

### Introduction

Engaging Potential takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount". (Children Act 1989) 'Safeguarding and promoting the welfare of children is defined 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. [Keeping children Safe in Education 2019](#)

Section 175 of the Education Act 2002 places a statutory responsibility to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school. [Working Together to Safeguard Children 2018](#) and Part 2 of [Keeping Children Safe in Education 2019](#) sets out the responsibilities of governing boards including the need to remedy without delay any deficiencies or weaknesses in regards to child protection arrangements that are brought to the attention of the school management or governing boards.

Section 11 of the Children's Act 2004 sets out the arrangements that education services and schools must make to promote the welfare and safeguarding of children and young people. "All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people and should be able to manage situations where there are child welfare concerns". Safeguarding is everyone's responsibility and should be a child centred approach" ([Working Together, 2018](#))

### Five main elements to this child protection and safeguarding policy

- a) Ensuring we practice Safer Recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels and ensuring the completion of all necessary checks for Staff and volunteers.
- b) Establishing a safe environment in which children can learn and develop. This can be achieved by the creation of a positive school atmosphere and teaching, and the pastoral support offered to students.
- c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Raising the awareness of child protection issues and equipping children with the skills needed to keep them safe.
- d) Developing and then implementing procedures for:
  - o Identifying and reporting cases, or suspected cases, of abuse
  - o Offering support to students who may be at risk of, or vulnerable, to violent and non-violent extremist or terrorist narratives.
  - o Offering support to students who may be at risk of criminal/sexual exploitation
- e) Support to students who may have been abused, including peer on peer abuse.

This policy applies to all students, staff, volunteers, contractors and visitors to Engaging Potential

EP recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

### Aims

The aims of this policy are:

- To support the child/young person's development in ways that foster security, confidence and independence;
- To provide an environment in which they feel safe, secure, valued, respected and confident and that they know how and when to approach adults if they are experiencing difficulties;
- to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of harm;

- To provide a means of monitoring children/young persons known or thought to be at risk of harm;
- To develop and promote effective working relationships with other agencies especially the Police and Social Care;
- To ensure that all staff working at EP and who have substantial access to our children and young persons have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check and that a central record is kept for audit purposes.

This policy applies to all staff, including managers, paid staff, volunteers and sessional workers, agency staff, or anyone working on behalf of EP. We will seek to safeguard children and young people by:

- Establishing and maintaining an environment where children and young person feel safe and secure and are encouraged to talk, and are listened to;
- Including in the curriculum activities and opportunities for PHSE, which equip children and young persons with the skills they need to stay safe from abuse;
- Including in the curriculum, material which will help children and young persons develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Ensuring that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies;
- Ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- One or more, senior manager has Designated Safeguarding Lead (DSL) responsibility;
- A senior member of staff is nominated to liaise with the Local Authority and child protection issues;
- This policy is reviewed annually and is available on our website;

EP are also committed to reviewing this policy and good practice annually as part of their annual review cycle, and in line with developments in safeguarding policy.

## Contents

Designated / Deputy Safeguarding Lead .....	4
Training, Support and Policy Links.....	4
Records, Monitoring and Confidentiality .....	5
Safeguarding and Recruitment.....	5
Professional boundaries for staff and code of conduct .....	5
Whistleblowing.....	5
Radicalisation and Extremism .....	6
Allegations .....	6
Students at risk - Recognising signs of abuse .....	6
Types of abuse and neglect .....	7
Physical abuse .....	7
Emotional abuse.....	7
Sexual abuse.....	7
Neglect .....	8
Recognising abuse & neglect.....	8
Indicators of Physical Abuse.....	8
Indicators of Emotional Abuse .....	9
Indicators of Sexual Abuse .....	9

Indicators of Neglect .....	10
Further Information on Specific Safeguarding Topics .....	11
Children Missing from Education .....	11
Peer on Peer .....	11
Child Sexual Exploitation .....	11
Child Criminal exploitation, Serious violence; and gang related activity .....	12
So called 'Honour Based' Violence .....	12
Female Genital Mutilation (FGM) mandatory reporting duty .....	12
Forced marriage .....	13
Preventing Radicalisation .....	13
Prevent .....	13
Appendix 1 – Prevent Safeguarding Referral Pathway.....	15
Appendix 2 – Channel.....	15
Prevent / Channel - Alternative referral pathways .....	16
Appendix 3 - LADO referral Process .....	17
Appendix 4 – Information Sharing advice for practitioners .....	18
Appendix 5 – Additional Supporting Links.....	19

<b>Designated Safeguarding Lead (DSL)</b>		<b>Deputy Safeguarding Lead</b>	
Paul Blount	07500448590	Jenna Macklin	01635 524113
paul@engagingpotential.com		jenna@engagingpotential.com	
Tracy Watson	07789758299		
tracy@engagingpotential.com			

### **Designated / Deputy Safeguarding Lead**

All adults working with or on behalf of children/young persons have a responsibility to protect them. Any safeguarding concern should be acted upon immediately. If a member of staff is concerned that a child / young person might be at risk or is suffering abuse, they must tell a DSL or deputy without delay. This person will be responsible for contacting the West Berkshire Contact, Advise and Assessment Team (CAAS) – Children’s Services. They will also ensure that the safeguarding policy is put into practice within all levels of the organisation and within all policies and procedures.

It is recognised that EP is responsible for contacting CAAS and not for making enquiries and investigating.

The CAAS is the initial contact for all members of professional agencies that need to make an enquiry with regards to a child or young person they have concerns about, this includes whistleblowing. If an enquiry is made to the CAAS team, decisions will then need to be made to decide if social work intervention is required on a Child Protection (CP S.47) or Child in Need (CIN S.17).

A single assessment or an investigation of the child/young person’s circumstances can occur, often through working jointly with all professionals involved. Police will be contacted where there is allegations of harm to children / young people or child protection issues.

If the enquiry does not meet the threshold for Children’s Services, you can consider the Help for Families Team who will be able to offer advice and support.

Children Services will confirm any actions agreed within this consultation in a letter addressed to the DSL.

Additional guidelines can be found using the links below

- [What to do if you’re worried a child is being abused \(DfES 2015\)](#)
- [Management of Allegations against staff and volunteers who work with Children and Young People \(Reading, West Berkshire and Wokingham 2017\)](#)

In addition to this all Department for Education guidance can be found at <https://www.gov.uk/childrens-services/safeguarding-children>

The Concern comms log on the MIS should be used to record any information and communications. The Duty social worker will advise EP when or whether to inform the child’s parents or carers about any concerns. If they decide to pursue a safeguarding investigation, we should:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child safe;
- Attend a safeguarding conference if we are invited. We will be asked to provide information about our involvement with the child, which is why it is important to keep records of our concerns;
- Attend any subsequent safeguarding review conferences.

### **Training, Support and Policy Links**

All staff who work with children and young persons will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at annually (with face to face every three years as a minimum) Staff training records will be kept up to date to monitor this.

DSL and any nominated Deputies will complete local authority Designated Safeguarding Lead Training, and this will be refreshed every two years. This will be recorded on staff training records and monitored by the Head.

Where there are concerns and queries about child protection support will be available for all staff from the DSL or Deputy. The DSL or Deputy will seek support, as necessary from appropriate local authority staff where needed.

This policy sits alongside the following policies to safeguard our young people

- Anti-bullying

- Behaviour Management Strategy
- substance misuse
- Exclusion
- Physical Restraint
- No Smoking Policy

### **Records, Monitoring and Confidentiality**

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. Making the record should not delay referring the disclosure to the DSL, Deputy or appropriate authority.

The purpose of confidentiality in this respect is to benefit the child.

A member of staff must never guarantee confidentiality to a child/young person nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to the DSL/Deputy and may require further investigation by appropriate authorities. The child/young person can be reassured that only the people who “need to know” will be informed, that this will be the minimum necessary and that information will not become common knowledge.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only.

### **Safeguarding and Recruitment**

EP’s recruitment processes are set out in our Recruitment Policy and ensures that anyone recruited to work with our children and young persons have been appropriately vetted.

At least one member of every recruitment and selection panel will have completed safer recruitment training (which will be renewed every 3 years).

### **Professional boundaries for staff and code of conduct**

Each new member of staff and volunteer will be provided with a full induction on Safeguarding, in addition to the training requirements set out in section 10. A copy of ‘Guidance for Safer Working Practice for Adults who work with Children and Young People’ will be available for all staff and volunteers to read. All staff are required to read Part One of Keeping Children Safe in Education, Sept 2019, and Part 1 if working directly with children.

Staff members and volunteers are required to follow EPs code of conduct. Please see EP Safeguarding Code of Conduct for Staff (Shared/P&P)

Use of social networking sites by staff is managed in a our Electronic Media Policy and should be viewed in connection with this policy.

All staff are in a position of trust, and there are expectations that they will act in a professional manner at all times.

### **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues and are regularly reminded of this. Staff are aware how to raise concerns and who to share these with. This is detailed in our Whistle Blowing Policy which should be viewed alongside this policy.

Whistleblowing concerns about the Head should be raised with another member of the management team.

In the event of allegations of abuse being made against the Head, where the Head is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer at the local authority

via CAAS. Staff should consider discussing any concerns with the school's Designated Safeguarding Lead and make any referrals via them.

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

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.uk](mailto:help@nspcc.org.uk).**

### **Radicalisation and Extremism**

EP values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and staff have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

EP seeks to protect children and young people against the messages of all violent extremism and are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Staff are made aware at safeguarding training of the characteristics within children and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.

Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the school's child protection and safeguarding procedures. (Further information on the 'Prevent Duty' and schools' responsibilities, including the new Referral Pathway can be in Appendix 1)

### **Allegations**

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

The procedure to be followed in the event of an allegation being made against a member of staff is set out in the Pan Berkshire Child Protection Procedures. A copy of which is available on the desktop of all staff computers and by following this link: [Berks CP Procedures online](#). Further guidance can be found in Part Four of KCSIE, Sept 2019.

The Designated Safeguarding Lead should, in the first instance, contact CAAS in order to liaise with the Local Authority Designated Officer (LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting.

If, for any reason, it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedure.

### **Students at risk - Recognising signs of abuse**

It can often be difficult to recognise abuse. Children / young people may behave strangely or seem unhappy for many reasons, as they move through the stages of childhood or their families experience changes. It is nevertheless important to know what could indicate that abuse is taking place and to be alert to the need to consult further.

Someone can abuse a child / young person by actively inflicting harm or by failing to act to prevent harm. Abuse can take place within a family, in an institutional or community setting, by telephone or on the Internet and can be carried out by someone known to a child / young person or by a stranger.

If a member of staff is worried about a child / young person, it is important that they keep a written record of any physical or behavioural signs and symptoms. In this way they can monitor whether a pattern emerges and provide evidence to any investigation if required.

### **Types of abuse and neglect**

Abuse is defined as 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. They may be abused by an adult or adults or another child or children.

Please be aware that this guidance is provided as a useful reminder of the indicators of abuse. It should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four main categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

### **Physical abuse**

Physical abuse is a form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, bruising, 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**

Emotional abuse is 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
- 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 cyber bullying), causing children frequently to feel frightened or in danger, e.g. witnessing domestic violence 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.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, 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 no penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or 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.

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.

### **Neglect**

Neglect is 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
  - Meet or respond to basic emotional needs
  - Ensure adequate supervision including the use of adequate care givers
  - Ensure access to appropriate medical care or treatment.
  - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Recognising abuse & neglect**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of possible significant harm
- Justify the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Social Care/CAAS.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (although full account needs to be taken of different patterns of development and different ethnic groups).

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into or have contact with the household.

### **Indicators of Physical Abuse**

This section provides information about the sites and characteristics of physical injuries which may be observed in abused children. It is intended primarily to assist non-medical staff in the recognition of bruises, burns and bites which should be referred to CAAS and / or require medical assessment.

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained injuries including bruises, burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Unexplained delay in seeking treatment
- Parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness
- Repeated use of different doctors, A&E departments and other forms of direct health provision
- Reluctance to give information or mention previous injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive

- Bald patches
- Bruising, biting, burns, scalds, scars
- Withdrawal from physical contact
- Self-harming
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away.

### Indicators of Emotional Abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Manifestations of emotional abuse may also indicate the presence of other kinds of abuse
  - The indicators of emotional abuse are often also associated with other forms of abuse
- Recognition of emotional abuse is usually based on observations over time and the following offers some associated indicators.

### Parent / carer & child relationship factors

- Abnormal attachment between a child and parent/carer e.g. anxious, insecure or avoidant, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person e.g. persistent negative comments about the child or 'scape-goating' within the family
- Developmentally inappropriate or inconsistent expectations of the child which is outside what is considered reasonable and acceptable cultural/legal norms e.g. over-protection, limited exploration and learning, interactions beyond the child's developmental capability, prevention of normal social interaction
- Causing children to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another.

### Child presentation concerns

- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour.

### Parent/carer related issues

- Dysfunctional family relationships including domestic violence
- Parental problems that may lead to lack of awareness of child's needs e.g. mental illness, substance misuse, learning difficulties
- Parent or carer emotionally or psychologically distant from child.

### Indicators of Sexual Abuse

- Boys and girls of all ages may be sexually abused and are frequently too scared to say anything due to guilt and/or fear. The child may fear s/he will not be believed and/or fear repercussions due to possible threats that may have been made
- This form of abuse is particularly difficult for a child to talk about and full account should be taken of cultural sensitivities of individual child / family
- Recognition of sexual abuse can be difficult, unless the child tells others of the abuse, their account is believed, and the suspected abuse referred to Children's Social Care and/or the police. There may be no physical signs and indications of sexual abuse are most likely to be emotional/behavioural.

## Behavioural indicators

Behavioural indicators of sexual abuse may include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties)
- Running away.

## Physical indicators

- Sexually transmitted diseases
- Vaginal soreness or bleeding
- Pregnancy.

## Indicators of Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting e.g. neglect of the child's physical needs possibly causing non-organic failure to thrive; neglect of the child's developmental emotional needs which may contribute to cognitive delay; neglect of the child's emotional needs resulting in behavioural markers.

## Child related indicators

- Non-organic failure to thrive/faltering growth
- Delay in achieving developmental, cognitive and /or other educational milestones
- A child who is unkempt or inadequately clothed or dirty or smells
- A child who is perceived to be frequently hungry, scavenging
- Behavioural signs may include a child seen to be listless, apathetic and unresponsive with no apparent medical cause, anxious attachment, aggression, indiscriminate friendliness
- Failure of child to grow or develop within normal expected pattern, with accompanying weight loss or speech language delay
- Recurrent /untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies
- Unmanaged /untreated health/medical conditions including poor dental health
- Frequent accidents or injuries
- Child frequently absent or late at school
- Sudden changes in behaviour or in school performance
- Poor self esteem
- Child thrives away from home environment.

## Indicators in the care provided

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure by parents or carers to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- A dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn
- Child left with adults who are intoxicated or violent

- Child abandoned or left alone for excessive periods.

## **Further Information on Specific Safeguarding Topics**

### **Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's 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 their going missing in future.

Please refer to our Attendance Policy on the shared drive

### **Peer on Peer**

EP recognises that children are capable of abusing their peers. EP does not tolerate sexting and incidents will be dealt with under the School's Anti-bullying Policy. The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation / hazing type violence. All peer on peer abuse will be managed in accordance with this policy; a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm and will warrant a response under these procedures.

A student against whom an allegation of abuse has been made may be suspended from EP during the investigation. EP will take advice from West Berkshire CAAS team on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, EP will ensure that, subject to the advice of CAAS, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for EP and advice will be sought as necessary and appropriate.

Victims and perpetrators of peer on peer abuse will be offered support by EP as appropriate, for example counselling.

We recognise that it is a key role of EP to support students and that school may provide stability in the lives of children who may be at risk of harm. We also recognise that our students can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of students which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to CAAS. Contact details for support and advice on the Prevent Duty can be found below.

### **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.

### **Child Criminal exploitation, Serious violence; and gang related activity**

Children who are at risk of criminal exploitation or serious violence may display the following indicators:

- Children who have increased absence from school;
- Children who go missing;
- Children who have a change in friendships;
- Children who have friendships with older individuals or groups;
- Children who have unexplained gifts or money
- Children who display a significant decline in performance;
- Children whose wellbeing declines

Advice for school staff is available in the Home Office [Guidance Preventing Youth Violence and Gang Involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

### **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 doubts 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 Female Genital Mutilation (FGM) [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 cases of forced marriage](#).

#### **Actions**

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

### **Female Genital Mutilation (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

students, 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. FGM Fact Sheet. 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](#). Further details can be found in Annex A, KCSIE, Sept 2019.

### **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: [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).

### **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. 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 all schools and all colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. For full details please refer to the [Prevent duty](#).

Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. “to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of The Statutory [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). Please refer to this document for further guidance on the following four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Schools should have clear procedures in place for protecting children at risk of radicalisation. 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. 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 students at the school of being drawn into terrorism.

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

Additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#)

## Appendix 1 – Prevent Safeguarding Referral Pathway

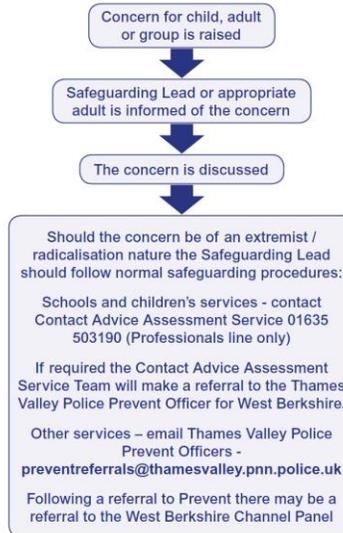


### Prevent “Safeguarding” Referral Pathway

**Prevent** – To stop people supporting terrorism or becoming a terrorist

A multi agency approach to support individuals in a proportionate manner

This is the Prevent Referral Pathway for West Berkshire



## Appendix 2 – Channel

### Referral may then be made to Channel if deemed necessary;

Channel is an early intervention scheme that supports people who are at the risk of radicalisation and provides practical support tailored to individual needs. It is a multi-agency approach which allows the individual to gain support from a variety of different services.

#### Preferred referral pathway

Email your concern to:  
[prevent@thamesvalley.pnn.police.uk](mailto:prevent@thamesvalley.pnn.police.uk)

#### Contact your Local Authority Lead

Susan Powell - 07881 856 801  
[Susan.powell@westberks.gov.uk](mailto:Susan.powell@westberks.gov.uk)

#### For assistance with the Channel Process:

Lily Hattingh - 07779 311 595  
[Lily.Hattingh@thamesvalley.pnn.police.uk](mailto:Lily.Hattingh@thamesvalley.pnn.police.uk)

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at [Channel guidance](#) and an e-learning channel awareness programme for staff is available at: [Channel General Awareness](#).

## Prevent / Channel - Alternative referral pathways

All referrals to the Police are made and managed in confidence, however some individuals may wish to make a referral indirectly to the Police and below are other available referral pathways.

*To the generic Prevent Email box:*

Email concerns to [prevent@thamesvalley.pnn.police.uk](mailto:prevent@thamesvalley.pnn.police.uk) .

This information will then be passed to the best person to deal with the information.

*To your Local Police Neighbourhood Team:*

Contact your local police neighbourhood team; they will be able to help you deal with a referral and give you the right support needed.

*To your local Police Schools Liaison Officer (Secondary/Academy schools):*

Each school has a Schools Liaison Officer; these individuals are also able to help support any referrals or concerns you may have.

*Multi Agency Safeguarding Hub (MASH):*

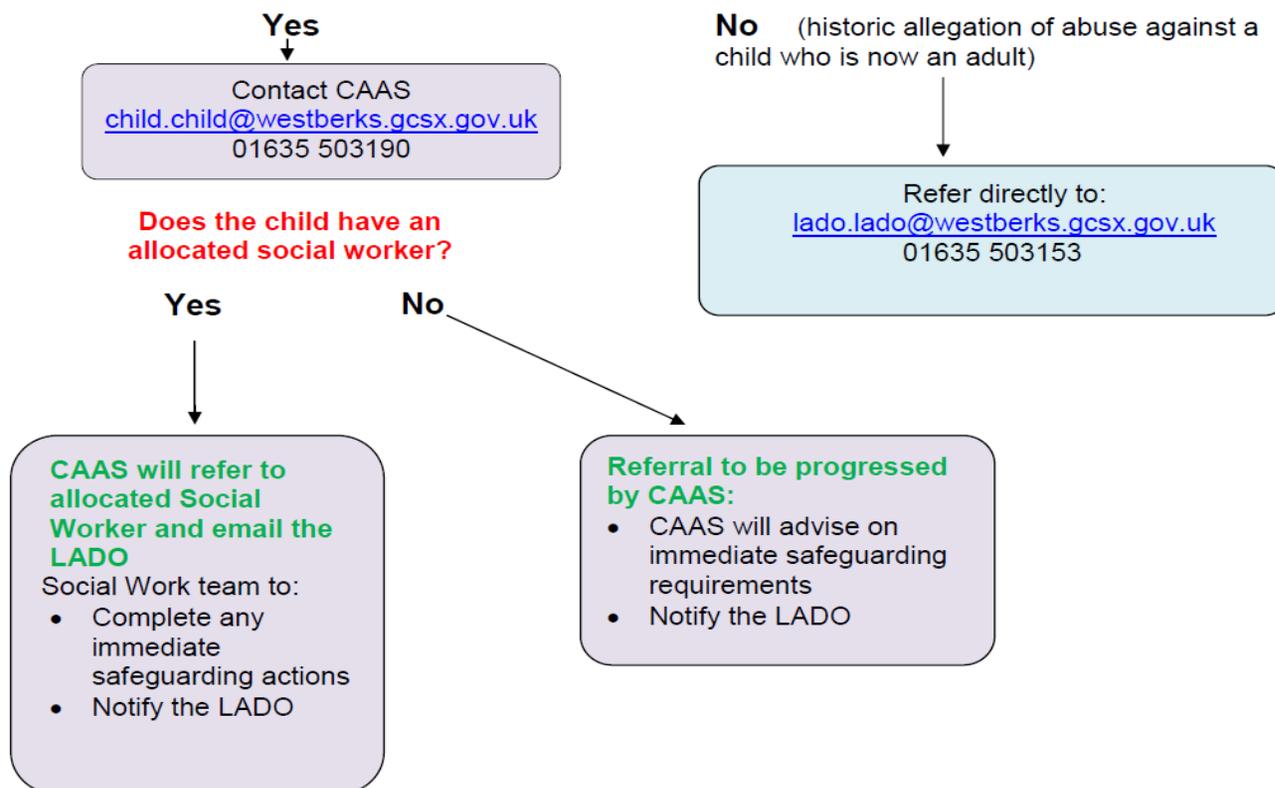
The aim of the MASH is to improve the way agencies work together to protect vulnerable persons(children and adults) from harm, neglect and abuse. This hub combines individuals from the Police, Health and Social Care (soon to include Education and Housing) and Mental Health. This multi-agency hub will assess referrals and link in as appropriate with Prevent to provide support.

## Safeguarding Young People when concerned about a member of staff

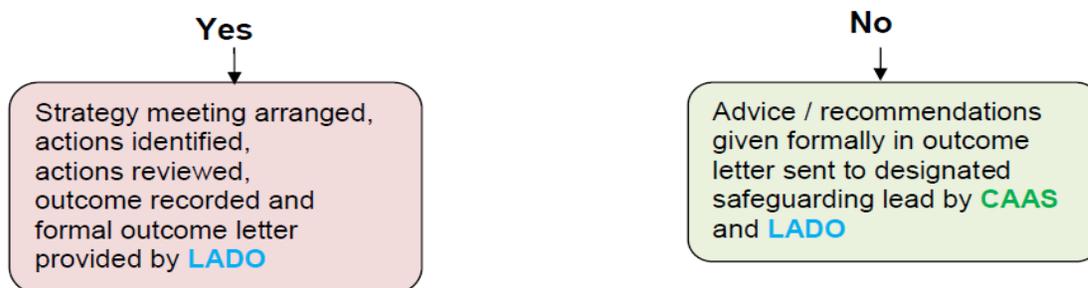
### LADO Local Authority Designated Officer (Allegations Management)

### REFERRAL PROCESS

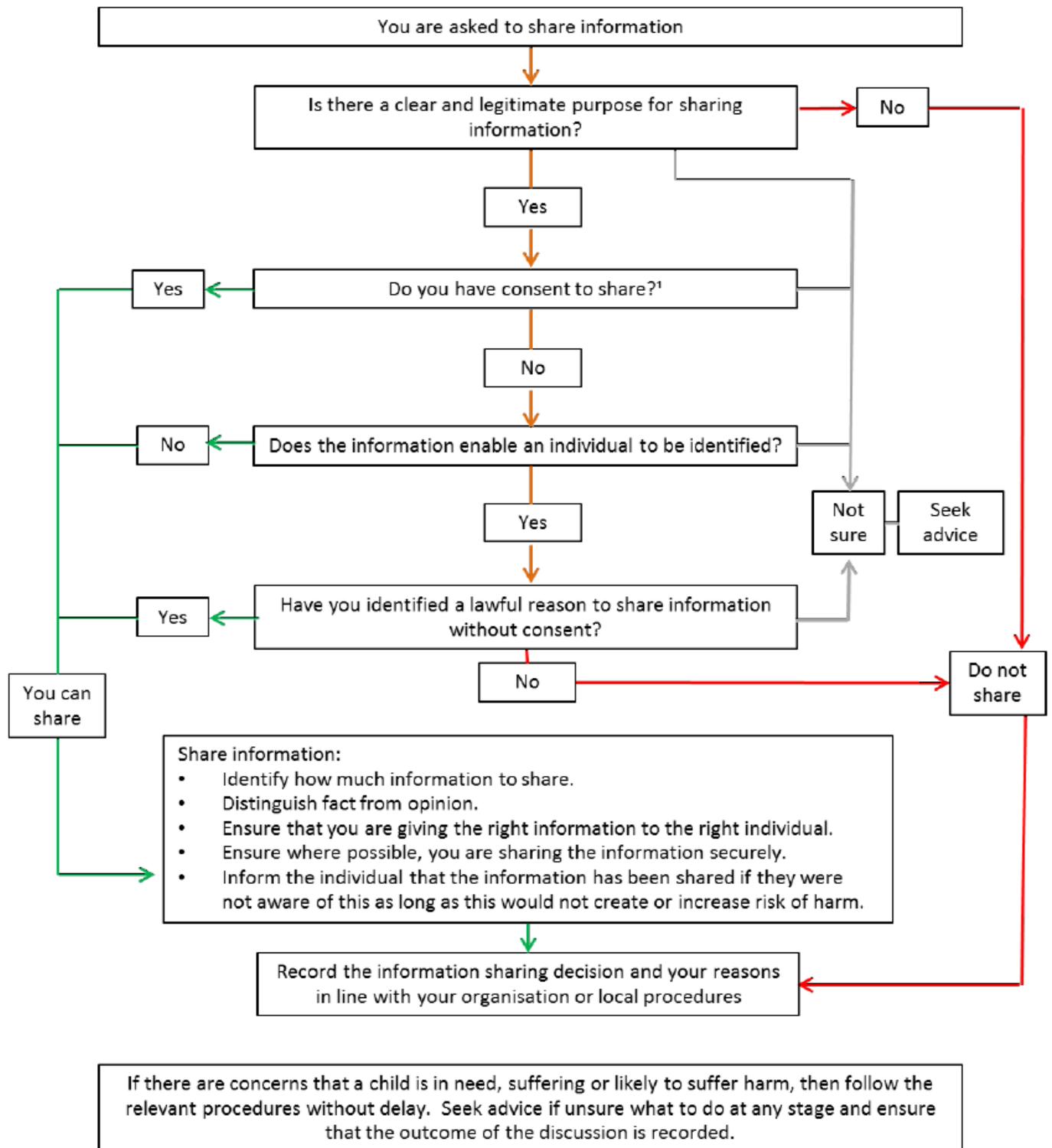
**Does the concern/allegation directly involve a child or has a child made an allegation against an adult?**



**Is the threshold for significant harm met?**



## Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

## Appendix 5 – Additional Supporting Links

National and Local Government Guidance can be found by entering the headings below into your usual search engine. The Government Website [www.gov.uk](http://www.gov.uk) provides a wide range of guidance which is easily accessed from the search box. The following are particularly useful for schools:-

[Keeping children safe in education – Sept 2019](#)

[Keeping Children Safe in Education part 1](#)

[Working together to safeguard children – July 2018](#)

[What to do if you're worried a child is being abused](#)

[The Education Inspection The Education Inspection framework](#)

[Ofsted safeguarding policy](#)

[The Children Act 2004](#)

[The Education Act 2011](#)

[Criminal Exploitation of Children and Vulnerable Adults](#)

[Preventing youth violence and gang involvement](#)

<http://www.westberkseducation.co.uk/Article/53523>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf)