Safeguarding and Child Protection Policy

St Vincent's Catholic Primary School

The School Mission Statement

To love and serve as Jesus shows us

DOCUMENT STATUS

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1. INTRODUCTION

In line with our Mission Statement, we are committed to safeguarding and promoting the welfare of our children. Ensuring that all pupils, staff and visitors are safe at all times. At St Vincent's Catholic Primary School, we fully recognise our duties and responsibilities to safeguard and promote the welfare of their pupils under the Education Act 2002, the Children Act 1989 and the DfE guidance "Working Together to Safeguard Children 2015" and "Keeping Children Safe in Education 2018". The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability as defined by the Equality Act 2010. They have a right to be safe in our school. Safeguarding children – the action we take to promote the welfare of children and protect them from hard – is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. At St. Vincent's Catholic Primary School we therefore:

- create and maintain a safe learning environment where children feel secure, are encouraged to talk, and are listened to.
- include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate, including the Local Authority and Social Care.

At St Vincent's Catholic Primary School we aim to provide the best possible learning opportunities by having pleasant, healthy and safe environment that caters for and respects all our children's physical, emotional and spiritual needs. In safeguarding children we are committed to ensuring that:

- The child's needs are paramount;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm (actual or potential) posed to the children;
- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with colleagues and local authority children's social care;
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes
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2. RELATIONSHIP TO OTHER POLICIES / PROCEDURES / GUIDANCE

This policy is related to the following policies and Guidance documents:

Working together to safeguard children (DfE)	Keeping children safe in education (DfE)
Dealing with allegations of abuse against teachers and other staff (DfE guidance)	What to do if you are Worried a Child is Being Abused - Advice for Practitioners (DfE)
Managing Allegations Against Staff Policy	Whistleblowing Policy
Safe recruitment and vetting policy	Staff Code of Conduct
Disciplinary Procedure	Drug, alcohol and substance misuse Policy
Staff Handbook	Managing Allegations of Peer on Peer Abuse Policy
Visitors Policy	Health and Safety Policy
Risk Assessments	Critical Incident Plans
Social Media Policy including the Use of Mobile Phones and Digital Photography Policy	E-Safety Policy
	Acceptable Use Policy
Complaints Procedure	Single Equality Policy and Scheme
Behaviour Policy	Anti-bullying Policy
Attendance Policy	Missing Child Policy
Relationships and Sex Education Policy	SEND Policy

3. DEFINITION OF SAFEGUARDING

As defined in the document *Keeping Children Safe in Education (2018),* safeguarding is:

- Protecting children and young people from maltreatment.
- Preventing impairment of children and young people's health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Effective safeguarding should be underpinned by two key principles:

- Safeguarding is everyone's responsibility
- A child-centred approach

4. ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead:	Dominic Vernon (Headteacher)
Deputy Designated Safeguarding Lead:	Kathryn Long (Deputy Headteacher)
	Annette Downie (Business Manager)
Safeguarding Governor:	Win Douglas

The Designated Safeguarding Lead is responsible for:

- Maintain their own knowledge and understanding through regular training delivered by the LA (annual DSL update training and regular DSL network meetings; WSCB training)
- Ensuring we have a nominated governor responsible for safeguarding.
- Meeting regularly with the safeguarding team and governor
- Ensuring every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role.
- Ensuring all staff, including temporary staff, and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection and are trained on this annually, with regular updates throughout the year as required.
- Supporting the class teachers in planning early intervention for vulnerable pupils, including Early Help assessments and referrals as appropriate.
- Notifying social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Keeping written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensuring all records are kept securely, separate from the main pupil file, and in locked locations.
- Developing and then following Local Authority procedures where an allegation is made against a member of staff or volunteer and informing the Local Authority Designated Officer (LADO).
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Taking appropriate steps to ensure that parents/carers are made aware of this policy by informing parents that the policy is available on the school website or on request from the school.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe as part of the curriculum and beyond.
- Liaising with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Completing the annual self-assessment audit produced by WSCB and the Education Safeguarding Team.
- Monitoring any instances of extremism (See Appendix 5)
- Raising and maintaining awareness of the impact of Female Genital Mutilation and look for signs that this may occur. (See Appendix 2)
- Being vigilant about child sexual exploitation and pass on any concerns to the CSE team. (See Appendix 3 and 4)

- Being vigilant around the use of the internet by our pupils and the potential for on-line bullying and/or exploitation. (see also Internet Safety Policy).
- Reporting to the LA any reported or suspected incidents of Domestic Violence.
- Report any cases of Private Fostering to the LA.
- Monitor attendance and punctuality as an indicator of potential safeguarding issues and refer any concerns to the Attendance Team to be discussed at POOSM (pupils out of school meetings):
    - Children not in school
    - Electively home educated
    - Permanent exclusion
    - Medical problems that prevent attendance in school
    - Children missing in education/less than 50% attendance
        - See Missing Child Policy and Appendix 6
- Raise awareness of Peer on Peer abuse and manage any allegation as outlined in the Managing Allegations of Peer on Peer Abuse Policy

The Safeguarding Children Governor (Win Douglas) is responsible for:

- Ensuring that an annual item is placed on the governors' agenda to report changes to this policy/procedures, training undertaken by staff and governors, the number of incidents/cases (without names or details) and the place of child protection in the school's curriculum. This must be part of governing body minutes.
- Overseeing of procedures relating to allegations against staff, including the headteacher.
- Taking action according to LA procedures where there are allegations against the headteacher.
- Ensuring that policies are in place and are consistent with Local Authority Guidance and Policy and Warrington Safeguarding Children Board (WSCB) procedures.
- Support the Designated Safeguarding Lead in completing the annual self-assessment audit produced by WSCB and the Education Safeguarding Team.

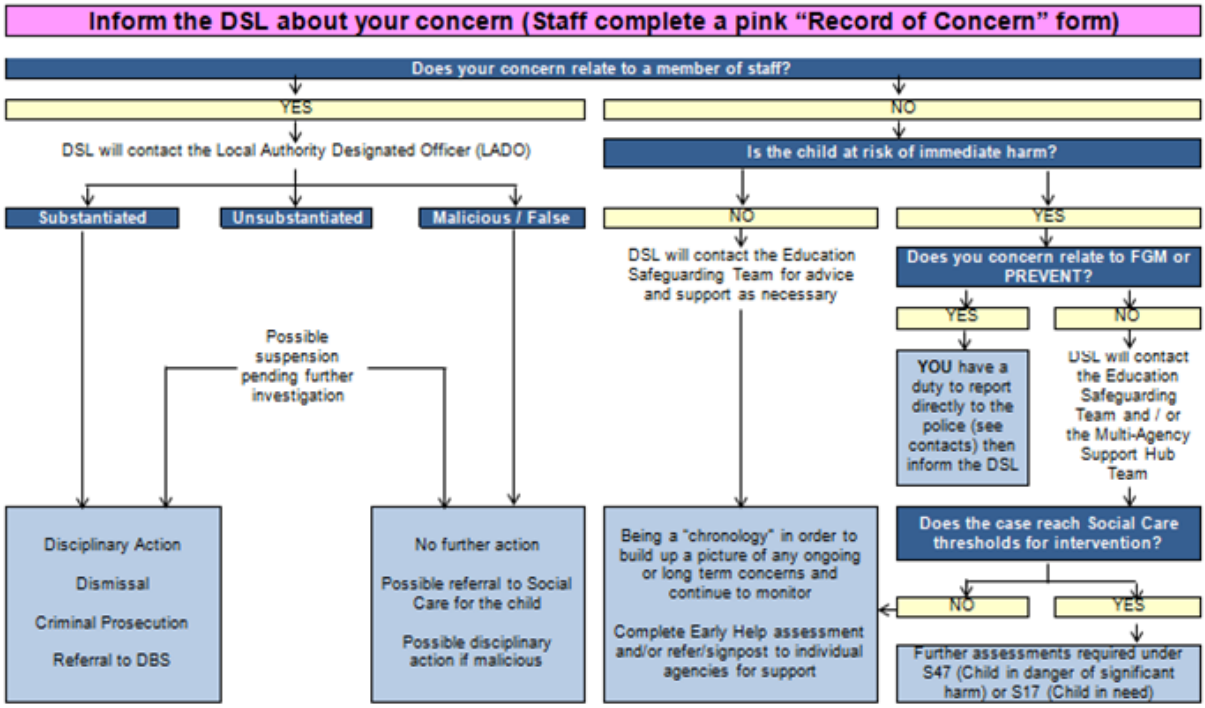
All staff are responsible for:

- Raising concerns about vulnerable, or potentially vulnerable pupils with the Designated Safeguarding Lead so that early intervention can be put into place, including an Early Help assessment where appropriate.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse directly to the Designated Safeguarding Lead (or Deputy) immediately, without consultation with anybody else. If the concern is about the Designated Safeguarding Lead, this should be reported to the Chair of Governors.
- Directly reporting any concerns about Female Genital Mutiliation, and then inform the Designate Safeguarding Lead about the concerns reports.
- Directly reporting any concerns about terrorism, extremism or radicalisation
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensuring children know that there are adults in the school whom they can approach if they are worried.
- Including opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The role of the Safeguarding Team is to:

- Be available to deal with safeguarding concerns / issues
- Regularly review children identified as causing concern, or who are receiving support and/or intervention due to child protection concerns
- Review any safeguarding issues, incidents and supervision of staff
- Audit the single central record and associated staff documentation
- Audit documentation in children's child protection files and provide feedback to staff as required
- Review training and training needs of the team and staff
- Maintain and review a safeguarding action plan based on the Section 11 audit and feedback from audits completed by the Warrington Education Safeguarding Team
- Provide information to the Governing Body in relation to provision for Safeguarding

5. CHILD PROTECTION PROCEDURES



- Staff training takes place at induction and annually, with updates more frequently in order that they:
    - are 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.

- The staff handbook summaries procedures for safeguarding and child protection and all policies and relevant document are available on the school website and in the Staff Safeguarding File, stored in the PPA room.

- All staff and other adults working within school are made aware that in order to safeguard children they have a duty to share information with the Designated Safeguarding Lead, and through the Designated Safeguarding Lead, with other agencies.
- If any member of staff suspects that a child may be a victim of abuse, they must immediately inform the Designated Safeguarding Lead (or Deputy in his absence) about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.
- Concerns should be raised through discussion and recorded on a "Cause for Concern" Form (Pink), handed directly to the Designated Safeguarding Lead (or Deputy DSL in his absence).
- If immediate action is not required, the form can be left in the black folder on the Designated Safeguarding Lead's desk.
- A pupil chronology must then be maintained (including any contact with parents) to log any further concerns which must be shared with the Designated Safeguarding Lead
- Any discussions / contact with parents must be recorded on a blue form and passed to the Designated Safeguarding Lead.
- Any records should be kept factual, avoiding opinions or suspicions as these may be used as evidence if concerns escalate further.

- Pink and Blue forms are stored in the Safeguarding noticeboard in the PPA room.

- To ensure the safety and welfare of all our children in our care, personal mobile phones must not be accessed throughout contact time with the children.
- When on outings, mobile phones may only be used to make or receive phone calls relating directly to ensuring the safety and wellbeing of the children.
- Photographs, images or videos of any children within our care may only be taken following parental consent and only using the school camera. These images should be downloaded onto the school server, after which the images on the camera should be deleted.

- Where an allegation is made against a member of staff, it must be reported to the Designated Safeguarding Lead (or Deputy in his absence) who will report it to the Local Authority Designated Officer (LADO) and names Senior Officer (HR). Procedures for dealing with such allegations are outline in the Managing Allegations Against Staff Policy.
- Where an allegation is made against the Headteacher (also the Designated Safeguarding Lead) it must be reported to the Deputy Designated Safeguarding Lead. The Chair of the Governing Body and the Local Authority Designated Officer (LADO) must be informed. The role of the Named Governor for Child Protection shall include monitoring of procedures relating to liaison with the LADO.

- Where an allegation of peer on peer sexual violence or harassment is made, it must be reported to the Designated Safeguarding Lead (or Deputy in his absence) who will then follow procedures outlined in the Managing Allegations of Peer on Peer Abuse Policy.

- If a child makes a disclosure of abuse:

  <u>DO:</u>
  - Be accessible and receptive
  - Listen to the pupil but try not to show your reaction as this may influence the information that they disclose
  - Take it seriously
  - Remain calm so that the pace of disclosure is dictated by the pupil without them being pressed for detail
  - Use open questions such as "is there any thing else you want to tell me?"
  - Reassure the child that they are right to tell
  - It is acceptable to observe injuries but do not to ask a pupil to remove their clothing in order to do this
  - Inform the Designated Safeguarding Lead and seek their support
  - Take careful records of what was said using the child's own words as soon as is practicable following the disclosure. Date, time and sign the record (Pink form). This record may be used in any subsequent legal proceedings.

  <u>DO **NOT**</u>
  - Jump to conclusions
  - Do not ask leading questions – it is not your role to investigate but to listen
  - Press for further details
  - Burden the pupil with guilt by asking questions like "why didn't you tell me before?"
  - Speculate, accuse or criticise the perpetrator or make verbal judgement – the pupil might have a relationship with them
  - Make promises you cannot keep
  - Promise confidentiality but explain who you need to tell and why

- When recording information:
  - Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern
  - When making notes, the child's language should be used and wherever possible what they say should be written verbatim
  - Record facts and not assumption, opinion 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 Lead who may ask you to write a referral. A written referral is needed within 24 hours of the referral call.

- Any action that the named person takes when dealing with an issue of child protection must be in line with the procedures outlined in the LA Child Protection guidelines.

- The school will keep written records of concerns about children, even when there is no need to refer the matter immediately. All records are kept securely, separate from the main pupil file.

- If a child leaves St Vincent's Catholic Primary School, Child Protection records will be sent directly to the Designated Safeguarding Lead in the new school. Where practically possible, a meeting with the new school to facilitate the smooth transfer of such material.

6. CONFIDENTIALITY

- 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 Safeguarding Lead 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 child confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

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

7. SUPPORT FOR CHILDREN

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 supporting individuals who are or thought to be in need or at risk in line with Warrington Safeguarding Children Board procedures
- encouraging self-esteem and self-assertiveness
- challenging and not condoning aggression, bullying or discriminatory behaviour
- Providing a curriculum which teachers children how to stay safe from abuse
- The school ethos which promotes a positive, supportive, caring and secure environment and gives pupils a sense of being valued
- Ensuring that children do not feel responsibility or blame for any abuse which has occurred

8. WORKING WITH PARENTS AND 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 appropriate services which can provide support.

Where there are any doubts, the Designated Safeguarding Lead should clarify with the Local Authority or Social Care whether, and if so when and by whom, the parents should be told about the referral.

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 pupil's welfare.

9. CURRICULUM

Through our curriculum we cover many areas which relate to child protection and in particular the safety of children. At St. Vincent's Catholic Primary School, we recognise 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. So that pupils have a strong understanding of how to keep safe we use the following:

- Come and See (RE programme)
- Drug awareness
- Sex and Relationships Education
- Anti-bullying awareness
- The PSHE programme
- NSPCC session
- Police / PCSO sessions for children and parents

10. ARRANGEMENTS FOR MONITORING AND EVALUATING

Safeguarding children policy and procedures in the school will be an annual agenda item on full governing body meetings. The safeguarding governor will meet with the Head Teacher and safeguarding team in order to monitor safeguarding procedures using the self-assessment audit tool produced by WSCB and The Education Safeguarding Team. Findings will be reported to the relevant committee. Other indicators that will be used to whether we are being successful are:

- Attendance rates
- Number of child protection incidents / cases
- Number of bullying incidents
- Number of complaints of bullying made by parents
- Number of pupil exclusions and reasons for them
- Number and type of accidents in school
- Pupils' views
- Parents' views
- Staff views
- Governors' views from visits to school and other contacts
- Whether there are any trends or differences in outcomes, in relation to:
    - Year Group
    - Subject/curriculum area
    - Gender
    - Ethnicity
    - Pupil Premium
    - Children in Care
    - Children with SEND
    - More able children.

11. Useful Contacts

Children's Social Care (MASH): 01925 443400
Prevent co-ordinator: 01606 362147
Education Safeguarding Team: 01925 442928
Local Authority Designated Officers: 01925 443101 (Fiona Cowan)
01925 443102 (Beki Byron)
Named Senior Officer (HR): 01925 442941 (Amanda Hopwood)
Child Missing Education Officer (Dave Samson): 01925 442261
NSPCC whistleblowing helpline: 0800 028 0285
Police: 101 / 999

Appendix 1 - Female Genital Mutilation (FGM)

A definition of female genital mutilation
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. **Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.**

Specific factors that may heighten a girl's or woman's risk of being affected by FGM
There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon
The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy**. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent: It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

- The key issues
- Risk factors
- High risk absences
- Symptoms
- Long term health problems

How staff can make a difference
Girls who are threatened with, or have undergone FGM may withdraw from education, restricting their educational and person al development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a pupil because she appears anxious, depressed and/or emotionally withdrawn. They may be prevented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a pupil comes to school but then absents herself from lessons, possibly spending prolonged periods in the toilets.
At St Vincent's Catholic Primary School we aim to create an environment where pupils feel comfortable and safe to discuss the problems they are facing. Pupils know they will be listened to and their concerns taken seriously. We will:

- discuss issues around FGM
- inform pupils where to find relevant information e.g. NSPCC's Helpline; Childline services; Careline; National Domestic Violence Helpline
- raise awareness of FGM among staff
- ensure the DSP is aware of the main issues around FGM
- refer pupils on to relevant agencies where appropriate

W**hat to do when you are concerned that a pupil may be at risk of, or has undergone, FGM**
Girls are most at risk from FGM during the long summer holiday, so staff should pay particular attention in the summer term and when girls return to school after the summer break. Staff should ensure that if they have any concerns around a girl's potential subjection to FGM they should immediately inform the DSP or another member of the safeguarding team. If the DSP suspects that the girl is at risk of FGM or has undergone FGM, or she has expressed fears of reprisals or violence, both the police and social care should be informed.

Staff should:

- talk about FGM in a professional and sensitive manner;
- explain that FGM is illegal in the UK and that they will be protected by the law;
- recognise that FGM is child abuse and therefore a child's welfare is paramount. Informing the police and social care may well go against the wishes of the child but MUST happen;
- ensure that the girl is informed of the long term health consequences of FGM and encourage her to seek medical attention;
- ensure that safeguarding and protection is considered for any other family members.

Staff should not:

- treat any revelations merely as a domestic issue;
- ignore what the girl has told them or ignore the need for immediate protection via a referral to the police and social care;
- approach the girl's family either directly or by letter, phone, text or email.
- attempt to try an investigate the allegations

What to do if a pupil stops attending school
If a school suspects that a pupil has been removed from, or prevented from, attending school **as a result of FGM,** a referral should be made to social care and the police.

Appendix 2

Guidance for tackling Forced Marriages
Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, this guidance aims to raise awareness amongst education professionals of children at risk of forced marriage.

What is forced marriage?
A forced marriage is a marriage in which one or both spouses do not or, (in the case of some adults with learning or physical disabilities, cannot) consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

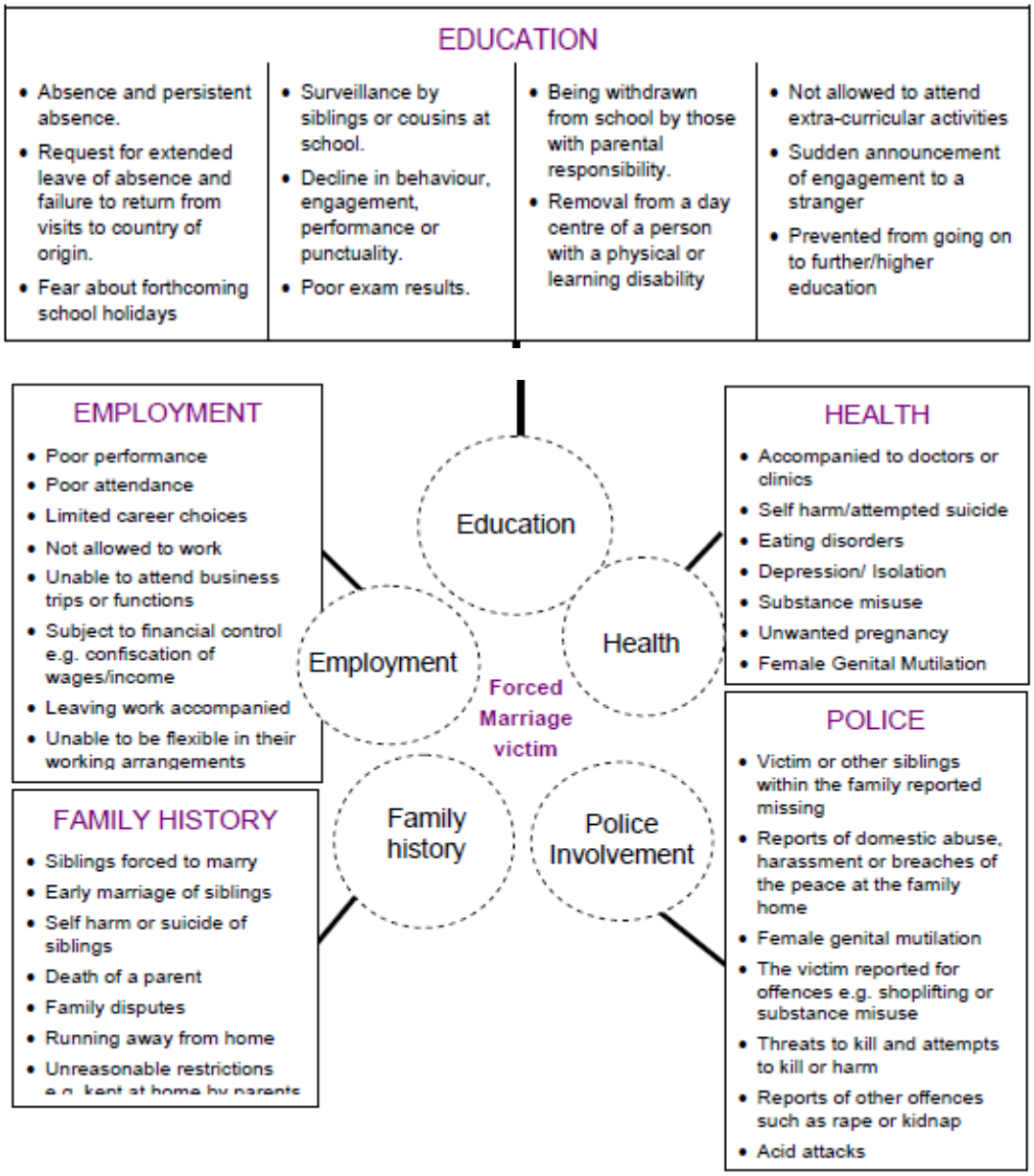
Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

Who is at risk?
Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year. Where the age was known, 15% of cases involved victims below 16 years, 25% involved victims aged 16-17, 33% involved victims aged 18-21, 15% involved victims aged 22-25, 7% involved victims aged 26-30, 3% involved victims aged 31+. 82% of cases involved female victims and 18% involved male victims.[1]

The key motives for forcing a child into marriage have been identified as:
- Controlling unwanted behaviour and sexuality (including perceived promiscuity such as kissing or hand-holding, or being gay, lesbian, bisexual or transgender);
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a 'westernized manner'
- Preventing 'unsuitable' relationships, e.g. outside the ethnic, cultural religious or caste group
- Protecting 'family honour' or 'izzat'
- Rejecting a proposal of marriage
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas
- Protecting perceived religious ideals that are misguided
- Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role
- Assisting claims for residence and citizenship
- Long-standing family commitments

[1] Source: Forced Marriage Unit statistics January to December 2013

CHART OF POTENTIAL WARNING SIGNS OR INDICATORS[2]



What can Schools & College do to tackle Forced Marriage?

- Signposting where appropriate to further support and advice regarding forced marriage.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
- Educating teachers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).
- Encouraging young people to access appropriate advice, information and support.

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time.

Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

[2] Taken from '*Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage'*, HM Government (2014)

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.

You should also consider other historical factors such as:

- persistent unexplained absence from school;
- child not allowed to attend extra-curricular activities;
- close supervision of child by family/carers;
- maltreatment of siblings.

If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance and referring the case to the police and Children's Services as appropriate.

What to do if you suspect a student is being forced into marriage:
A child at risk of forced marriage or FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

The "one chance" rule:
Practitioners may only have **one chance** to speak to a potential victim of forced marriage and thus they may only have one chance to save a life. If a victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

What you should do:

- ✓ Take the issue seriously and recognise the potential risk of harm to the victim.
- ✓ See them on their own in a private place where the conversation cannot be overheard.
- ✓ Gather as much information as possible about the victim – it may be the only opportunity.
- ✓ Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.
- ✓ **Follow our child protection procedures and talk to the Senior Designated Professional without delay in order to get support from other agencies.**
- ✓ **The SDP should contact the Duty and Assessment Team and/or Education and Safeguarding Team**

Do not:

- *X* Send the victim away and dismiss the allegation of forced marriage as a domestic issue.
- *X* Inform the victim's family, friends or members of the community that the victim has sought help.
- *X* Attempt to be a mediator.
- *X* Involve an elder from the family, member of the community or member of professional organisation.

In cases of forced marriage, it is important that agencies do not actively initiate, encourage or facilitate family counselling, mediation, arbitration or reconciliation – whether offered by community councils, religious or professional groups. There have been cases of women being murdered by their families during mediation. Mediation can also place someone at risk of further emotional and physical abuse.

If the parents are vague about plans for overseas trips or there are other concerns amongst staff, expert advice is available from:

The Forced Marriage Unit [FMU] **020 7008 0151**
https://www.gov.uk/forced-marriage#forced-marriage-unit

This service provides advice and guidance for British nationals being forced into marriage overseas**.** The Unit also provides expert advice to professionals, especially those confronted by it for the first time.

If a situation is urgent you should call 999

Further Guidance and references:
Please visit **https://www.gov.uk/forced-marriage** for further information practice guidelines and resources for professionals protecting, advising and supporting victims.

Multi-Agency Statutory Guidance for dealing with forced marriage 2014: Guidance is for all persons and bodies who exercise public function in relation to safeguarding and promoting the welfare of children and vulnerable adults.

Multi-Agency practice guidelines: Handling cases of forced marriage 2014: Step-by-step advice for frontline workers. This is essential reading for health professionals, educational staff, police, children's social care, adult social services and local authority housing.

E- Learning for professionals: The Forced Marriage Unit has designed an e-learning training package to support professionals, including education, social and health care professionals, police officers, housing officers, the voluntary sector and others dealing with forced marriage in the course of their work.
Using real life case studies, the training gives professionals a basic understanding of the main issues surrounding forced marriage, how cases can present and how to respond appropriately. This tool complements the multi-agency practice guidelines for professionals and should be read alongside the training. You can access the tool on the **Forced marriage eLearning website**

But It's Not Fair by Aneeta Prem is a fictional account of different perspectives on forced marriages that's useful reading for school children and teachers. The publication is free and can be ordered from the FMU or downloaded.

Promoted by the FMU, the organisation **http://www.freedomcharity.org.uk/** has produced a very clever app that offers help, assistance and instruction to children, friends of children, professionals with an interest and any other parties.

Forced Marriage: A Survivors Handbook – guidance and advice for victims or potential victims of forced marriage.

Marriage: it's your choice: these are business-card sized and contain contact details for the FMU. They can be given to any potential victim. They are small enough to be placed in wallets/purses.
All schools can prominently display posters/ leaflets with guidance and contact information for those who are worried about forced marriage and FGM. A variety of resources can be accessed from Foreign & Commonwealth Office and Home Office pages: https://www.gov.uk/forced-marriage

Appendix 3

The Identification of children at risk of sexual exploitation
A recent inquiry undertaken by the Office of the Children's Commissioner reported that at least 16,500 children were identified as being at risk of children sexual exploitation during one year. The same research also estimates that the actual numbers of children at risk of and suffering child sexual exploitation are much higher because professionals in the study did not always recognise and respond appropriately to the issue**.** Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation. This guidance aims to raise the awareness of child sexual exploitation in order to support education professionals to identify and respond appropriately to pupils at risk.

What is Child Sexual Exploitation?
The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

Who is at risk?
Child sexual exploitation can happen to any young person from any background. Although the research suggests that females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST
The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited.

The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless

- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually exploited.**

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. If you identify a child who you consider to be suffering from or at high risk of CSE, it is important that the Senior Designated Professional (SDP) in school is informed so that they can contact Children's Services.

Consent?

The report from the Office of the Children's Commissioner also highlights confusion about issues of consent to sexual activity amongst professionals *and* victims of CSE. Professionals frequently described victims of sexual exploitation as being 'promiscuous', 'liking the glamour', engaging in 'risky behaviour' and generally presenting with challenging behaviour.

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non consensual sex is rape whatever the age of the victim; and
- if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

What can schools do to tackle Child Sexual Exploitation?

1. Training and Awareness
The SDP should ensure that all staff and volunteers who work with children and young people are made aware of Child Sexual Exploitation and the indicators of concern in order to identify and respond to concerns at an early stage.

2. Promotion of healthy relationships through the curriculum
Educational institutions play an important role in helping children and young people gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others. The PSHE curriculum, including Sex and Relationship Education (SRE), provides a vehicle for this important learning which can help prevent children and young people becoming involved in sexual exploitation.

By enabling children and young people to explore what makes a safe and healthy relationship, schools can help to develop the awareness and skills to recognise and manage potential risks of harm, stay safe and seek help if they need it. It is important that this message is repeated throughout a child's time at school to support prevention through the promotion of safe practices. Both primary and secondary schools have a vital role to play in this preventive education and awareness raising.

3. Identification
Schools may wish to map pupils against the CSE vulnerabilities checklist provided in this document and target interventions appropriately with regular review.

In addition, schools should be vigilant to the link between children going missing and the risk of CSE. The SDP should ensure that attendance staff and those monitoring truancy during the school day are fully briefed on CSE and monitor/log unexplained absences and those pupils leaving during the school day with the potential for CSE in mind.

Many schools ensure a staff presence at entrances/exits to the school at the beginning and end of the school day. These staff should be mindful of who is dropping-off and collecting pupils; gather details, including vehicle details, if there are any concerns.

4. Referral

What to do if you are concerned about a child:

If you have concerns that a child is at risk of or suffering Child Sexual Exploitation you should contact Children's Services without delay on 443404.

In all referrals and consultations with other agencies, it is important that you are clear that you believe the child is at risk of or is a victim of sexual exploitation.

5. Useful Contact Numbers and Websites:

In an emergency call the police – **999**

Women's Aid and Refuge run the 24hr National Domestic Violence Helpline – **0808 2000 247**
They also provide guidance and support to those experiencing domestic abuse. Further information about the services they offer can be found at www.womensaid.org.uk

Broken Rainbow UK Broken Rainbow is the first and only UK organisation dedicated to confronting and eliminating domestic violence and abuse within and against the LGBT communities. Further information about their services can be found at www.brokenrainbow.org.uk and they can be contacted on **0845 2 60 55 60**

Missing People is a national charity that provides advice and support to missing people and their families. Further information about their services can be found at www.missingpeople.org.uk and they can be contacted on **116 000**

The Samaritans – www.samaritans.org - **08457 90 90 90**

The National Stalking Helpline provides guidance and information to anyone who is currently or has previously been affected by harassment or stalking. Further information about the services they offer can be found at www.stalkinghelpline.org and they can be contacted on **0808 802 0300**

FRANK provide confidential drugs advice – further information can be found at www.talktofrank.com or they can be contacted on **0300 123 6600**

DVD/Films

'My Dangerous Loverboy' www.mydangerousloverboy.com
Website which includes short DVD films, e.g. animation called 'Me, Jenny and Kate', the trailer for the film of 'MDL' and details of resources and projects, e.g. 'Love and Lies' education pack.

'Sick Party' www.genesisleeds.org.uk/sick-party-dvd-clip
'Sick Party' DVD is produced by Eddy Marshall, Genesis 2013 Basis – Increasing Safety Reducing Risk. Tel: 0113 243 0036

'THINK AGAIN' www.mesmac.co.uk/blast-resources
Resource pack with DVD to work with boys/young men – Blast Project

'East Enders Plot – Tiffany' www.cse.siyonatech.com/
The sexual exploitation of young people – can you recognise the signs (Child Line and Association of Police Officers) – Eastenders plot 20 minute clip

'THISTLE' www.blaenau-gwent-lscb.org.uk/thistle.html
A short awareness film – 7 minutes – on CSE, made by young people for young people with Gwent Police

Organisations

National Working Group http://www.nwgnetwork.org/
You can sign up to this organisation to receive newsletters and access resources
Barnardo's - Tackling Child Sexual Exploitation
CEOP (Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify online and offline threats to children and young people. More information about their work can be found at www.ceop.police.uk

BLAST! Project for boys and young men www.mesmac.co.uk
This website provides support and guidance for boys and young men experiencing sexual exploitation. Their website contains information and resources for young people and professionals around CSE.

Governmental Reports

Department for Education (2011) *Tackling Child Sexual Exploitation: Action Plan (*2011) and *Progress Report* (July 2012) https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan

Department for Children, Schools and Families (2009) *Safeguarding Children and Young People from Sexual Exploitation: Supplementary Guidance to Working Together to Safeguard Children* https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance

Department for Education (2012) *What to do if you suspect a child is being sexually exploited: A step-by-step guide for frontline practitioners* https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Department for Education (2014) *Health Working Group Report on Child Sexual Exploitation* https://www.gov.uk/government/publications/health-working-group-report-on-child-sexual-exploitation

Reports on CSE

Barnardo's (2011) Puppet on a string: the urgent need to cut children free from sexual exploitation http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf

Barnardo's (2012) Tackling child sexual exploitation: Believe in Children: Barnardo's Helping Local Authorities to develop effective responses http://www.barnardos.org.uk/tackling_child_sexual_exploitation.pdf

Child Exploitation and Online Protection Centre (CEOP) (June 2011) Out of Mind, out of Sight: breaking down the barriers to understanding child sexual exploitation http://ceop.police.uk/Documents/ceopdocs/ceop_thematic_assessment_executive_summary.pdf

Child Line (2012) Caught in a trap: the impact of grooming in 2012 https://www.nspcc.org.uk/news-and-views/our-news/nspcc-news/12-11-12-grooming-report/caught-in-a-trap-pdf_wdf92793.pdf

Children's Commissioner (November 2012) 'I thought I was the only one. The only one in the world' The Office of the Children's Commissioner inquiry into child sexual exploitation in gangs and groups: Interim Report http://www.childrenscommissioner.gov.uk/content/publications/content_636

Harper, Z. and Scott, S. (2005) Meeting the needs of sexually exploited young people in London: Summary Report. Barkingside: Barnardo's [online]. Available at: www.barnardos.org.uk/full_london_report.pdf

Jago, S. and Pearce, J. (2008) Gathering evidence of the sexual exploitation of children and young people: a scoping exercise. University of Bedfordshire http://www.beds.ac.uk/__data/assets/pdf_file/0018/40824/Gathering_evidence_final_report_June_08.pdf

Lillywhite, R. and Skidmore, P. (2006) Boys are not sexually exploited? A Challenge to Practitioners. Child Abuse Review, Vol. 15, pp.351-361 http://mesmac.co.uk/files/boys_are_not-a_challenge_to.pdf

www.trixonline.co.uk/website/index.htm - brief reports on CSE/Grooming and Gangs (2013-14)

Domestic Violence

Safety plan for teenagers experiencing relationship abuse: support for professionals www.nspcc.org.uk/Inform/resourcesforprofessionals/abusiverelationships/safety-plan-guidance_wdf99874.pdf

Further information and local resources

www.paceuk.info/ - **Parents Against Child Sexual Exploitation** - comprehensive website containing information and advice about Child Sexual Exploitation. The site is aimed specifically at parents but also contains some information for professionals.

Appendix 4 - Private Fostering Guidance for Schools and other Education Settings

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is <u>not</u> a when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?
This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover.

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison;
- Children sent to this country, for education or health care, by parents who live overseas;
- A child living with a friend's family because they don't get on with their own family;
- Children living with a friend's family because of their parents' study or work;
- Children staying with another family because their parents have separated or divorced;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families;
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians';
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Warrington Children's Services.

What to do if you are aware of a private fostering arrangement:
By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur;
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Professional for safeguarding (SDP);
- The SDP or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement

If you believe that a private fostering arrangement has not been reported to Children's Services you should contact them directly:

Customer Services Centre: 443404

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures.

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, Social Care will arrange for a colleague to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- http://privatefostering.org.uk/
- 'Child Trafficking and Private Fostering', ECPAT UK

Appendix 5 – Preventing Radicalisation and Extremism in School

WHAT IS 'EXTREMISM'?
Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.
"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [*Prevent Strategy 5.34*]

"Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. This has significant implications for the scope of our Prevent strategy. Evidence also suggests that some (but by no means all) of those who have been radicalised in the UK had previously participated in extremist organisations" *(Prevent Strategy - opening summary to chapter 5)*

WHY IS IT IMPORTANT FOR SCHOOLS TO DISCUSS EXTREMISM?
Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (*Prevent Strategy*).

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" *(Prevent Strategy)*
Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities.

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it be from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremist groups.

Publicly funded schools remain under a duty to promote community cohesion. Schools can give learners the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues.
So the tasks facing schools and colleges are to:

- raise awareness;
- provide information;
- enable learners to make a positive contribution; and
- safeguard young people.

Values and leadership strategies underpin the ethos of the school to plays a positive role model in preventing extremism. These should be developed, understood and shared by leaders at all levels in the school; governors, the senior leadership team and all staff and then made explicit to pupils, parents and the community served by the school.

Possible school actions:
- Creating explicit value statements that are inclusive of all students
- Reviewing curriculum and pupil participation and safeguarding processes
- Developing critical personal thinking skills and using curriculum opportunities including small group work
- Implementing social and emotional aspects of learning
- Exploring and promoting diversity and shared values between and within communities
- Challenging Islamophobia, anti-Semitism and other prejudices
- Supporting those at risk of being isolated
- Building ties with all local communities, seeking opportunities for linking with other schools
- Using 'Safe to learn' anti-bullying strategies to minimise hate and prejudice based bullying
- Using restorative approaches to repair harm caused

Leadership & management
Ofsted Inspectors assess the leadership and management of the school as part of their inspection.

Possible school actions to demonstrate good leadership and management:
- Working with Safer School Partnerships police officers and Local Authority 'Prevent' staff to deliver training to staff, parents and governors.
- Facilitating a session of Act Now or Internet Safety with local police, and inviting teachers, parents and governors.
- Promoting equal opportunity and tackling discrimination to challenge the ideology that underpins extremist belief.
- Using the Manchester Metropolitan University lesson plans and teaching resources which help pupils to learn to understand others, to value diversity and promote shared values.

Effective school leadership and management could include:
- focusing on the leadership, values and ethos of the school;
- focusing on learning, teaching and the curriculum;
- focusing on learner support processes;
- focusing on the management of risks and responding to events;
- focusing on the relationship between the school and its community; and
- focusing on the evaluation of the progress being made.

http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012/

Learning, teaching and the curriculum
In approaching the issues outlined above through an entry point of learning, teaching and the curriculum therefore requires some thought to be given to teacher style. A curriculum and pedagogy for learners to support them in achieving the goals outlined above could include:
- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremist narratives;
- promoting universal rights;
- promoting critical analysis; and
- promoting pro-social values.

Many schools already do a number of things to contribute to these goals such as helping learners develop knowledge of religion, history, geography, citizenship, being critically aware of the role of different media and knowledge of current affairs. Schools can also help learners develop the skills to critically evaluate controversial issues. They provide safe places for learners and they provide opportunities for learners to meet people from backgrounds other than their own.

Teaching controversial issues
Effectively tackling controversial issues can help learners challenge the perceptions and misconceptions of their own and others'. To do this classroom practices can include:

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

The police non-emergency number 101

Crimestoppers 0800 555 111

Anti-Terrorism Hotline 0800 789 321

Appendix 6: Children Missing Education

All information has been taken from the WSCB PAN Cheshire guidance

1. Definition

"Children missing from education" refers to all children of compulsory school age:

- Who are not on a school roll or being educated otherwise (e.g. privately or in alternative provision) for example children of travelling communities or immigrant families who never are registered for education; or
- Who have been out of any educational provision for a substantial period of time (usually agreed as ten days without provision of reasonable explanation).

Each year children either fail to start in a new school or appropriate education provision or become lost from school rolls or fail to re-register at a new school when they move home.

2. Risks

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.

Children who remain disengaged from education are potentially exposed to higher degrees of risk such as anti-social behaviour and/or sexual exploitation.

Families moving between local authority areas can sometimes lead to a child becoming 'lost' in the system and consequently missing education. Where a child has moved, local authorities should check with other local authorities - either regionally or nationally - and share information in order to ascertain where a child has moved. Once the location of the child is established, the relevant local authority must ensure that the child is receiving an education either by attending a school or otherwise.

3. Indicators

Schools

As a result of daily registration, schools are particularly well placed to notice when a child has gone missing. If a member of school/educational establishment/college staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/ carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability.

In the more general circumstances of a child going missing who is not known to any other agencies, the Head Teacher should inform the Pupil Tracking Officer and Education Welfare Officer of any child who has not attended for 10 consecutive schools days without provision of reasonable explanation.

Other Agencies

Where any agency in contact with children and families believes that a child is not on the roll of a school or receiving education otherwise, then this information should be passed to the Pupil Tracking Officer with any details they have of the child in question.

Pupil Tracking Officer

The Pupil Tracking Officer should ensure through the Education Welfare Officer that reasonable enquiries are made - e.g. home visits, liaison with Children's Social Care Services and/or Housing - and notify the school if it appears that the child has moved out of the area.

If no information is forthcoming within 2 days, the Pupil Tracking Officer should alert her/his manager, who should inform Children's Social Care Services and the Police in writing.

4. Protection and Action to be Taken

Head teachers should inform the Pupil Tracking Officer and the child's social worker immediately a child subject to a Child Protection Plan is missing.

In the following circumstances a referral to Children's Social Care and /or the police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection plan;
- The child is subject of s47 enquiries;
- The child is looked after;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

Where a child on a school roll is missing, the child's name may not be removed from the school roll until s/he has been continuously absent for at least 4 weeks and both the school and the education service have failed, after reasonable enquiry, to locate the pupil and her/his family. After 4 weeks the child's Common Transfer file should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools. The CME Officer in the Local Authority must also be informed.

In these circumstances the child's name is kept on a centrally held register, and should be clearly identified as missing from education.

Where the child's name has been removed from the school roll, but s/he has not been located, the Head Teacher should arrange for the pupil's records to be retained until the child is located. They may be held centrally according to local arrangements.

Where a Head Teacher has been notified by a parent that a pupil is receiving education other than at school, and has removed the child's name from the school roll, notification must be given to the education service within 10 school days; the pupil's records should then be transferred to the education service to be stored in accordance with local arrangements.

If a school receives a new pupil without receiving information about the pupil from his or her previous school, the school should contact the Pupil Tracking Officer.

If the Pupil Tracking Officer becomes aware the child has moved to another school s/he should ensure all relevant agencies are informed and arrangements made to forward records from the previous school.

5. Issues

A child missing from education is not in itself a child protection matter, and there may be an innocent explanation for this. However, regular school attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

Schools should endeavour to deal with this problem in three ways; by preventing poor school attendance and truancy; acting once absence occurred to establish children's safety and try to get them back to school; and taking action to trace children whose whereabouts were not known.

Further Information

This guidance should be read in the context of the statutory duties upon local authorities and parents as set out in the following:

- **The Education Act 1996**;
- **The Education Act 2002**;
- **The Children Act 1989**;
- **The Children Act 2004**;
- **Statutory guidance for local authorities: Children missing education (January 2015)**;
- **The Education (Pupil Registration) (England) Regulations 2006**, as amended (Education law regarding pupil registration where a child is on a school role): **The Education (Pupil Registration) (England) (Amendment) Regulations 2013**.

In particular the guidance provides for professionals seeking to exercise their duty under the following Acts to ensure that their functions are discharged having regard to the need to safeguard and promote the welfare of children.

- **Section 175 of the Education Act 2002**;
- And **Section 11 of the Children Act 2004**.

Additionally, this guidance seeks to ensure that the duty to co-operate to improve the well-being of children under section 10 of the Children Act 2004[32] is discharged. All schools will have a designated teacher for looked after children. These teachers are ideally placed to assist when identifying those looked after children currently in school who may be at greater risk of going missing from education.