



# Idsall Child Protection Policy

## Sponsorship & Review

### **1 Sponsor**

Ms Cath Cork, Assistant Headteacher Pupil Support & Inclusion

### **2 Written & Approved**

March 2017

### **3 Next Review Date**

March 2018



## **Child Protection Policy for schools in Shropshire (Updated March 2017)**



### **Idsall School**

#### **Child Protection Policy**

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children published March 2015 and Keeping Children Safe in Education September 2016

This policy was written and adopted in May 2013.

This policy was reviewed and updated - May 2014  
April 2015  
October 2015  
April 2016  
January 2017  
March 2017

#### Important contact Details

The Designated Safeguarding Lead (DSL) – Ms C .Cork

Deputy Designated Safeguarding Lead – Mrs J Reeve

Safeguarding and child protection link governor – Mrs R Playford

Looked After Children (LAC) link governor – Mrs R Playford

#### **If concerned about a child or behaviour of an adult phone Shropshire Council Dedicated Safeguarding Line**

\*Compass and Initial Contact Team – 0345 678 9021

\*Designated Officer in the Local Authority (LADO) 0345 678 9021

**Shropshire Out of hours Emergency Duty Team – 0345 678 9040**

Police emergency 999

Police Non-emergency 101

Childline 0800 111

## **Working Together To Safeguard Children 2015 and Keeping Children Safe in Education 2016**

### **Statutory duties that apply to schools**

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2016*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements; (*PB, VH, CC, JR, AB, HL*)
- a culture of listening to children and taking account of their wishes and feelings;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Shropshire Safeguarding Children Board (SSCB);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect. Designated Safeguarding Leads roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively; (*VH/PB staff & identified CP officers for children*)
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training - training updated every three years - designated leads trained every 2 years
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- all professionals should have regular reviews of their own practice to ensure they improve over time, including regular auditing of child protection procedures
- clear policies in line with those from the SSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children



In addition:

- 'Designated Officer' appointed by the LA (**Keeping Children Safe in Education 2016**), to be involved in the management and oversight of individual cases. The 'Designated Officer' should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
  - any allegation should be reported immediately to a senior manager within the school. The 'Designated Officer' should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
  - if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these section 11 duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

### **Schools and colleges**

*Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.*

*In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, **Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.***

<sup>11</sup> DfE *Safeguarding Children and Safer Recruitment in Education.*

<sup>12</sup> DfE *Dealing with allegations of abuse against teachers and other staff.*

## Introduction

At **Idsall School**, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

*Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children. in line with: Working Together 2015 and Keeping Children Safe in Education 2016*

### **The aims of this policy are to:**

- ◆ confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- ◆ raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- ◆ confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- ◆ emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- ◆ emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- ◆ emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- ◆ confirm the working relationship with the Initial Contact Team within Safeguarding, People's Services Directorate of the Council, other agencies and, where appropriate with similar services in neighbouring authorities
- ◆ Protect children from radicalisation – extremism and radicalisation is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

This policy will have consideration for, and be in compliance with, the following legislation, statutory guidance and key information

- ◆ 'Keeping Children Safe in Education' statutory guidance for schools and colleges, 2016 Department for Education (DFE)
- ◆ Working Together to Safeguarding Children Board (SSCB)
- ◆ Working Together to Safeguard Children 2015
- ◆ The "Prevent" Duty July 2015
- ◆ Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document

Other Idsall policies that need to be taken into account are:

- *anti-bullying and discrimination*
- *SRE/ID*
- *Drugs*
- *confidentiality*
- *behaviour and attendance*
- *special education needs and disability policy*
- *health and safety*
- *safer recruitment*
- *managing allegations*
- *physical intervention*
- *E-safety*
- *Safeguarding policy including staff conduct*
- *Preventing extremism and Radicalisation in schools (no separate policy covered in Child Protection Policy)*

Schools (including independent schools, non-maintained special schools Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Schools also contribute through the curriculum by developing children's understanding, awareness, and resilience.

Governing bodies and proprietors should consider how children may be 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/ID), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

This policy will be reviewed on an annual basis

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  - ◆ raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse<sup>1</sup>
  - ◆ confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
  - ◆ emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
  - ◆ emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
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- ◆ confirm the working relationship with the Initial Contact Team within Safeguarding, People's Services Directorate of the Council, other agencies and, where appropriate with similar services in neighbouring authorities
- ◆ Protect children from radicalisation – extremism and radicalisation is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

## Responsibilities

### i. The governing body will ensure that:

- has trained link governor(s) for:
  - child protection, named: **Mrs Ruth Playford** who will attend training/updates every three years
  - looked after children, named: **Mrs Ruth Playford**
- will ensure that the school has a child protection policy and procedures in place, operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Shropshire Council, Safeguarding, People's Services Directorate and SSCB procedures
- a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher
- monitors adequacy of resources committed to child protection, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- will make sure that the child protection policy is available to parents on request
- will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, drug, to ensure safeguarding.
- will ensure the school safeguards against the risk of extremism and radicalisation in the same way it safeguards children against other risks
- There is a clear policy and culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part Three : Safer Recruitment Keeping Children Safe in Education 2016)
- A member of the school leadership team is appointed to the role of DSL
- The school keeps a single central record (Business Manager oversees) that complies with safer recruitment requirements

### ii. The head teacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- designated staff review the six monthly updates of the SSCB procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- a list of all staff and volunteers, and their safeguarding training dates is maintained
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- staff are aware of procedures regarding concerns relating to Extremism and Radicalisation and the support available through normal safeguarding procedures and the Due Diligence and Counter Extremism Group (DDCEG)

## **Allegations against staff**

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance regarding the use of social network use, mobile phones etc. by staff is included in the e-safety policy.

We understand a pupil may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher may instruct a suitable representative (i.e. member of the Leadership Team or Designated Safeguarding Lead) to seek clarity regarding the allegation and to report back directly

The Headteacher on such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

## **Allegations against the Headteacher**

Where an allegation is made against the Headteacher, the matter must be referred to the Chair of the Governing Body, as well as the 'Designated Officer' for the Local Authority (LADO)

The role of the Named Governor for Child Protection shall include:  
Monitoring of procedures relating to liaison with the 'Designated Officer' (**Keeping Children Safe in Education 2015**), Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

- For Shropshire Schools the contact for the Local Authority Designated Officer is 0345 6789021

The role of the chair of governors, chair of the management committee for Child Protection shall include:

- Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

### **iii. The trained designated leads (headteacher/senior managers<sup>1</sup>) for child protection:**

- 1 Safer recruitment/ Safeguarding staff - **Mr Pete Bourton(Headteacher) and Leadership Team**
- 2 Staff Child Protection/Safeguarding Designated Leads – **Ms Cath Cork, Mrs Jennie Reeve, Mr Alistair Baldwin, Mrs Helen Lynn**

**will:**

- attend child protection training and updates every two years



- liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff being involved contact the 'Designated Officer'
- be able to access the contents of the SSCB procedures and Personnel procedures (*on Shropshire Learning Gateway*) updated and make these accessible to all staff
- ensure all staff, including supply teachers, visiting professionals working with students in the school and volunteers are informed of the names and contact details of the designated safeguarding leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'
- **ensure that:**
  - written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Early Help Assessment framework (EHAF)
  - all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Headteacher/designated leads
  - pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
  - all absence letters are dated and clearly signed by a teacher/tutor, and that if:
    - there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
    - the pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.
  - phone calls about absences are similarly logged and dated
  - records are monitored for patterns and appropriate action is taken
  - where there are existing concerns about a pupil, and they transfer to another school in this authority, information e.g. a EHAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection of the pupil's new school in this authority as soon as possible (e.g. no longer than 3 weeks)
  - where a pupil has a **child protection plan** and transfers to another school,
    - the key worker in Safeguarding is informed immediately
    - appropriate information is forwarded under confidential cover and separate from the pupil's main file to the:
      - designated lead for child protection of the pupil's new school in this authority as soon as possible (e.g. no longer than 3 weeks)
      - **OR** to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible (e.g. no longer than 3 weeks)

#### Designated Safeguarding Leads:

- have their roles explicitly defined in their job descriptions.
- are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

#### Prevention in the Curriculum

- Idsall recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The Individual Development programme in Key Stage 3 and 4 provides personal development opportunities for pupils to learn about keeping safe and

who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle pupils follow the Respect Programme (Relationships and Sex Education) and are taught for example:

- Safely explore their own and others' attitudes
- Recognise and manage risks in different situations and how to behave responsibly
- Judge what kind of physical contact is acceptable and unacceptable
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure
- The importance of Internet safety
- Promoting British Values - Democracy, the Rule of Law, mutual respect, tolerance of other faiths and beliefs and individual liberty.
- All staff have completed awareness training around signs of potential risk/harm of FGM

#### iv. The staff

- All staff, teaching and non-teaching, volunteers and others working in school need to:
  - at the *start of the academic school year* receive a copy of the school Child Protection Policy which clearly identifies the designated safeguarding leads for Child Protection, staff joining *during the year* will receive a copy as part of their Induction Programme
  - be aware that to safeguard children, they have a duty<sup>1</sup> to share information with the designated safeguarding leads, and through the designated lead, with other agencies
  - be alert to signs and symptoms of harm and abuse
  - know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
  - know what and how to record concerns.
- **Reporting concerns to the designated leads**
  - Any concern must be discussed in the first instance with *one of the designated safeguarding leads or in their absence the head teacher*, as soon as possible, at least by the end of the morning or afternoon session of that day.
  - Concerns may relate to adult/child relationship and behaviour *and/or child/child relationship and behaviour*
- **Immediate response to the pupil**
  - It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:
    - listen to the pupil, if you are shocked by what is being said, try not to show it
    - it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them
    - if a disclosure is made,
      - accept what the pupil says
      - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?” It is our role to listen - not to investigate
      - use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
      - be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
      - acknowledge how hard it was for the pupil to tell you
      - do not criticise the perpetrator, the pupil might have a relationship with them

- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated safeguarding lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".
- **Recording information**
  - Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
  - If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow"
  - Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
  - It is important to keep these original notes and pass them on to the designated safeguarding member of staff who may ask you to write a referral. A written referral is needed within 24 hours of the referral call.

### **Supporting pupils**

- ◆ The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.
- ◆ We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- ◆ We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- ◆ The school will support all pupils by:
  - discussing child protection cases with due regard to safeguarding the pupil and his or her family
  - supporting individuals who are or thought to be in need or at risk in line with SSCB procedures
  - encouraging self-esteem and self-assertiveness
  - challenging and not condoning aggression, bullying or discriminatory behaviour
  - promoting a caring, safe and positive environment.

### **Anti bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents.

### **Safeguarding children with special educational needs and disabilities**

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

## **Confidentiality, Information Sharing and Consent**

- ◆ A pupil's views will be considered by the designated safeguarding lead in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- ◆ The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- ◆ Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a student complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the student or other students safe

Where there are concerns about a student's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a student's welfare, or if a student discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated safeguarding person with a view to passing on the information.

We will undertake to share our intention to refer a student to Social Care with their parents/carers unless, to do so, could put the student at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with relevant local agencies. It is possible that information held may be shared solely with other professionals and any decision regarding information not being shared will be taken in the best interests of the child and/or as a result of ongoing involvement of Social Care.

## **Specific safeguarding issues**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (appendix 1). Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education July 2015 and accessing SSCB procedures at <http://www.safeguardingshropshireschildren.org.uk> .

Schools are to ensure that the designated safeguarding lead is continually updated in all areas below. They must be familiar with the referral pathways and specific toolkits and guidance available on the SSCB website.

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation

- sexting
- teenage relationship abuse
- trafficking

### **Peer on Peer Abuse**

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age. Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation, some forms of peer on peer abuse are:

#### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video.

This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

#### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

#### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

#### **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

It is vital that staff at Idsall understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse as a whole. Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCB Threshold document to help with their decision making.

### **Safeguarding children who are Looked After**

KCSiE 2016 has been amended to reflect the importance of the designated teacher working with the virtual school head on how funding can best support the progress of a Looked After Child.

The designated safeguarding lead should have details of the child’s social worker and the name of the virtual head. The designated safeguarding lead should work closely with the designated teacher. The designated teacher will ensure that the educational achievement of children who are looked after is promoted and this person must have appropriate training.

The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies. KCSiE is clear that in other schools and colleges an appropriately trained teacher should take the lead therefore it would be good practice on other schools to have a designated teacher for Looked After Children.

### **Protecting children from radicalisation**

When operating this policy, Idsall uses the following Governmental definition of extremism which is:

‘Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

We recognise that at the Prevent Strategy relates to the prevention of radicalisation of staff as well as students.

- ◆ Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils’ attention, they are offered a balanced presentation of opposing views.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

## **Staff training - Prevent**

Statutory 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.

The designated safeguarding lead/s, Senior Leadership Team and Learning Managers have attended a Workshop to Raise Awareness of Prevent (WRAP) **February 2016** and all staff have completed on-line training.

Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism:

## **Recognising the indicators of vulnerability to radicalisation**

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; and events affecting the student/pupils country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel.

All Staff at Idsall have completed this in September 2016 and for those staff that are new in post will as part of their induction complete this (accessed at [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) ).

Government guidance on radicalisation is followed; this is available for all staff in the Safeguarding section of Shropshire Learning Gateway

### **Ensuring the Safe and Appropriate Use of Mobile Phones**

Idsall allows staff to bring in mobile phones for their personal use. They are not to be used in toilet areas or changing rooms.

Mobile phone technology should not be used to take photographs unless under the guidance of the Headteacher or under the guidance of designated Safeguarding Leads regarding physical injuries – these should be printed and deleted from the mobile phone as quickly as possible.

All visitors are advised upon arrival at school that photographs and recordings cannot be taken on the school site unless under the guidance of the Headteacher.

### **Working with parents/carers**

- ◆ Parents and carers play an important role in protecting their children from harm.
  - In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Initial Contact Team.
  - Where there are any doubts, the designated safeguarding lead should clarify with Initial Contact Team whether, and if so when and by whom, the parents should be told about the referral.
  - The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

*'Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs'. WT 2015*

***The school aims to help parents understand that the school, like all others has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.***

### **Transferring of confidential files**

When a child leaves Idsall - confidential files/child protection files need to be transferred to the new school or college.

Files need to be sent via secure transit and confirmation of receipt should be obtained.



## **Professional development**

- ◆ The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips staff to recognise and respond to pupil welfare concerns.
- ◆ Ensure staff are given mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed
- ◆ The training including multi-agency training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:
  - A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
  - A training register is kept to indicate when staff and governors have been trained and this in turn informs the *annual* report to governors.
  - Staff who have a close working relationship with pupils at risk receive the appropriate support and supervision through the line management system and are directed to other avenues of support should the need arise
  - Safer recruitment training has been completed by all members of the Leadership Team

## ***Monitoring and Evaluation***

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Scrutiny of attendance data
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents
- Use of the Support for Learning Centre at break and lunch time for the most vulnerable students
- Completion of appropriate risks assessment for trips and visits (EVC co-ordinator) and other risk assessments (Health and Safety – Business Manager)

**Policy reviewed by:**

- **C. Cork**

**Date: March 2017**

**Policy Approved by Governors:**

**Date: March 2017**