

## SAFEGUARDING (CHILD PROTECTION) POLICY

**This policy applies to Hereford Cathedral School, including Hereford Cathedral Junior School and the Early Years Foundation Stage.**

**Those parts of the policy which apply to one section of the School only have been clearly identified.**

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This policy has been drawn up with regard to:

- Keeping Children Safe in Education (September 2016) (KCSIE)
- Working Together to Safeguard Children (as amended in February 2017 but still dated March 2015) (WT)
- Prevent Duty Guidance: for England and Wales (March 2015) (Prevent)
- Statutory Framework for the Early Years Foundation Stage (published March 2017, effective April 2017)
- Information and advice provided by the Herefordshire Safeguarding Children Board (HSCB).
- ISI Commentary of the Regulatory Requirements (September 2017)

## **Section 1: Introduction**

The School is committed to providing a safe and secure environment for children, staff and visitors and to promoting a climate where children and adults feel confident about sharing any concerns which they might have about their own safety or the well-being of others.

The School recognises that safeguarding instances can happen anywhere and all staff should be alert to possible concerns being raised in this school.

The School recognises that well-developed self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help with the prevention of abuse.

The School also recognises that children who are abused or who witness abuse may find it difficult to develop a sense of self-worth and to view the world in a positive way. The School seeks to be a stable, secure and predictable element in the lives of all pupils, and this will be particularly important for children at risk.

The School endeavours to support pupils through:

1. Curriculum - including PSHE: safeguarding can be interwoven with many aspects of the existing curriculum which can help to promote the pupils' understanding of relationships, to increase self-esteem and awareness, to make judgements and problem-solve, to be assertive, to recognise, accept and express feelings, to explore the nature of trust, to take decisions and accept responsibility for oneself and others, and to be self-reliant and independent;
2. an ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued; pupils are encouraged to talk and are listened to;
3. the implementation of school behaviour management policies;
4. a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so;
5. ensuring that the pupils are aware that they can approach any member of staff about any issue, including their Form Tutor, Head of House, the School Nurses/Matrons, the Chaplain or Deputy Head;
6. the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

## **Section 2a: Policy and procedures for dealing with concerns about a child**

This section has been written in accordance with Herefordshire Safeguarding Children Board's agreed inter-agency procedures.

This section applies in the case of suspected abuse of a child by another child or children, or by an adult outside of school. (In the case of child on child abuse both the victim and perpetrator(s) should be treated as being at risk.) This also includes the act of sexting which threatens the social, emotional and/or physical safety of the child and such behaviour will usually be reported to the Police, and may include verbal bullying (which should not be passed off as banter), and other relevant issues covered in KCSIE.. Verbal bullying (or banter) or any other issue of pupil behaviour or bullying should be treated as a child protection issue if there is reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm. (Further advice about sexting in schools is available from the UK Council for Child Internet Safety: [Sexting in schools and colleges.](#))

It does not apply in cases which also involve an allegation of abuse against a staff member. This is covered in section 3 of this policy.

Guidance to staff on how to act when receiving a disclosure is contained in Appendix C.

The process below (A to C) details what action should be taken and who should take it when there are concerns about a child at Hereford Cathedral School, including Hereford Cathedral Junior School and the Early Years Foundation Stage. This process is also appropriate if there are concerns about children who may be at risk of being drawn into terrorism.

### A. Sharing/recording concerns

An individual with concerns about a child (see Appendix B for signs and forms of abuse) must share these with the Designated Safeguarding Lead (DSL) who records them.

### B. Consideration

The DSL considers if a referral to MASH (Multi Agency Safeguarding Hub) is necessary. In making this decision, the DSL may take account of the instinct of the referring adult and the definitions and signs of abuse (see Appendix B). In cases of doubt, the DSL will contact MASH for advice.

### C. Either **Referral to MASH** or **No Referral to MASH**

**Referral to MASH:** The DSL makes a referral to MASH and liaises with them over future action.

**No referral to MASH:** The DSL records the concern and the reasons for the decision not to refer. The DSL oversees future care of the child(ren). This may involve putting internal systems into place or, where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police), there should be an inter-agency assessment to identify what help the child and family require to prevent needs escalating. A Common Assessment Framework" (CAF) or a "Team around the Child" (TAC) approach may be appropriate. Should the individual with concerns about the child disagree with the decision not to refer, they are urged to refer the matter themselves (see contact details – appendix A).

Some Guiding Principles to adhere to throughout the A-C process:

- At all times, the school should consider what is in the best interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to MASH and/or the Police
- If at any time, the child's situation does not appear to be improving, any of the adults involved should press for re-consideration – be it by the DSL or MASH.
- It is important to note that **anybody** can make a referral to social services. However, the DSL should be informed of such a referral.
- It is important that high thresholds are not imposed when making a referral decision. Herefordshire's guidance on levels of need may be useful and can be found here: [https://herefordshiresafeguardingboards.org.uk/media/1011/hscb\\_levels\\_of\\_need\\_full\\_guide\\_nov\\_2014.pdf](https://herefordshiresafeguardingboards.org.uk/media/1011/hscb_levels_of_need_full_guide_nov_2014.pdf)
- Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, consent of parents or pupils is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
- The importance of the following should be borne in mind:
  - children receiving the right help at the right time to address risks and prevent issues escalating
  - acting on and referring the early signs of abuse and neglect, and radicalisation
  - keeping clear records
  - listening to views of the child
  - reassessing concerns when situations do not improve
  - sharing information quickly
  - challenging inaction

### **Additional Notes Concerning Children who run away or go missing**

The Junior School has a separate procedure concerning this. See Lost or Missing Child Policy. In the Senior School, unexplained absences should be reported to the School Office immediately. See Appendix E (KCSIE Annex A) for further information regarding a child missing from education.

### **Additional notes concerning Female Genital Mutilation**

From October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Having made the report, the matter should then be discussed with the DSL (unless there is a good reason not to do this). The DSL will then continue the police liaison and involve MASH as appropriate. Further information can be found in the Government publication, "Multi-agency statutory guidance on female genital mutilation (April 2016)", which can be found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> . Additional information regarding the mandatory reporting duty can be found in 'Mandatory reporting of female genital mutilation: procedural information' (Home Office publication) which can be found here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

In addition, the Home Office provides free e-learning at <https://www.fgmelearning.co.uk> . See Appendix E (KCSIE Annex A) for further information regarding so-called 'honour based' violence, including FGM.

### **Additional Notes concerning Radicalisation**

Should any pupil be identified as being at risk of radicalisation, staff should report to the DSL. The DSL will follow steps B and C (above) as appropriate, including considering a referral to Channel.

On-line training in Prevent is available from

<https://www.elearning.prevent.homeoffice.gov.uk> .

See Appendix E (KCSIE Annex A) for further information regarding a preventing radicalisation.

### **Additional Notes concerning Child Sexual Exploitation**

Should any pupil be identified as being at risk of Child Sexual Exploitation, staff should report to the DSL. The DSL will follow steps B and C (above) as appropriate, including considering a referral directly to the police's child protection department (see contact details – Appendix A). Appendix E (KCSIE Annex A) for further information regarding child sexual exploitation. In addition, further information can be found in the DfE publication, "What to do if you suspect a child is being sexually exploited", available here:

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> which should be read in conjunction with the DfE publication Child Sexual

Exploitation (February 2017), available here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

MASH has a specialist Child Sexual Exploitation Co-ordinator.

## **Section 2b: Advice on how to behave when in receipt of a disclosure**

'The recipient of a confidence from a child must, above all, display sympathy and understanding and not transmit any element of disbelief'. Lord Clyde, Orkney Inquiry Report, Recommendation 9. Recommendation 9 is addressed to those such as school staff who may be the recipients of a child's confidence and whose responsibility it is to OBSERVE, RECORD and REPORT. Lord Clyde referred in his report to the importance of the attitude and conduct of the person receiving the allegations.

'Not only may children be under pressure not to discuss abuse, they will be likely to be deterred by a fear that they will not be believed if they do disclose. More than that, a child may be inclined to be protective to an adult and if the adult appears shocked by the disclosure the child may prefer not to expand further on the matter to avoid causing distress to others. The recipient of the confidence must accordingly, above all, display sympathy and understanding and not transmit any element of disbelief'.

(Para 15.24) Recommendation 7 is aimed at those carrying out the investigation who have a responsibility to question and test the evidence. This applies to police and social work agencies. Questioning and testing of evidence is not a matter for school staff, who can therefore follow the advice contained in Recommendation 9 in the knowledge that the evidence will be questioned and tested at a later stage by trained professionals.

Staff should:

1. Listen with care, quietly but actively; allow silence
2. Reassure the child that he/she is not to blame and was right to tell you
3. Not show disbelief
4. Not appear shocked or angry
5. Not give a guarantee of confidentiality
6. Take the allegation seriously
7. Affirm the child's feelings as expressed (don't tell the child how he/she should feel)
8. Avoid being judgmental about the information given by the child
9. Avoid a 'whodunit' approach (a casual enquiry about who did it is all right, but do not pursue the matter; remember, it can be distressing for children to be faced with persistent questioning)
10. Refer to the DSL in accordance with school guidelines
11. Respect the confidentiality of the information that you have shared.

Whilst the primary function of School staff is to listen and record, some casual questioning may be appropriate. The child should not be interrogated. Any questions should aim to obtain basic information. If the child does not respond, the matter should not be pursued further. The pursuit and recovery of evidence is a matter for the police. Where questions are asked, 'open-ended' questions should be used rather than 'leading' questions which suggest possible answers.

**REMEMBER** to keep contemporaneous notes and make a record of them on the same working day. **NEVER** think abuse is impossible in your school or that an accusation against someone you know well and trust is bound to be wrong. **LOOK AFTER YOURSELF** as you may feel upset after speaking to the child. You may need support and may wish to seek specialist support or counselling.

### **Section 3: Arrangements for handling allegations of abuse against members of staff, volunteers and the Head.**

Overriding Principles:

- If an allegation is made against a member of staff, volunteer or the Head, all unnecessary delays should be eradicated
- No investigation should be undertaken without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations

#### **Hereford Cathedral (Junior & EYFS) School**

##### **Reporting Allegations:**

All allegations which appear to meet the reporting criteria in KCSIE\* are to be reported straight away to the Head of the Junior School (who will liaise with the designated Governor for Safeguarding), or in his absence the Chairman of Governors (who will liaise with the designated Governor for Safeguarding). The Head of Senior School will be kept informed.

If an allegation is made against the Head of the Junior School, the member of staff should inform the Chair of Governors (or, where the Chair cannot be contacted, the designated Governor for Safeguarding without notifying the Head of the Junior School. The Chair of Governors will keep the Head of Senior School informed.

In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

#### **Hereford Cathedral (Senior) School**

##### **Reporting Allegations:**

All allegations which appear to meet the reporting criteria in KCSIE\* are to be reported straight away to the Headmaster (who will liaise with the designated Governor for Safeguarding), or in his absence the Chairman of Governors (who will liaise with the designated Governor for Safeguarding).

If an allegation is made against the Headmaster, the member of staff should inform the Chair of Governors (or, where the Chair cannot be contacted, the designated Governor for Safeguarding) without notifying the Headmaster.

In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

\*The criteria as stated in part 4 of KCSIE are if it is alleged that a teacher or member of staff (including volunteers) 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 he or she would pose a risk of harm to children.

These criteria apply to members of staff who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. (Allegations against a teacher who is no longer teaching should be referred to the police).

## **Next Steps to be taken by the Head of the Junior School, or the Headmaster, or the Chair of Governors**

Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Regulations specify that the LADO should be informed within one working day of all allegations which come to the School's attention or which are made directly to the police.

Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School will give due weight to the views of the LADO and to the appropriate policy when making a decision about suspension.

The School will make every effort to maintain confidentiality and guard against unwanted publicity. This applies up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

### **Reporting to DBS (Disclosure and Barring Service):**

The School will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used\* for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. (\*Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.)

All reports will include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

### **Reporting to NCTL:**

The School is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in [Teacher Misconduct: the prohibition of teachers \(October 2015\)](#). Further guidance can be found on the NCTL website. ([www.gov.uk/government/organisations/national-college-for-teaching-and-leadership](http://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership))

#### **Section 4: Staff code of conduct – guidelines aimed at preventing pupils and staff being at risk of harm or at risk of allegations of causing harm**

1. Staff are expected to maintain professional and supportive relationships with the pupils.
2. All staff, especially those engaged in close one-to-one teaching, should exercise caution when you are alone with pupils, whilst respecting privacy and confidentiality. If possible, when it is appropriate to work one to one make sure that others are within earshot, preferably within sight. This may be achieved by propping a door open, for example.
3. Be alert to the possible risks that might arise from social contact with pupils outside of the school.
4. If you feel that a student is becoming dependent upon you, or is making excessive or inappropriate demands on you, do not let the situation continue. Withdraw from the situation and seek advice from a senior colleague **without delay**.
5. Similarly, if you notice one of your colleagues at risk, you may raise this with him or her and/ or with the DSL.
6. If you feel uncomfortable or unsure of yourself in dealing with a student, withdraw from the situation and share your concerns with a senior colleague.
7. E-mail contact with pupils - staff should use their school email addresses for any email contact with pupils. Staff should ensure that any emails are professional and formal in style and manner.
8. Staff must not communicate with pupils through non-school social networking sites – nor allow pupils at school to become “friends” on non-school social networking sites, excepting their own children. Staff should exercise caution when using social networking sites and ensure that privacy settings specify friends only access.
9. Physical Contact - some physical contact is appropriate and necessary for the purpose of:
  - Care
  - Instruction
  - Restraint

The nature of the contact should be limited to what is age appropriate for the child and in public view. Staff should be aware that any such contact may be misconstrued. All Junior School and EYFS staff need to be aware of our Intimate Care Policy.

For our youngest children (EYFS), supportive physical contact is central to promoting emotional development, and at times, children will need to be held and offered physical reassurance.

10. Use of mobile phones and cameras – Hereford Cathedral School has a personal mobile device and camera policy, of which staff must be aware. This policy includes the EYFS. See Appendix C
11. Under no circumstances should any member of staff have a sexual relationship with a Hereford Cathedral School pupil.
12. The school's whistleblowing procedures are detailed in Section 5 of this document.

## **Section 5: Whistleblowing procedures**

We all have a responsibility to help detect, prevent and report instances of any suspicious activity or wrongdoing, including bribery. Hereford Cathedral School is absolutely committed to ensuring that all of us have a safe, reliable, and confidential way of reporting any suspicious activity. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Senior Leadership Team and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child continuing to be unnecessarily at risk. Remember it is often the most vulnerable children who are targeted. These children need someone like you to safeguard their welfare. **Don't think what if I'm wrong - think what if I'm right.**

Reasons for whistle blowing:

1. Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
2. To prevent the problem worsening or widening
3. To protect or reduce risks to others
4. To prevent becoming implicated yourself

What stops people from whistle blowing:

1. Fear of starting a chain of events which spirals out of control
2. Disrupting the work or project
3. Fear of getting it wrong
4. Fear of repercussions or damaging careers
5. Fear of not being believed

How to raise a concern:

1. You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken. Try to pinpoint exactly what practice is concerning you and why.
2. Approach your immediate manager, DSL, or the Head.
3. If your concern is about your immediate manager/Head, speak to the Chair of Governors or to the Headmaster of the Senior School, or the Governor who takes a specific interest in safeguarding issues.
4. Make sure you get a satisfactory response - don't let matters rest.
5. Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can.
6. A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern. (This includes any adult, paid or voluntary, who works in our school.)

What happens next:

1. You should be given information on the nature and progress of any enquiries.
2. Your employer has a responsibility to protect you from harassment or

- victimisation.
3. No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
  4. Malicious allegations may be considered as a disciplinary offence.

If mediation or dispute resolution is required, this will be provided.

### **Self-reporting**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

### **Further advice and support:**

**It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from any member of the Senior Leadership Team. In addition advice and support is available via the NSPCC Whistle Blowing Helpline: 0800 028 0285 (0800-200 Monday-Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)) .**

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## **Section 6: Recruitment procedures**

An important part of safeguarding children is for schools to operate safe recruitment procedures and to follow procedures for appointing staff. The Headmaster of the Senior School, the Head of the Junior School and other staff have undertaken HSCB's Safe Recruitment training.

The School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this safeguarding policy.

The School's full recruitment procedures can be found in the School's Recruitment Policy. Parents can access this policy by contacting the School.

### **An additional note on visiting speakers**

Before a visit takes place, the Deputy Head of the Junior School or Senior School must be consulted and give consent. He will ensure that appropriate checks have taken place to ensure that the speaker is suitable.

## **Section 7: Management of safeguarding – Identities, Roles and Responsibilities**

### **Role of Governors (and the role and identity of the Safeguarding Governor)**

The Governing Body is responsible for ensuring there is an effective safeguarding/child protection policy in place, and for ensuring that the arrangements described in the policy are implemented fully in practice.

Whilst the Governing Body recognises that safeguarding duties are the responsibility of the Governing Body as a whole, **Will Hanks** is the appointed Safeguarding Governor.

The Safeguarding Governor will liaise with the Headmaster, the Head of the Junior School and DSL(s) to ensure that the policy, procedures and efficiency with which the related duties have been discharged are reviewed annually by Governors. He will ensure that the DSLs receive the necessary training in Safeguarding and Child Protection and inter-agency working and that this is updated every two years. He will also report to the Governing Body and ensure that they undertake an annual review of the policies and procedures and of the efficiency with which related duties have been discharged.

### **Role of the Headmaster**

The Headmaster, in liaison with the Head of the Junior School (with regard to the Junior School), is responsible for the implementation of the policy across the whole school and ensuring that the outcomes are monitored. He will ensure that reports are made at least annually to Governors about the working of the policy.

## Identity of the DSLs

### Hereford Cathedral (Junior & EYFS) School

The **Designated Safeguarding Leads (DSL) for the Junior School (including EYFS)** is: **James Debenham (Deputy Head)** who has also designated responsibility for EYFS and liaising with local statutory children's agencies as appropriate.

j.debenham@herefordcs.com or 01432 363511

The DSL has ultimate lead responsibility for safeguarding and child protection in the Junior School.

The **Deputy Designated Safeguarding Leads (DDSL) for the Junior School (including EYFS)** is:

**Chris Wright (Head)**

c.wright@herefordcs.com or 01432 363511

To ensure that there is always cover for this role, in the absence of both of the above, the Senior School DSL or DDSL may be contacted. (See below for contact details)

In all instances, DSLs and DDSLs will keep Paul Smith (Headmaster of the Senior School) informed or in his absence, or if deemed inappropriate, Will Hanks (Safeguarding Governor).

### Hereford Cathedral (Senior) School

The **Designated Safeguarding Leads (DSL) for the Senior School** is:

**Bruce Blyth (Deputy Head)**

b.blyth@herefordcs.com or 01432 363526

The DSL has ultimate lead responsibility for safeguarding and child protection in the Junior School.

The **Deputy Designated Safeguarding Leads (DDSL) for the Senior School** is:

**Jill Pattison**

j.pattison@herefordcs.com or 01432 363526

To ensure that there is always cover for this role, in the absence of both of the above, the Junior School DSL or DDSL may be contacted. (See above for contact details)

In all instances, DSLs and DDSLs will keep Paul Smith (Headmaster of the Senior School) informed or in his absence, or if deemed inappropriate, Will Hanks (Safeguarding Governor).

## **Role of the DSL(s):**

- To manage referrals (as described in Section 2 of this policy)
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- To ensure that all training is carried out in accordance with Section 8 of this policy
- Ensure each member of staff has access to and understands the School's safeguarding/child protection policy and procedures
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how HSCB conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff
- Ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
- Ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local HSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the School, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

With reference to radicalisation, Bruce Blyth is the designated 'Prevent Lead'.

## **Role of all staff, volunteers and Governors**

All staff, volunteers and Governors have a role to play in safeguarding the children. They have a duty to be alert to signs of abuse and to share concerns as detailed in Section 2 of this policy.

## **Section 8: Training**

All staff are required to read this policy, Part One of KCSIE and Annex A of KCSIE which is included as an appendix to this policy.

On appointment, all staff receive a safeguarding briefing and are issued with a copy of this policy, which includes information about the role of the designated safeguarding leads (Section 7), the integral staff code of conduct (Section 4), whistle blowing procedures (Section 5), the identity of the DSLs (Section 7) and part 1 and Annex A of KCSIE (Appendices

C & D). During this briefing, the contents of KCSIE (part 1) are talked through, and staff are given the opportunity to ask questions and discuss this, as well as the school's own safeguarding policy and procedures.

DSLs receive updated safeguarding / child protection training every two years. This training is of the appropriate level, and includes local inter-agency working protocols and the local approach to Prevent duties. In addition, the 'prevent lead' (Bruce Blyth) will maintain up to date training in Prevent.

All staff are required to undertake safeguarding training every three years (at a minimum), in line with HSCB's recommendations. This is delivered through any of the following:

- Internal briefings
- Internal training organised with an external trainer
- Online training (EduCare)

All staff safeguarding training is recorded by the Human Resources Office. The DSLs audits this training record regularly.

In addition to the at least three yearly training outlined above, staff also receive reminders and informal updates of the school's safeguarding policy and procedures. These might be via email and / or during staff meetings. These reminders and informal updates occur at least annually.

The Governing Body recognises that staff build up expertise by undertaking safeguarding training and managing safeguarding concerns on a day-to-day basis. Staff are therefore provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy. This is achieved through regular dialogue between Governors and key members of staff.

## **Section 9: Arrangements for reviewing the School's safeguarding/child protection policies and procedures annually**

The Governing Body review this policy and its implementation annually.

The DSLs and the Safeguarding Governor liaise over this process. They review the policy and its implementation, by considering issues such as:

- training records
- evidence of appropriate liaison with other agencies
- developments in local and national safeguarding procedures and practice
- the implementation of policy with regard to specific cases
- issues and themes which may have emerged in school

Additionally, if there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

## **Section 10: Arrangements to fulfil other safeguarding and welfare responsibilities**

- The school is aware of its duty to promote the safety and welfare of its pupils. It does this through provision of safeguarding in the curriculum (within PSHE, e-safety sessions in ICT, and assemblies) and the provision of internet safety sessions for parents.
- The DSL has responsibility for the welfare and progress of any looked after children on roll.
- Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We recognise that that additional barriers can exist when recognising abuse and neglect in this group of children. These additional barriers can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.

It is incumbent on members of staff and the DSL to bear this in mind when considering how to support such children, and the relevant Head of Learning Support may be involved in this decision making process.

- Care of the Choristers - we recognise that the choristers have additional responsibilities, commitments and pressures. The Cathedral's Safeguarding Policy can be found via a link here: <https://www.herefordcathedral.org/safeguarding>. Contact details for Cathedral Safeguarding personal can be found in the contacts section of this policy. There are additional measures in place to ensure their welfare:
  - Junior School: a weekly meeting between Head of the Junior School and Chorister Tutor, a weekly meeting between the Head, Chorister Tutor and Deputy Head, with a pastoral and an organisational focus; termly Cathedral Liaison Meetings; regular meetings between the Head of the Junior School and the choristers themselves
  - Senior School: all choristers are added to the Care List and discussed regularly; relevant tutors liaise with the Chorister Tutor as necessary; termly Cathedral Liaison Meetings; the Chorister Tutor attends the weekly staff briefing
- Disqualification Under the ChildCare Act 2006 - the School is aware that it must not knowingly employ people to work in "childcare" or allow them to be directly concerned in its management if they or others who live or work in their households are "disqualified". Within the context of the Junior School, childcare "includes" all provision for children in Nursery and Reception and Breakfast Club and Phoenix Club.

The guidance applies to employees, volunteers, supply / agency staff, self-employed people, staff and other organisations, governors who volunteer and all of those directly concerned in the management of the above. It does not apply to some groups such as cleaners, kitchen staff and school nurses. Further details of those included and not included and on the ground for disqualification can be found in the document Disqualification under the Child Care Act (2006) June 2016.

It is the School's policy to:

- inform the relevant people of the legislation, including that they may be disqualified by association;
- gather sufficient and accurate information (through a self-declaration form) about whether or not any relevant person is disqualified, including by association;
- record the checks on the Single Central Register entry for those relevant persons, including the date disqualification checks were completed.

Further details, and the steps which must be taken if a relevant person is found to be disqualified, or if there is any doubt over the issue, can be found in the document Disqualification under the Child Care Act (2006) June 2016.

## **Appendix A – Contacts**

Contact details for DSLs can be found in Section 6 of this policy.

Safeguarding Governor: Will Hanks, via the Director of Finance and Resources  
(bursarpa@herefordcs.com)

Chair of Governors: Rear Admiral Philip Wilcocks, via the Bursar (bursarpa@herefordcs.com)

Headmaster of Senior School: Paul Smith 01432 363521

### **Cathedral Contacts**

Barbara Gratton, a member of Chapter with Safeguarding oversight: 01989 730295 or  
[barbara.gratton@herefordcathedral.org](mailto:barbara.gratton@herefordcathedral.org)

Mrs Lisa Glover, Executive Assistant to the Chief Executive, is the office based staff member with responsibility for safeguarding: 01432 374251 or [lisa.glover@herefordcathedral.org](mailto:lisa.glover@herefordcathedral.org)

### **Herefordshire Contacts**

Herefordshire LADO:  
[lado@herefordshire.gcsx.gov.uk](mailto:lado@herefordshire.gcsx.gov.uk)  
01432 261739 or via 01432 260665

The Multi Agency Safeguarding Hub (MASH):  
01432 260800  
[www.herefordshire.gov.uk/MASH](http://www.herefordshire.gov.uk/MASH)

The Herefordshire Lead for the Channel programme is Nina Bridges, contactable via MASH.

West Mercia Police Switchboard: 0300 333 3000 (request the duty inspector)  
The Police's child protection department can be contacted via the West Mercia Police Switchboard, or by dialling 101.

For support and advice about extremism, the following contacts may be useful;

- the local police force (101)

the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

## **Appendix B - SIGNS OF POSSIBLE CHILD ABUSE**

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or by another child or children. It is important for staff to identify signs of possible abuse and neglect at the earliest opportunity. These may include:

1. significant changes in children's behaviour;
2. deterioration in children's general well-being;
3. unexplained bruising, marks or signs of possible abuse or neglect;
4. children's comments which give cause for concern;
5. any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
6. inappropriate behaviour displayed by other members of staff, or any other person working with children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances. There can be an overlap between all the different forms of child abuse and all or several can co-exist.

### **Physical Abuse**

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

Signs of possible physical abuse:

1. Unexplained injuries or burns, particularly if they are recurrent
2. Improbable excuses given to explain injuries
3. Refusal to discuss injuries
4. Untreated injuries, or delay in reporting them
5. Admission of excessive physical punishment
6. Arms and legs kept covered in hot weather
7. Fear of returning home
8. Aggression towards others
9. Running away
10. Giving a child harmful substances, inappropriate drugs and alcohol
11. Withdrawal
12. Unexplained absences/lateness

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

### **Neglect**

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

Signs of possible physical neglect:

1. Constant hunger
2. Poor personal hygiene
3. Constant tiredness
4. Poor state of clothing
5. Frequent lateness and/or unexplained non-attendance at school
6. Untreated medical problems
7. Low self-esteem
8. Poor peer relationships
9. Stealing

### **Non-Organic Failure to Thrive**

Signs of possible non-organic failure to thrive:

1. Significant lack of growth
2. Weight loss
3. Hair loss
4. Poor skin or muscle tone
5. Circulatory disorders

### **Emotional Abuse**

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

Signs of possible emotional abuse:

1. Low self-esteem
2. Continual self-deprecation
3. Sudden speech disorder
4. Significant decline in concentration
5. Socio-emotional immaturity
6. 'Neurotic' behaviour (e.g. rocking, head banging)
7. Self-mutilation
8. Compulsive stealing
9. Extremes of passivity or aggression
10. Running away
11. Indiscriminate friendliness

## **Sexual Abuse**

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

Not all children are able to tell parents/adults that they have been assaulted. Changes in behaviour may be a signal that something has happened. These are general indicators that the child may be troubled, though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

Behavioural

1. Lack of trust in adults or over familiarity with adults
2. Fear of a particular individual
3. Social isolation – withdrawal or introversion
4. Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight)
5. Running away from home
6. Girls taking over the mothering role
7. Reluctance or refusal to participate in physical activity or to change clothes for activities
8. Low self-esteem
9. Drug, alcohol or solvent abuse
10. Display of sexual knowledge beyond child's years
11. Unusual interest in the genitals of adults or children or animals
12. Expressing affection in inappropriate ways, e.g. 'French kissing'
13. Fear of bathrooms, showers, closed doors

14. Abnormal, sexualised drawing
15. Fear of medical examinations
16. Developmental regression
17. Poor peer relations
18. Over sexualised behaviour
19. Compulsive masturbation
20. Stealing
21. Psychosomatic factors, e.g. recurrent abdominal pain or headache
22. Sexual promiscuity
23. Physical/Medical
24. Sleeplessness, nightmares, fear of the dark
25. Bruises, scratches, bite marks to the thighs or genital areas
26. Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
27. Pain on passing urine or recurrent urinary infection
28. Stained underwear
29. Anxiety/depression
30. Eating disorder, e.g. anorexia nervosa, bulimia
31. Discomfort/difficulty in walking or sitting
32. Pregnancy – particularly when reluctant to name father
33. Venereal disease, sexually transmitted diseases
34. Soiling or wetting in children who have been trained
35. Self-mutilation/suicide attempts

Further signs of abuse and neglect can also be found on the Herefordshire Safeguarding Children Board (<https://herefordshiresafeguardingboards.org.uk/hscb>)

## **Radicalisation**

Key indicators of risk of radicalisation are:

1. Vulnerability: distance from cultural heritage; personal crisis; personal circumstances; unmet aspirations; criminality.
2. Access to extremism / extremist influences
3. Experiences, Behaviours and Influences: encountering rejection; evidence of extremist influences; international events having a personal impact; conflict with family over religious beliefs or life choices
4. Travel: a pattern of regular or extended travel within the UK; travel for extended periods of time to international locations associated with extremism; using methods to disguise true identity.
5. Social Factors: experience of poverty, disadvantage, discrimination or social exclusion; a lack of affinity or understanding of others or social isolation from peer group; a flawed understanding of religion or politics; insecure or absent family relationships; evidence that a significant adult had extremist views or sympathies.
6. Critical Risk Factors: being in contact with extremist recruiters; articulating support for extremist causes or leaders; accessing extremist websites, especially those with a social networking element; possessing extremist literature; using extremist narratives and a global ideology to explain personal disadvantage; justifying the use of violence to solve societal issues; joining extremist organisations; significant changes in appearance and / or behaviour.

## **Child Sexual Exploitation**

Signs and indicators of child sexual exploitation include:

1. disengagement with school, not in school, truancy, exclusion
2. repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
3. hanging out with groups of older people, anti-social groups, other vulnerable peers
4. unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
5. involved in abusive relationships, intimidated and fearful of certain people or situations
6. self-harming, suicide attempts, overdosing, eating disorders
7. injuries from physical assault, physical restraint, sexual assault
8. moving around the country, appearing in new towns or cities, not knowing where they are
9. sexting (sending and receiving explicit photos of themselves on mobile phones)
10. unexplained gifts
11. unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
12. engagement in offending, criminal activity
13. going missing, running away, homelessness
14. drug use, alcohol abuse
15. sexually risky behaviour, 'swapping' sex
16. gang fights, gang membership
17. getting into/out of different cars
18. accessing hardcore pornography on the internet
19. contact with known perpetrators
20. association with older men
21. inappropriate sexual behaviour
22. seen at known places of concern
23. police involvement, police records

Further information regarding child sexual exploitation be found on the Herefordshire Safeguarding Children Board (<https://herefordshiresafeguardingboards.org.uk/hscb/>)

## **Appendix C - Camera Policy and Policy for Acceptable Use of Personal Mobile Devices by School Employees**

The policy defines and describes the acceptable use of personal mobile devices (eg 'phones) and cameras for school employees. Its purpose is to ensure the safety of the children in our care, in accordance with our Safeguarding procedures, and to protect staff from allegations of misconduct.

We recognise that mobile devices are an essential part of modern life and can be vital as an emergency contact for staff. We seek to ensure that everyone follows the same guidelines while at work and therefore to ensure that the safety of children, and professionalism of staff, is always maintained.

### USE OF MOBILE PHONES & OTHER MOBILE DEVICES

- Personal mobile devices should be switched off or set to 'silent' during lessons.
- Staff should not use personal mobile devices in school during working hours when children are present, unless there are exceptional circumstances.
- It is permissible for staff to give the school telephone number as a point of emergency contact for them during the school day.
- For games, trips, walks etc., which are away from school, staff must take a mobile device in case there is a need for emergency calls. This should normally be a school phone but it may be a personal device, provided that its use is restricted to urgent school business or emergency calls.
- Staff must not give their personal mobile phone number to pupils.
- Staff must not store children's numbers on their personal devices.
- Staff must not contact a pupil via the pupil's mobile phone except in exceptional circumstances.

### TAKING PHOTOGRAPHS OF CHILDREN

- Photographs taken of the children should only be taken with school cameras/devices. Photographs should only be stored on school computers and school photo albums.

[There may be reasons why a particular member of staff may need to deviate from the above. Any member of staff wishing to do so should seek prior written consent from the DSL in the first instance.

Consent may be granted by the DSL in consultation with the Head of the Junior School, or the Deputy Head of the Senior School for a stated purpose and within a given time frame, generally under the following conditions:

Conditions:

- The images should be stored separately from any other images.
  - The images should be used only for the prescribed purpose.
  - The photos should only be stored for as long as necessary and should then be deleted.]
- 
- Neither personal details nor full names of children should be published alongside images on the school website, or in school publications.
  - A small number of parents have not given permission for their children's photos to be published. This information is available from the Marketing and Development Office and the Junior School Office. Staff must respect the decision of parents and ensure that they do not place any photos on the school website nor in any other publication parental permission.
  - Staff should avoid taking pictures of children which show them in short skirts, swimming costumes, bikinis etc.
  - Staff are advised not to allow themselves to be photographed by a pupil with a camera or mobile phone.
  - Members of staff may take copies of any photographs which contain their own children from the school network for their own personal use. However, they should be sensitive to the fact that these photographs may contain other children. No photographs which contain other children should be placed on personal social media.

## Part one: Safeguarding information for all staff

### What school and college staff should know and do

#### *A child centred and coordinated approach to safeguarding*

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

#### *The role of school and college staff*

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.<sup>1</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

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

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.
11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>2</sup>

### *What school and college staff need to know*

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

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

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

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

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

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989<sup>3</sup> that may follow a referral, along with the role they might be expected to play in such assessments.<sup>4</sup>

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

### *What school and college staff should look out for*

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

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

18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.
19. Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

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

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
- <sup>3</sup> Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:
- Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
- Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.
- <sup>4</sup> Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)
22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.
  23. See page 9 for a flow chart setting out the process for staff when they have concerns about a child.
  24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
  25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
  26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a **teacher**<sup>3</sup>, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

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

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

### *Record keeping*

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

### *Why is all of this important?*

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.<sup>4</sup>

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

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

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

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college’s safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college’s senior leadership team.

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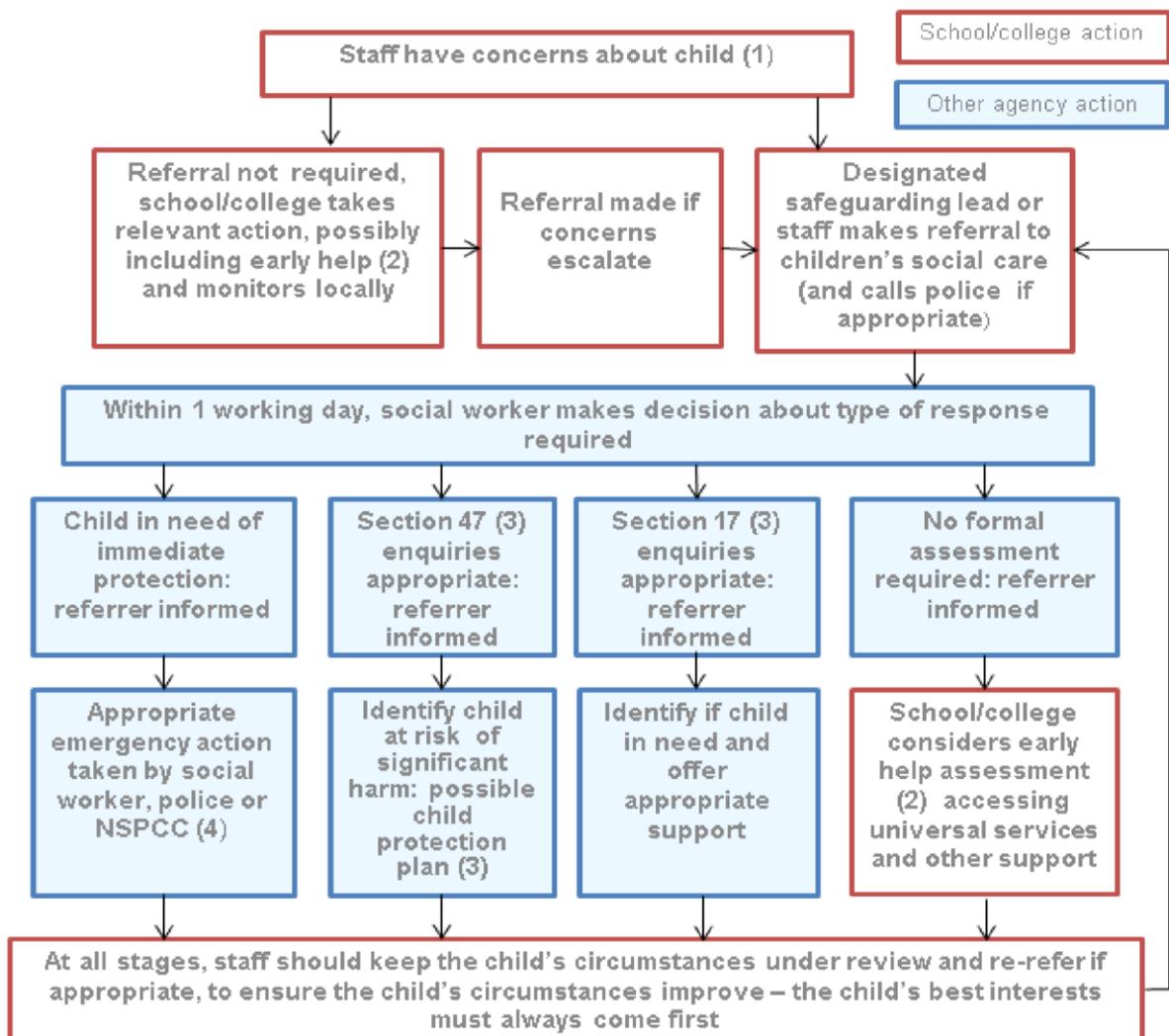
<sup>3</sup> Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’: “teacher” means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

<sup>4</sup> [Serious case reviews, 2011 to 2014](#)

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

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)<sup>5</sup>

### Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

<sup>5</sup> Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

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

## Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**
36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
37. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
39. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a

parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
  - [bullying including cyberbullying](#)
  - [children missing education](#) – and Annex A
  - [child missing from home or care](#)
  - [child sexual exploitation \(CSE\)](#) – and Annex A
  - [domestic violence](#)
  - [drugs](#)
  - [fabricated or induced illness](#)
  - [faith abuse](#)
  - [female genital mutilation \(FGM\)](#) – and Annex A
  - [forced marriage](#)- and Annex A
  - [gangs and youth violence](#)
  - [gender-based violence/violence against women and girls \(VAWG\)](#)
  - [hate](#)
  - [mental health](#)
  - [missing children and adults](#)

- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

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

## **Annex A: Further information**

### **Further information on a child missing from education**

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

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

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

#### **Schools**

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

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

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission<sup>6</sup> for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.<sup>7</sup>

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<sup>6</sup> or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

<sup>7</sup> In default of such agreement, at intervals determined by the Secretary of State.

Where a parent notifies a school that a pupil will live at another address, **all** schools are required<sup>8</sup> to record in the admission register:

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

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record<sup>9</sup> in the admission register:<sup>10</sup>

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

Schools are required<sup>11</sup> to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

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

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide<sup>12</sup> the local authority with:

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

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<sup>8</sup> Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended. <sup>11</sup> Where schools can reasonably obtain this information.

<sup>9</sup> Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

<sup>10</sup> Where schools can reasonably obtain this information.

<sup>11</sup> Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended. <sup>15</sup> Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

<sup>12</sup> Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

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

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

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

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

### **Colleges**

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

## **Further information on child sexual exploitation**

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

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

## Further information on so-called ‘honour based’ violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### *Indicators*

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

### *Actions*

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>13</sup> that requires a different approach (see following section).

### *FGM mandatory reporting duty*

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

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

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

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<sup>13</sup> Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’: “teacher” means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). <sup>18</sup> Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

### ***Forced marriage***

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

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

## **Further information on preventing radicalisation**

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.<sup>14</sup> There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

### ***Prevent***

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>15</sup> to the need to prevent people from being drawn into terrorism".<sup>16</sup> This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

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<sup>14</sup> Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

<sup>15</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>16</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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

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

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

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

### **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme.<sup>17</sup> Channel guidance is available at: [Channel guidance](#). An elearning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to

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<sup>17</sup> Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.<sup>18</sup>

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<sup>18</sup> Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when cooperating with the panel and police under section 38 of the CTSA 2015.



**Appendix F**

**Receipt of Safeguarding (Child Protection) Policy**

Name: .....

Job Title: .....

I have received, read and understood the Hereford Cathedral School Safeguarding (Child Protection) Policy, including Part One and Annex A of Keeping Children Safe in Education (KCSIE).

Signature: ..... Date: .....

**This page must be returned to  
*The Human Resources Office***

Date of receipt ..... Date of return .....