeps and gathers in and around the eye. In these circumstances there may be little or no swelling of the lid.

Emotional Abuse

Possible signs and symptoms of emotional abuse include:

- Continual self-deprecation;
- Fear of new situations/persons;
- Inappropriate emotional responses to 'painful' situations;
- Self-harm or mutilation;
- Compulsive stealing or scrounging;
- Drug or solvent abuse;
- 'Neurotic' behaviour – obsessive rocking, thumb-sucking;
- Air of detachment and 'don't care' attitude;
- Social isolation – few friends, does not join-in;
- Desperate attention-seeking behaviour;
- Eating problems (including lack of appetite);
- Depression, withdrawal.

Neglect

Possible signs and symptoms of neglect include:

- Constant hunger/tiredness;
- Poor personal hygiene or inappropriate clothing;
- Frequent lateness or non-attendance at school;
- Untreated medical problems;
- Low self-esteem and poor social relationships/skills;
- Compulsive stealing/scrounging;
- Non-organic failure to thrive.

Sexual Abuse

There are three main ways within which concerns about possible sexual abuse may be brought or come to your attention:

(i) Disclosure from a Child

The dynamics of and process for professionals to deal with disclosures from children is detailed elsewhere within this Information Pack (Talking and Listening to Children).

(ii) Physical Signs and Symptoms

Child sexual abuse produces physical evidence in only a relatively small proportion of cases. However, there are some possible physical signs and symptoms of which we should be mindful and these can be divided into two broad categories:



















(i) Those due to injury; and (ii)

Those due to infection.

Possible physical signs of child sexual abuse include:

- Any physical injury may be indicative of physical and another form of abuse, e.g. grab marks may indicate restraint during sexual abuse;
- Scratches/abrasions ;
- Genital/anal infection ;
- Pregnancy;
- Bleeding from anus/vagina;
- Difficulty/pain in passing urine/faeces.

(iii) Behaviour of a Child

Dynamic	Possible Behavioural Manifestations (Children)
Traumatic Sexualisation	<ul style="list-style-type: none">  Sexual pre-occupation and compulsive sexual behaviour not counter-balanced by interest in other aspects of environment and development;  Precocious sexual activity;  Aggressive, violent or coercive sexual behaviours;  Sexualised approaches to or perceptions/descriptions of adults.
Stigmatisation	<ul style="list-style-type: none">  Isolation;  Drug/alcohol misuse;  Criminality;  Self harm;  Suicide attempts;  Withdrawal from friends/peers;  Refusal to take part in games/PE.
Betrayal	<ul style="list-style-type: none">  Extreme passivity, clinging or aggressive behaviour;  Hyper-vigilance/frozen watchfulness;  Discomfort with individuals of certain age/gender.
Powerlessness	<ul style="list-style-type: none">  Eating, sleeping disorders;  Depression;  Running away, school problems/truancy;  Bullying or victimisation.

What is Grooming?

‘Grooming’ is the term used to describe behaviours employed by the sex offender to target and prepare children for sexual abuse. One of the problems for professionals and

parents is that the signs that a person is grooming a child are very discreet and difficult to recognise.

The Home Office has defined grooming as: 'A course of conduct enacted by a suspected paedophile which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes.' Grooming is a process adopted by an abuser that is normally very subtle, drawn out, calculated, controlling and premeditated. It is the subtlety of the grooming process that enables abuse to go undetected. What is vital to the paedophile is access to children and the opportunity to abuse them.

Some paedophiles will target children within a certain age range or of a certain sex or ethnicity while others will be more general in their targeting. They will all target a specific child, perhaps because they have access to them and the opportunity to abuse them without being identified as a sex offender. Some offenders target a child who is naturally approachable and others will target lonely children who are seeking attention from adults. The offender may empathise with the child's problems and liken them to the problems they had at that age and in this way make the child start to feel sorry for them. The offender will try to develop trust with the child by sharing feelings and secrets and may buy small gifts for the child, who might then be instructed to keep them secret from parents and friends.

Once the relationship is developed the offender will move on to control the child. It is this manipulation that brings conflict to the child and confuses them. The child may trust the offender or see him as a friend and at this stage the offender may test the water by introducing touching into the relationship.

Touching may start as a game, giving the offender the chance to judge the child's reaction to the touch. If the child accepts the touch the offender will move on to more sexualised touch. If the child does not accept the touching the offender may either revert to behaviour that the child has previously accepted and build up to sexualised touch again or move on to another child. This process can take a long time and the longer the offender gives to it the more the child will identify themselves as being a voluntary participant. The net result of this is that the child believes that they have allowed, and therefore invited and accepted, the sexual touching.

Once the abuse has started, children will find it very difficult to report. The offender may use emotional coercion to abuse and to secure secrecy, saying such things as, 'if you were my friend and cared for me you would touch me', or 'if you tell, your mummy will be ill'.

An example from a case is that of a 10 year-old girl who was being raped by her stepfather. He told her that he had planted a seed inside her and if she told anyone the seed would burst open and millions of spiders would fill her stomach.

It's not just the Child who is Groomed

Many paedophiles gain access to the child through their parents, developing trusting relationships that mean the parents feel their children are in safe company, even when left alone with the offender. Unfortunately, this makes it even more difficult for the child to report the abuse. In cases of professional abuse, then the colleagues around the abuser are also groomed via the persona the abuser creates in order that colleagues do not suspect abuse or if they do suspect make it difficult to believe/accept what they are seeing and /or hearing.

Grooming over the Internet

In cases of online grooming, the offender uses many of the same techniques as the offender offline. The aim of the offender is still to develop a relationship that can lead to sexual behaviour. An offender can masquerade as a child of any age, sex or appearance and can pretend to have the same hobbies in order to trick a child into meeting them.

Finkelhor's (1984) work is still regarded as the definitive research of adult offenders. He refers to **4 pre-conditions** that must be met for Child Sexual Abuse to occur:

1. **Motivation** – someone has to be motivated to do it (for any of a whole range of reasons).
2. **Internal Inhibitors** – they then have to overcome the thoughts and messages (social, cultural, emotional, moral etc) which tell them that this isn't a good thing to do. They will do this in a number of ways i.e. "nothing pre-teen ..."
3. **External Inhibitors** – targeting a vulnerable child, then 'chipping away' the various protective layers and networks around the child i.e. parents, siblings, friends, neighbours, school, community etc. It is often forgotten that this usually includes grooming adults (and colleagues in a professional abuse scenario). Domestic abuse may be used to hide or deflect attention away from CSA or to disempower a mother.
4. **Overcome Victim Resistance** – establishing trust, blurring boundaries i.e. shifting blame / responsibility, introducing 'sex', offering incentives / rewards. Threats / coercion, violence usually comes later – once the victim begins to resist explicitly

Listening to Young People

If a Child Wants to Confide in You, You SHOULD

- Be accessible and receptive.
- Listen carefully and uncritically, at the child's pace.
- Take what is said seriously.
- Reassure children that they are right to tell.
- Tell the child that you must pass this information on.
- Make sure that the child is ok.
- Make a careful record of what was said (see *below*)

You Should NEVER

- Make promises about confidentiality or keeping 'secrets' to children. ❌ Assume that someone else will take the necessary action.
- Jump to conclusions, be dismissive or react with anger, shock, horror etc.
- Speculate or accuse anybody.
- Investigate, suggest or probe for information.
- Confront another person (adult or child) allegedly involved.
- Offer opinions about what is being said or the persons allegedly involved.
- Forget to record what you have been told.
- Fail to pass this information on to the correct person (the Designated Safeguarding Lead)

Recordings Should

- State who was present, time, date and place.
- Be written in ink and be signed by the recorder.
- Be passed to the DSL/Head Teacher/Line Manager (as appropriate) immediately (certainly within 24 hrs).
- Use the child's words wherever possible.
- Be factual/state exactly what was said.
- Identify any opinions or interpretations which are offered. (Ideally, staff should record factual information and avoid the offering of opinions, insofar as that is possible. For children with communication difficulties, or who use alternative/ augmentative communication systems, opinion and interpretation will be crucial; be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court.)

Minimal Prompts and Body Language

- Think carefully about where you listen to children / young people.
- Think about how you use your body to make them feel safe / reassured, listened to, believed (e.g. think about eye contact, touch (with care), nods etc).
- Useful prompts which avoid closed questions include:
 - "Go on, you're doing really well..."
 - "Tell me what you remember about that..."
 - "What else do you want to tell me?"

Potential Pitfalls

Alongside the don'ts outlined above, the following things can also get in the way of us taking appropriate action:

- Fear you may be wrong.
- Doubts about the child's truthfulness.
- Anger and distress.
- Child's attempts to bind you to secrecy.
- Uncertainty or scepticism re procedures and consequences.
- Unresolved personal feelings.
- Not wanting to interfere in family life.
- Not wanting to harm relationships with parents or carers.

So Why Refer?

- Children have a right to be safe and protected.
- You have a duty to safeguard children.
- You have only one 'piece of the jigsaw'.
- Abuse and neglect continue because of the secrecy and silence that often surrounds them.
- Children rarely lie about abuse.
- An abuser may abuse many other children who also have a right to protection.

Guidance for safer working practice for those working with children and young people in education settings October 2015

You will be issued with this document separately. The document covers the following area:

- Responsibilities
- Making professional judgements

- Power and positions of trust and authority
- Confidentiality
- Standards of behaviour
- Dress and appearance
- Gifts, rewards, favouritism and exclusion
- Intimate/personal care
- Behaviour management
- The use of care & control/physical intervention
- Sexual conduct
- One to one situations
- Home visits
- Transporting pupils
- Educational visits
- Photography, video and other images
- Exposure to inappropriate images
- Personal living accommodation including on site provision
- Overnight supervision and examinations
- Curriculum
- Whistleblowing
- Sharing concerns and recording incidents

GUIDANCE ON THE USE OF SOCIAL NETWORKING SITES AND OTHER FORMS OF SOCIAL MEDIA

Introduction

The aim of this document is to provide advice and guidance for those working with children and young people in educational settings (including volunteers) regarding the use of Social Networking Sites.

The document has been produced for Governing Bodies and Headteachers of all Schools in Lancashire and for Senior Managers and Management Committees within the County Councils' centrally managed teaching services. The document has been the subject of consultation with the recognised Professional Associations and Trade Unions.

Background

The use of social networking sites is rapidly becoming the primary form of communication between friends and family. In addition there are many other sites which allow people to publish their own pictures, text and videos such as YouTube and blogging sites.

It would not be reasonable to expect or instruct employees not to use these sites which, if used with caution, should have no impact whatsoever on their role in school. Indeed, appropriate use of some sites may also have professional benefits.

It is naïve and outdated however to believe that use of such sites provides a completely private platform for personal communications. Even when utilised sensibly and with caution employees are vulnerable to their personal details being exposed to a wider audience than they might otherwise have intended. One example of this is when photographs and comments are published by others without the employees consent or knowledge which may portray the employee in a manner which is not conducive to their role in school.

Difficulties arise when staff utilise these sites and they do not have the knowledge or skills to ensure adequate security and privacy settings. In addition there are some cases when employees deliberately use these sites to communicate with and/or form inappropriate relationships with children and young people.

Specific Guidance

Employees who choose to make use of social networking site/media should be advised as follows:-

- That they familiarise themselves with the sites 'privacy settings' in order to ensure that information is not automatically shared with a wider audience than intended;
- That they do not conduct or portray themselves in a manner which may:-
 - bring the school into disrepute;
 - lead to valid parental complaints;
 - be deemed as derogatory towards the school and/or its employees;
 - be deemed as derogatory towards pupils and/or parents and carers;
 - bring into question their appropriateness to work with children and young people.

- That they do not form on-line 'friendships' or enter into communication with *parents/carers and pupils as this could lead to professional relationships being compromised.
- On-line friendships and communication with former pupils should be strongly discouraged particularly if the pupils are under the age of 18 years.

(*In some cases employees in schools/services are related to parents/carers and/or pupils or may have formed on-line friendships with them prior to them becoming parents/carers and/or pupils of the school/service. In these cases employees should be advised that the nature of such relationships has changed and that they need to be aware of the risks of continuing with this method of contact. They should be advised that such contact is contradictory to the Specific Guidance points above)

Safeguarding Issues

Communicating with both current and former pupils via social networking sites or via other non-school related mechanisms such as personal e-mails and text messaging can lead to employees being vulnerable to serious allegations concerning the safeguarding of children and young people.

Recommendations

- (i) That this document is shared with all staff who come into contact with children and young people, that it is retained in Staff Handbooks and that it is specifically referred to when inducting new members of staff into your school/service.
- (ii) That appropriate links are made to this document with your school/service Acceptable Use Policy
- (iii) That employees are encouraged to consider any guidance issued by their professional association/trade union concerning the use of social networking sites
- (iv) That employees are informed that disciplinary action may be taken in relation to those members of staff who choose not to follow the Specific Guidance outlined above.



Department
for Education

Keeping children safe in education

Part 1: Information for all school and college staff

September 2016

Summary

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

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and
- management committees of pupil referral units (PRUs) are asked to ensure that **all staff** read at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

9. **All** school and college staff should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

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

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

What school and college staff need to know

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

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

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

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

14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early

¹ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

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

identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

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

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

What school and college staff should look out for

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

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

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

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

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

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to

specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

³ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include: Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁴ Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

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

23. See page 9 for a flow chart setting out the process for staff when they have concerns about a child.

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

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

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

27. If a **teacher**¹, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under

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

the age of 18, the **teacher** must report this to the police. See Annex A for further details.

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

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

Record keeping

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

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.¹

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

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

¹ [Serious case reviews, 2011 to 2014](#)

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

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

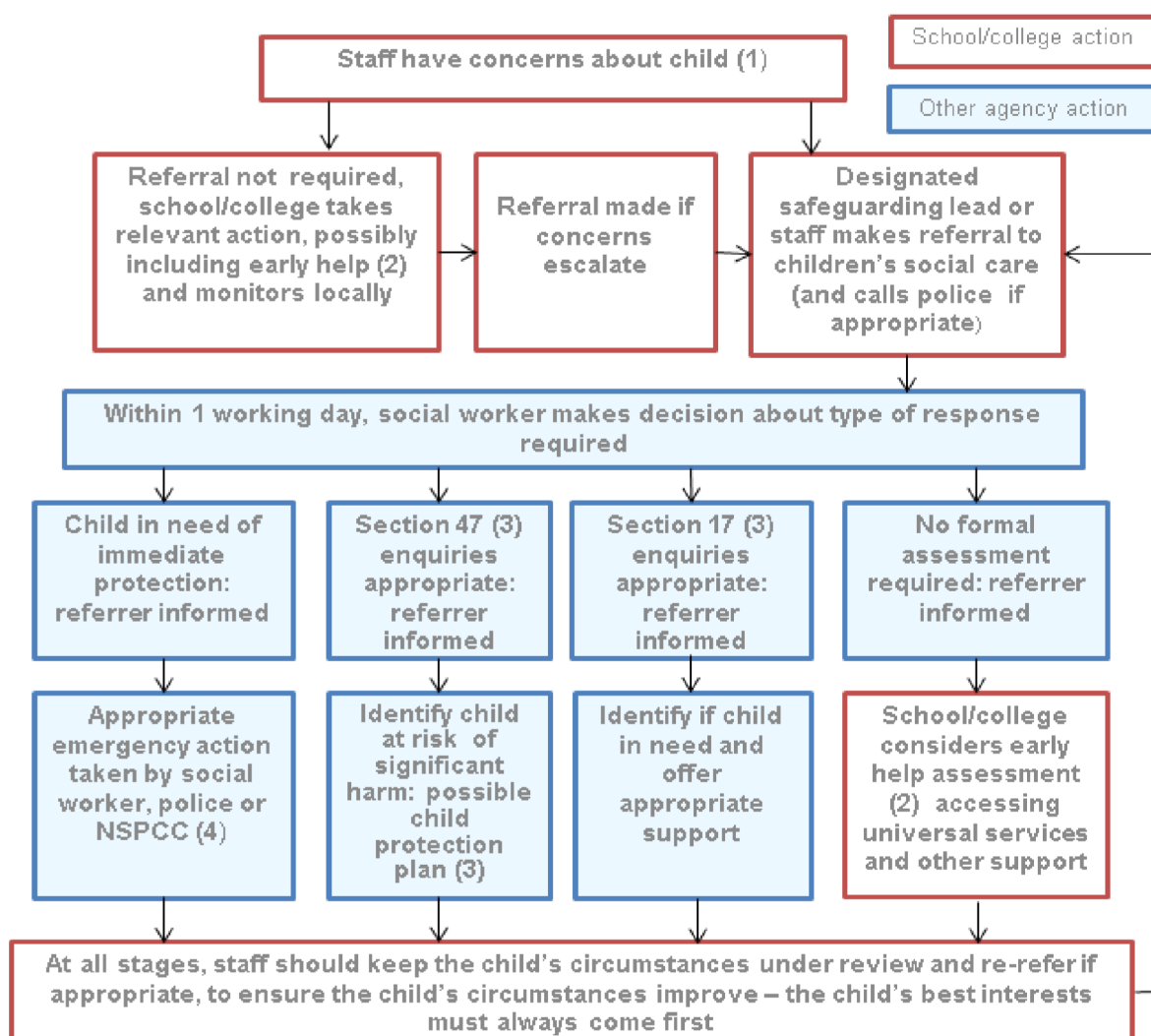
33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

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

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk¹

¹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

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

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

37. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

39. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely

perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

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

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

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

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)

- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#)- and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

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

Annex A: Further information

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education](#) guidance.

Schools

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

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

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission¹ for a continuous

¹ or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

period of 10 school days or more, at such intervals as are agreed between the school and the local authority.¹

Where a parent notifies a school that a pupil will live at another address, **all** schools are required² to record in the admission register:

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

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record³ in the admission register:⁴

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

Schools are required⁵ to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

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

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

Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

¹ In default of such agreement, at intervals determined by the Secretary of State.

² Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended. ¹¹ Where schools can reasonably obtain this information.

³ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

⁴ Where schools can reasonably obtain this information.

⁵ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended. ¹⁵ Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide¹ the local authority with:

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

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

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

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

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

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to

¹ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
and
- Children who regularly miss school or education or do not take part in education.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including

Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and

colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹ that requires a different approach (see following section).

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁸ Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

¹ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). ¹⁸ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.¹ There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015

¹ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

(the CTSA 2015), in the exercise of their functions, to have “due regard¹ to the need to prevent people from being drawn into terrorism”.² This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead

¹ According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

² “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

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

The department has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

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

The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.¹ Channel guidance is available at: [Channel guidance](#). An elearning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

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

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

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



Department
for Education

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KCSIE 2016 Part 1 Quiz

1. Whose responsibility is safeguarding children and promoting the welfare of children?

2. Can you give a definition of safeguarding and promoting the welfare of children?

3. Which documents should be read alongside KCSiE?
 - WTTSC.....
 - GSWP.....
 - What to do if you are.....

4. Who are the Designated Safeguarding Leads (DSLs) in school?

5. How old does a child have to be to receive Early Help?

6. What are the types of 4 categories of abuse?
 - a)
 - b)
 - c)
 - d)

7. If an act of Female Genital Mutilation (FGM) appears to have been carried out, who should teachers report this to?

8. What would you do if a child was in immediate danger or was at risk of harm?

9. What should you do if you have concerns about a staff member in relation to safeguarding?

10. What is the PREVENT Duty?

11. What do you understand by the term 'sexting'?

12. What do you understand by the term 'peer on peer abuse'?

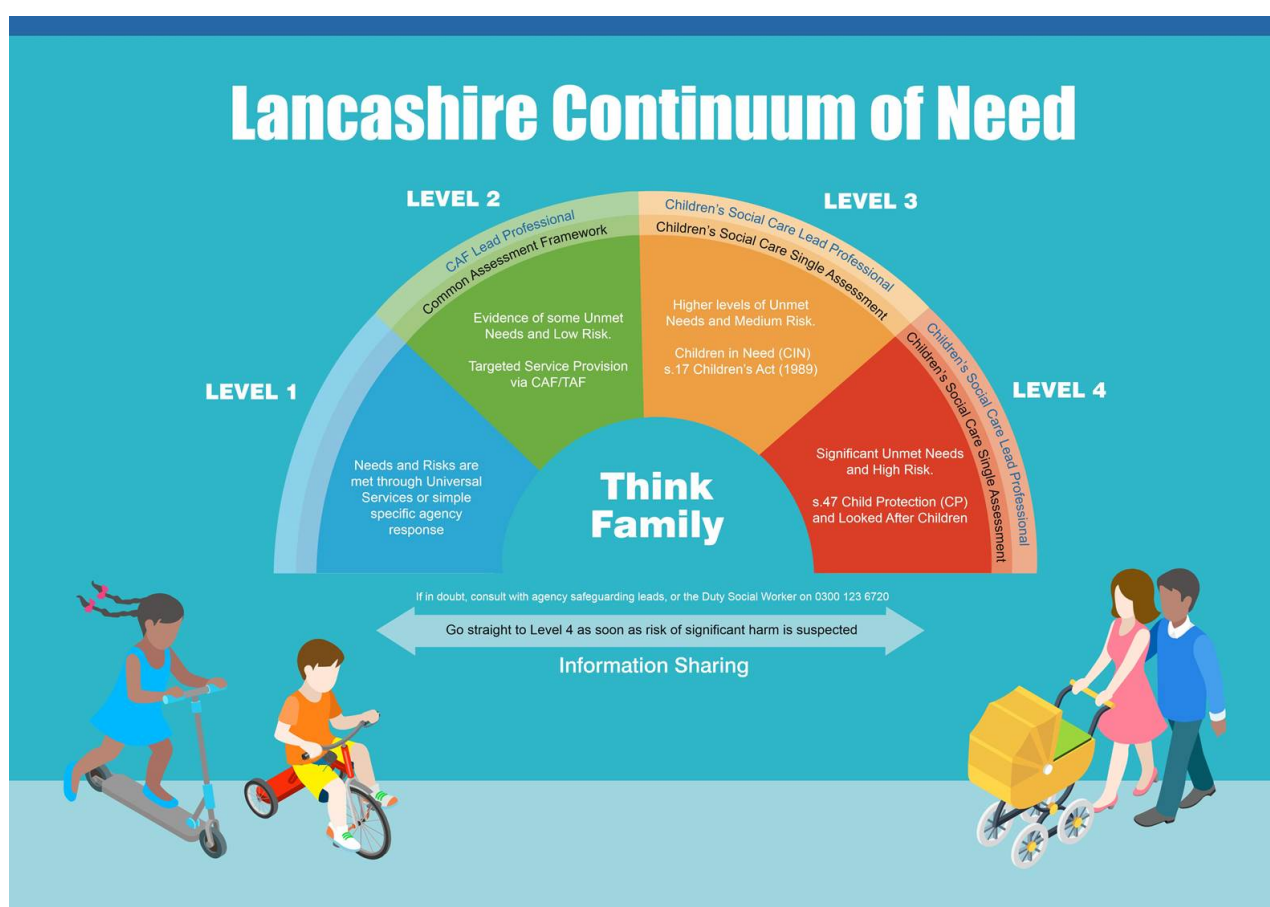
Thank you for completing this quiz. Any questions please speak with your DSL in school or contact LCC Schools Safeguarding Officer by emailing:
andrea.glynn@lancashire.gov.uk

Referrals to Children's Social Care (CSC)

In our school we recognise that safeguarding is everyone's responsibility. The process in our school is that where staff have concerns about a child's welfare, they report it to the DSL and record the concerns on the Reporting Concerns to the DSL pro forma. You will use your own judgement as to the urgency of this. There will be some instances where there is significant risk to the child and the matter is reported immediately to the DSL and then written up later and certainly within 24 hours. There will be other lower level concerns that are documented and reported to the DSL on the same day. The DSL then makes an informed decision using the Lancashire Continuum of Need as to what action is taken. The DSL may also ring the Safeguarding in Education Team for advice. The DSL may decide that threshold is met and therefore rings CSC and or the police immediately.

Where the DSL or the backup DSL are not in school/available then the concern must be reported to the next most senior member of staff and move down the school hierarchy. In the rare cases where there is no DSL, backup or senior member of staff and there is an immediate safeguarding issue that places that child/ren at risk of significant harm or where a disclosure of significant harm has been made then it is the individual member of staff's responsibility to report it.

Thresholds/Continuum of Need



Contact numbers:

LCC Schools Safeguarding Officer – Andrea Glynn

01772 531196

LCC Local Authority Designated Officer (LADO) – Tim Booth

Children's Social Care

0300 1236720

(EDT) 0300 1236721/2

Police

101/999

Information for referrals

To make a referral to Children's Social Care you will need basic information

- Child's name
- Child's date of birth
- Child's address
- Name of parent/s
- Address of parents
- Parents contact number/s
- The detail of the concern that has led to you making the decision that this is a referral to CSC

You will need the same information for the police

If you do not have all the information then you still make the call and give as much as you have.

Following a verbal referral, you will need to inform the DSL as soon as possible and you will need to follow up in writing on the CSC referral form with 2 working days that is available on the Schools Safeguarding page on the portal under the "useful documents" section.

Once completed this is then emailed securely to cypreferrals@lancashire.gov.uk