

## CHILD PROTECTION AND SAFEGUARDING POLICY

### 1. Child Protection and Safeguarding Policy Statement

- 1.1. Churchward School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.  
**The welfare of the child is paramount - Children Act 1989.**
- 1.2. All action is taken in line with the following legislation/guidance:
  - a. Swindon Local Safeguarding Children Board (LSCB) guidance.
  - b. Children Act 2004.
  - c. Keeping Children Safe in Education September 2016.
  - d. Working Together to Safeguard Children February 2017.
- 1.3. Churchward School will follow procedures set out by the LSCB and take account of guidance issued by the Department for Education (DfE) and the Brunel SEN Multi Academy Trust.
- 1.4. Churchward School Child Protection (CP) policy applies to all staff, Governors and volunteers working in the Upland School community.
- 1.5. Churchward School recognises that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.

### 2. Ethos

- 2.1. As part of the ethos of Churchward School, the staff and Governors are committed to:
  - a. Ensuring Churchward School practices safer recruitment in checking the suitability of staff and volunteers to work with children and young people by adhering to the HR Due Diligence: DBS and Vetting Policy. Staff and Governors who are involved in the recruitment process will attend **Safer Recruitment Training** as provided by the LSCB.
  - b. Establishing Understanding, and adhering to, Churchward School's code of conduct (*Guidance for safer working practice for those working with children and young people in education settings October 2015*).
  - c. Establishing and maintaining a safe school environment, where all children and young people feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected.
  - d. Supporting children and young people who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan.

- e. Ensuring children and young people are given regular opportunities to comment on how safe they feel at Churchward School and given opportunities to share individual concerns with staff. Staff support children and young people to complete a 'feeling safe survey' which is done on an annual basis and any concerns highlighted in the outcome from the survey are looked at and addressed accordingly.
  - f. Ensuring excellent working relationships with support services and other professionals are fostered through effective and transparent communication.
  - g. Ensuring all staff are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements.
  - h. Ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for CP.
  - i. Exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences.
  - j. Encouraging and supporting parents / carers, working in partnership with them.
- 2.2. Churchward School recognises it is an agent of referral and not of investigation.

### 3. Action When A Child Has Suffered Or Is Likely To Suffer Harm

#### Sharing / recording concerns

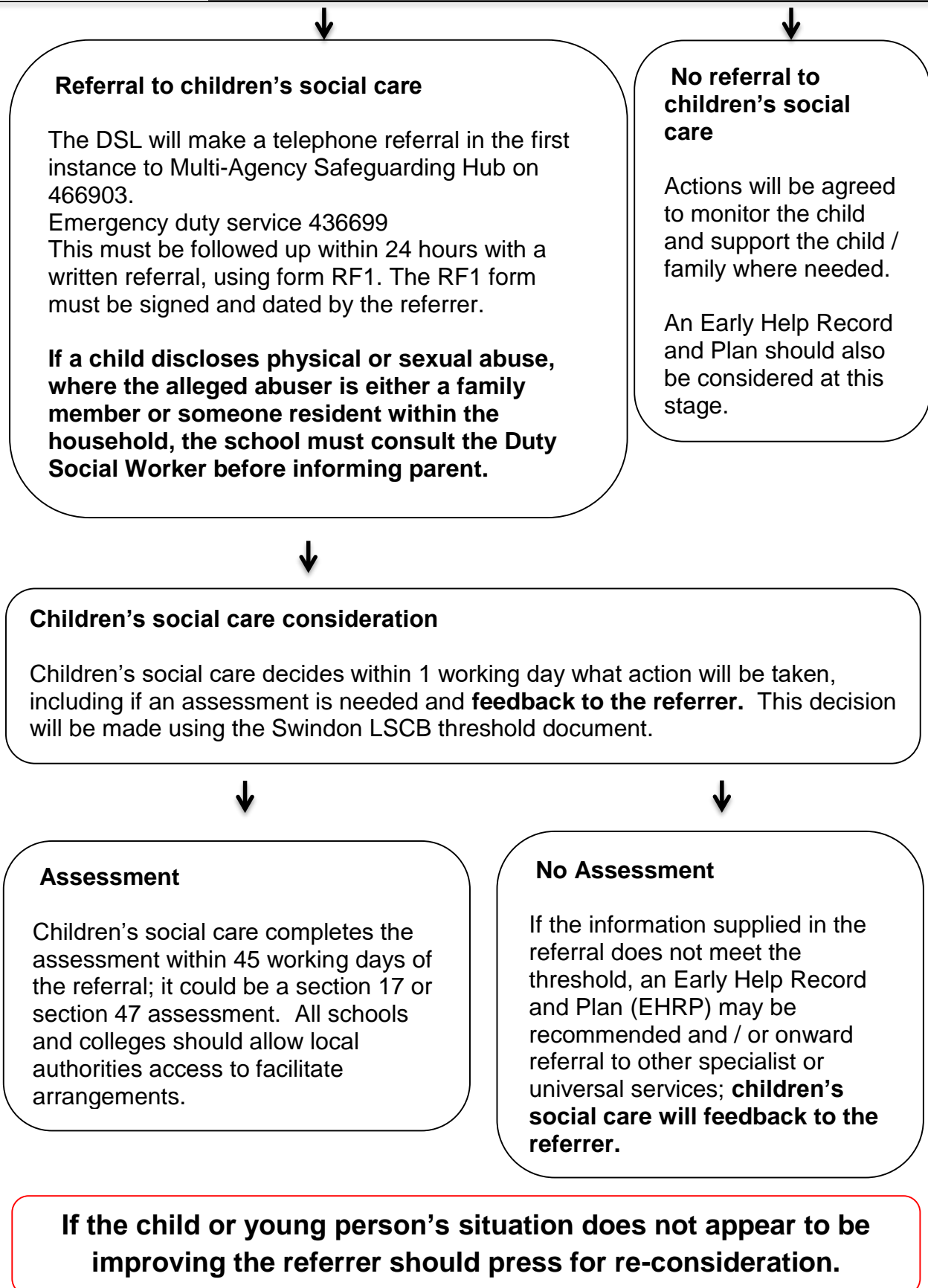
An individual with concerns about a child records these and shares these with the DSL or the Deputy DSL (if both the DSL and Deputy DSL are unavailable, then concerns need to be shared with HT) as soon as possible. **The individual with concerns may refer to children's social care directly.**



#### Consideration

The DSL will consider the information, in the context of any other concerns / disclosures, and decide on next steps. Where possible this should be done in consultation with others in the safeguarding team.

Parents / carers should be involved at this stage, **unless to do so may place the child at increased risk of significant harm, in which case advice should be sought from Multi-Agency Safeguarding Hub (MASH).**



3.1. Referrals for Alleged Perpetrators of Sexual Abuse:

- a. Where a pupil is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to Social Care, Churchward School will still telephone family point without delay to raise awareness of the concerns relating to the alleged perpetrator. The Multi-Agency Safeguarding Hub (MASH) will advise whether or not an RF1 needs to be completed by Churchward School.

#### **4. Record Keeping**

- 4.1. Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, must:
  - a. Make an accurate record as soon as possible; noting what was said or seen, putting the event into context, and giving the full date, time and location. Where possible this should be recorded onto Appendix 1 – concern / disclosure form.
  - b. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.
  - c. The concern / disclosure must be discussed with the DSL as soon as possible.
  - d. All hand-written records must be retained, even if they are subsequently written up onto a concern / disclosure form.
- 4.2. Written records of concerns about children must be kept, even where there is no need to make a referral immediately.
- 4.3. All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.
- 4.4. A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
- 4.5. Significant events, for example a Team Around the Child (TAC) meeting or child protection conference should also be noted on the chronology.
- 4.6. The quality of child protection records will be monitored by the HT.
- 4.7. Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The DSL will also telephone the DSL at the new school to raise awareness of child protection concerns, and that records are being transferred.
- 4.8. Churchward School will refer to Guidance on the Retention and Transfer of Safeguarding Records in an Educational Establishment (available on Swindon schools online) about the storage of formal and informal Child Protection Records.
- 4.9. Confidentiality must be maintained and information relating to individual students / families shared with staff on a strictly need to know basis.

- 4.10. There are occasions when social care will contact school and request a phone number for a parent or carer. The caller's identity should be verified before releasing this information and Churchward School should confirm with social care whether or not the family should be informed about the request.

## 5. Alleged Abuse By Staff

**If you become aware that a member of staff may have:**

- Behaved in a way that has harmed, or may have harmed a child; or
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.



The child and/or alleged abuser **SHOULD NOT** be questioned but a record made of what has been reported. **The alleged abuser should not be informed of the allegation at this stage.**



**Report immediately to the Headteacher (or the Chair of Governors {COG}) if the allegation is about the HT.**  
(Or in their absence, the Deputy Head, or designated Safeguarding Lead)



### No further action by the LADO

The school may be asked to complete their own enquiries and report the findings back to the LA and the BSM Board at the conclusion.



If a strategy discussion is not required, an **allegations management meeting** will be held. The main purpose of this is to ensure the safety of the children and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.



### Further action

The LADO will agree with the police whether or not a strategy meeting (police involvement) or an allegations meeting needs to take place.



### Allegations strategy discussion

This will take place if the child has suffered significant harm / is at risk of suffering significant harm, or if the alleged behaviour may constitute a criminal offence related to the child.

- 5.1. The HT / COG will be invited to the above meetings.
  - 5.2. Churchward School is legally obliged to make a referral to the Disclosure and Barring service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm.
  - 5.3. Churchward School has a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.
  - 5.4. Churchward School uses the guidance as stated in the 'Safer Working Practice for Adults Working with Children and Young People' (Updated by Swindon Borough Council [SBC] 2013 and available on Swindon schools online).
- 6. Parental Involvement**
- 6.1. Churchward School is committed to helping parents / carers understand its responsibility for the welfare of all pupils and our duty of care. Churchward School's first priority is the child's welfare and therefore there may be occasions when concerns about a child mean that we have to consult other agencies before we contact the parent/carer. The procedures Churchward School follows have been laid down by the SWCPP (South West Child Protection Procedures) [www.swcppp.org.uk](http://www.swcppp.org.uk), and are in accordance with SBC guidance.
  - 6.2. Parents / carers will be made aware of the school's child protection policy via Churchward School website [www.churchwardschool.org](http://www.churchwardschool.org). The policy and procedures will also be shared at transition meetings with parents of new pupils.
  - 6.3. Concerns will be discussed with parents / carers. Where a referral is needed, the DSL should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However lack of agreement should not stop a referral from going ahead. Advice will be taken from Multi-Agency Safeguarding Hub (MASH).
- 7. Training**
- 7.1. The DSL and Deputy DSL must receive multi-agency child protection training every 2 years. Training is available from the LSCB [www.swindonlscb.org.uk](http://www.swindonlscb.org.uk).
  - 7.2. All staff, both teaching and support, must be provided with child protection training (in-house Level 1) on a regular basis, at least every 3 years. Churchward School ensures that new staff members receive Child Protection Training as part of their Induction Programme to Churchward School.
  - 7.3. Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the DSL. Temporary and supply staff receive Child Protection Training as part of their Induction Programme to Churchward School.
  - 7.4. All new staff must receive child protection training as part of their

Induction. This will include level 1 training (basic awareness), whether **in-house** or through the LSCB, unless they have attended training within the last 3 years e.g. at a previous school. Volunteers will also receive some basic training.

- 7.5. Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training this also applies to Governors.
- 7.6. The DSL and their deputy should keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles.
- 7.7. Training records must be kept up to date, recording the date, focus and level of training received by individuals.

## **8. Opportunities to teach safeguarding**

- 8.1. In our setting we ensure our pupil are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).

## **9. Allegations of abuse made against other children (peer on peer abuse)**

- 9.1. Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.
- 9.2. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or the same happening to boys.

## **10. The Role of the DSL And Deputy DSL**

- 10.1. The DSL and Deputy DSL will ensure that they fulfil their duties in line with Keeping Children Safe In Education July 2015

## **11. The Role of the Governing Body**

- 11.1. Churchward School Governing Body (GB) will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in Keeping Children Safe in Education July 2015.
- 11.2. Churchward School will complete the school safeguarding audit, in partnership with the Designated Governor for Safeguarding. A copy of this audit is sent to the schools' safeguarding adviser.

- 11.3. Churchward School GB will ensure that weaknesses identified; within the annual school-safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the School Improvement Plan (SIP). The GB will regularly monitor the implementation and impact of the identified actions.
- 11.4. The COG (or Designated Governor for Child Protection) in liaison with the designated person, will ensure that Churchward School has a Child Protection policy and procedures in place, which are known to all members of staff, and up-dated at least annually.
- 11.5. Churchward School GB controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the GB will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, in line with LA 'Safeguarding Guidance for Commissioned Extended School Provision and Lettings.'

## 12. Review

- 12.1. This policy will be reviewed on an annual basis by the Churchward School Full Governing Body, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Signed ..... Head Teacher

Signed ..... Chair of Governors

Date 3/5/18 .....





Detail of decision / action by CPCO or deputy:

Reason(s) for this decision or action by CPCO or deputy:

Notes of feedback between CPCO / deputy and the person who raised this child protection concern, including date of feedback:

Tick to confirm added to pupil's chronology and copy placed in pupil's C.P. file

Tick to confirm added to CPCO overview sheet

Date for review:

Name of person(s) to review:

**2. Appendix 2 - Guidance About Joint Investigations (Social Care And Police) Which Take Place In Schools**

- 2.1. Churchward School will receive a phone call to let them know that a joint investigation has been agreed, following the Strategy discussion / meeting.
- 2.2. Churchward School will be informed at this stage whether parents / carers have been informed about the joint investigation taking place.
- 2.3. A social worker will attend, accompanied by a police officer (most likely to be a Police officer from the Child Abuse Investigation Team or the Domestic Abuse

Investigation Team). The Police will be plain clothed and will attend in an unmarked car.

- 2.4. The professionals will speak to the child on arrival and establish whether they wish someone from Churchward School to be present during the interview.
- 2.5. The Police will record the interview in note form.
- 2.6. If a disclosure is made, the interview will be stopped and will continue at Gable Cross Police station. This will be a video interview. A member of Churchward School staff may accompany the child / young person to the Police station only if required.
- 2.7. There is no requirement for members of Churchward School staff to record minutes / notes during the school meeting, as this could jeopardise possible future court outcomes.
- 2.8. The decision of the timings to inform parents will be agreed by the social worker and the Police, prior to the meeting.

### **3. Appendix 3 - Recognising Signs Of child Abuse**

#### 3.1. Categories of Abuse:

- a. Physical Abuse.
- b. Emotional Abuse (including Domestic Abuse).
- c. Sexual Abuse.
- d. Neglect.

#### 3.2. Signs of Abuse in Children:

- a. The following non-specific signs may indicate something is wrong:
  - Significant change in behaviour;
  - Extreme anger or sadness;
  - Aggressive and attention-seeking behaviour;
  - Suspicious bruises with unsatisfactory explanations;
  - Lack of self-esteem;
  - Self-injury;
  - Depression;
  - Age inappropriate sexual behaviour;
  - Child Sexual Exploitation.

### 3.3. Risk Indicators:

a. 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 the possibility of significant harm;
- Justifies the need for careful assessment and discussion with DSL / Deputy DSL (or in the absence of all those individuals, the HT). May require consultation with and / or referral to Children's Services (see flowchart - **Action when a child has suffered or is likely to suffer harm**);

The absence of such indicators does not mean that abuse or neglect has not occurred.

b. In an abusive relationship the child may:

- Appear frightened of the parent/s;
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

c. The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses;
- Have unrealistic expectations of the child;
- Frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment);
- Be absent or misusing substances;
- Persistently refuse to allow access on home visits;
- Be involved in domestic abuse.

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

### 3.4. Recognising Physical Abuse:

a. The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- Unexplained delay in seeking treatment;
- The 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);
- Family use of different doctors and Accident & Emergency (A&E) departments;
- Reluctance to give information or mention previous injuries.

### 3.5. Bruising:

- a. Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
  - Any bruising to a pre-crawling or pre-walking baby / a child/young person who is physically impaired;
  - Bruising in or around the mouth, particularly in small babies / a child / young person who is physically impaired / reliant on others to feed them may indicate force feeding;
  - Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
  - Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
  - Variation in colour possibly indicating injuries caused at different times;
  - The outline of an object used e.g. belt marks, hand prints or a hair brush;
  - Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
  - Bruising around the face;
  - Grasp marks on small children / young people with special needs;
  - Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

### 3.6. Bite Marks:

- a. Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.
- b. A medical opinion should be sought where there is any doubt over the origin of the bite.

### 3.7. Burns and Scalds:

- a. It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:
  - Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
  - Linear burns from hot metal rods or electrical fire elements;
  - Burns of uniform depth over a large area;
  - Scalds that have a line indicating immersion or poured liquid (a child getting into hot water on his / her own accord will struggle to get out and cause splash marks);
  - Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.
  - Scalds to the buttocks of a small child / young person with special needs, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### 3.8. Fractures:

- a. Fractures may cause pain, swelling and discolouration over a bone or joint.
- b. Non-mobile children rarely sustain fractures.
- c. There are grounds for concern if:
  - The history provided is vague, non-existent or inconsistent with the fracture type;
  - There are associated old fractures;
  - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
  - There is an unexplained fracture in the first year of life.

### 3.9. Scars:

- a. A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### 3.10. Recognising Emotional Abuse:

- a. Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.
- b. The indicators of emotional abuse are often also associated with other forms of abuse.

c. The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or not attachment;
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Scape-goated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a **loner** – difficulty relating to others.

### 3.11. Recognising Signs Of Sexual Abuse:

- a. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.
- b. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.
- c. Some behavioural indicators associated with this form of abuse are:
  - 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 e.g. for sports events (but this may be related to cultural norms or physical difficulties).
- d. Some physical indicators associated with this form of abuse are:
  - Pain or itching of genital area;
  - Blood on underclothes;
  - Pregnancy in a younger girl where the identity of the father is not disclosed;

- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

### 3.12. Sexual Abuse By Young People:

- a. The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.
- b. Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.
- c. Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is **acting out** which may derive from other sexual situations to which the child or young person has been exposed.
- d. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.
- e. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### 3.13. Assessment:

- a. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:
  - Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies;
  - Consent – agreement including all the following:
    - understanding that is proposed based on age, maturity, development level, functioning and experience
    - knowledge of society's standards for what is being proposed
    - awareness of potential consequences and alternatives



- assumption that agreements or disagreements will be respected equally
  - voluntary decision
  - mental competence.
  - Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.
- b. In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### 3.14. Recognising Neglect:

- a. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:
- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care;
  - A child seen to be listless, apathetic and irresponsible with no apparent medical cause;
  - Failure of child to grow within normal expected pattern, with accompanying weight loss;
  - Child thrives away from home environment;
  - Child frequently absent from school;
  - Child left with adults who are intoxicated or violent;
  - Child abandoned or left alone for excessive periods.

### 3.15. Child Sexual Exploitation:

- a. The following list of indicators is not exhaustive or definitive but it does highlight common signs that can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:
- Underage sexual activity;
  - Inappropriate sexual or sexualised behaviour;
  - Sexually risky behaviour, swapping sex;
  - Repeat sexually transmitted infections;
  - In girls, repeat pregnancy, abortions, miscarriage;
  - Receiving unexplained gifts or gifts from unknown sources;
  - Having multiple mobile phones and worrying about losing contact via mobile;

- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- Changes in the way they dress;
- Going to hotels or other unusual locations to meet friends;
- Seen at known places of concern;
- Moving around the country, appearing in new towns or cities, not knowing where they are;
- Getting in/out of different cars driven by unknown adults;
- Having older boyfriends or girlfriends;
- Contact with known perpetrators;
- Involved in abusive relationships, intimidated and fearful of certain people or situations;
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- Associating with other young people involved in sexual exploitation;
- Recruiting other young people to exploitative situations;
- Truancy, exclusion, disengagement with school, opting out of education altogether;
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- Mood swings, volatile behaviour, emotional distress;
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- Drug or alcohol misuse;
- Getting involved in crime;
- Police involvement, police records;
- Involved in gangs, gang fights, gang membership;
- Injuries from physical assault, physical restraint, sexual assault.

#### **4. Appendix 5**

##### **4.1. Forced Marriage (FM):**

- a. This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups.

Whistle Blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

#### 4.2. Female Genital Mutilation (FGM):

- a. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

##### 4.2.1. What is FGM?:

- a. It involves procedures that intentionally alter / injure the female genital organs for non-medical reasons.

##### 4.2.2. Four Types Of Procedure:

- a. Type 1 Clitoridectomy – partial / total removal of clitoris.
- b. Type 2 Excision – partial / total removal of clitoris and labia minora.
- c. Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner / outer labia.
- d. Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area

##### 4.2.3. Why Is It Carried Out?

- a. Belief that:
  - FGM brings status / respect to the girl – social acceptance for marriage;
  - Preserves a girl's virginity;
  - Part of being a woman / rite of passage;
  - Upholds family honour;
  - Cleanses and purifies the girl;
  - Gives a sense of belonging to the community;
  - Fulfils a religious requirement;
  - Perpetuates a custom / tradition;
  - Helps girls be clean / hygienic;
  - Is cosmetically desirable;
  - Mistakenly believed to make childbirth easier.

##### 4.2.4. Is FGM legal?

- a. FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.
- b. Circumstances and occurrences that may point to FGM happening:
  - Child talking about getting ready for a special ceremony;
  - Family taking a long trip abroad;
  - Child's family being from one of the at risk communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
  - Knowledge that the child's sibling has undergone FGM;
  - Child talks about going abroad to be cut or to prepare for marriage.

#### 4.2.5. Signs That May Indicate A Child Has Undergone FGM:

- a. Prolonged absence from school and other activities.
- b. Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- c. Bladder or menstrual problems.
- d. Finding it difficult to sit still and looking uncomfortable.
- e. Complaining about pain between the legs.
- f. Mentioning something somebody did to them that they are not allowed to talk about.
- g. Secretive behaviour, including isolating themselves from the group.
- h. Reluctance to take part in physical activity.
- i. Repeated urinal tract infection.
- j. Disclosure.

#### 4.2.6. The One Chance Rule:

- a. As with Forced Marriage there is the One Chance rule. It is essential that settings / schools / colleges take action without delay

## **6. Safeguarding Students Who Are Vulnerable To Extremism**

- 6.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

- 6.2 Churchward School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 6.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Churchward School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 6.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.
- 6.5 Churchward School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

#### **Risk reduction**

- 6.6 The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 6.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

#### **Response**

- 6.8 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.
- 6.9 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- 6.10 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **7. Roles And Responsibilities Of The Single Point Of Contact (SPOC)**

The SPOC for Churchward School is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Churchward School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel process (Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity);
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and
- Sharing any relevant additional information in a timely manner.
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity;
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

### **Further information on Preventing Radicalisation**

- The Counter-Terrorism and Security Act, which received Royal Assent on 12<sup>th</sup> February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

- The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.
- The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education July 2015 are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

**Key:**

COG: Chair of Governors

CPCO:

DSL: Designated Safeguarding Lead

F(GB): Full Governing Body

HT: Headteacher

LA: Local Authority

LSCB: Local Safeguarding Children Board

MASH: Multi-Agency Safeguarding Hub

PSHE: Personal, Social and Health Education

SBC: Swindon Borough Council

SEN: Special Educational Needs

SIP: School Improvement Plan

SPOC: Single Point of Contact

SRE: Sex and Relationships Education

SWCPP: South West Child Protection Procedures