CHILD PROTECTION/ SAFEGUARDING POLICY 2015

AUTHOR:	Mrs E Enescott
COMMITTEE:	Full Governing Body
AUDIENCE:	Parents/Carers, Staff, Governors, Students
PUBLISHED:	Website, VLE
DATE APPROVED:	9 December 2016
DATE OF REVIEW:	As required

Sir Thomas Boteler Church of England High School

Whole School Policy on Child Protection / Safeguarding

1.   Background

Sir Thomas Boteler Church of England High School fully recognises its responsibilities to safeguard and promote the welfare of young people. We are committed to providing a safe and secure environment for students, staff and visitors. We promote a climate where students and adults feel confident about sharing any concerns which they may have about their own safety or the wellbeing of others to protect them from harm. Our school motto is "Through God We Care."

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with Social care, Police, Health services and other services to promote the welfare of children and protect them from harm

Reference should be made to the Warrington Safeguarding Children's Board and their safeguarding procedures. These take into account the latest legislation and government guidance "Keeping children safe in education" July 2015.

The 1989 Children Act established that the welfare and safety of the child must be the first and paramount consideration for all professionals who work with children.

Purpose of a whole school policy

The purpose of the Policy is to ensure that Sir Thomas Boteler Church of England High School has effective systems in place for safeguarding all students and our commitment to the development of good practice and sound procedures and ensures referrals are handled sensitively, professionally and in ways which support the needs of the child. We must all be vigilant.

The Police and Social Services have the primary responsibility in the field of Child Protection. The Children Act of 1989 places a duty on local authorities to take steps to protect children and gives certain powers to the Police so they can take action. The Children act 1989 defines a child as a person under the age of 18.
"Working together under the Children Act 1989" published by the then Department of Health sets out government guidance on Child Protection and says that all staff in the education service should be aware of the need to alert the Social Service, NSPCC or the Police when they believe a child has been abused or is at risk of abuse.

Definitions of Abuse;

Abuse is a form of maltreatment of a child. Somebody may abuse a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

There are 4 main categories of abuse;
- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**

In addition to these main categories, we also need to consider those students at risk of;
Female Genital Mutilation (FGM)
Forced Marriages
Radicalisation and Extremism PREVENT
Private Fostering
Sexting
Child Missing in Education
Child Sexual Exploitation (CSE)
(See appendix A for more detailed definition and triggers regarding all the above)

Child Sexual Exploitation (CSE) is a separate Policy linked to the Child Protection/Safeguarding Policy and should be read in conjunction with this policy.

There are 3 main elements to our Child Protection Policy.
a) **Prevention**: through policy, procedure and the curriculum (e.g., Positive school atmosphere, teaching and Pastoral support to pupils)
b) **Protection**: to create and maintain a safe environment by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
c) **Support**: to students and school staff and to children who may have been abused or are considered vulnerable/at risk.

PREVENTION

1. School Commitment

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our school will therefore:
a) Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to;
b) Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty;
c) Include in the curriculum activities and opportunities for PHSE which equip students with the skills they need to stay safe from abuse. Some of the themes which will be included with this in mind are:
  - Emotions
  - Emotional Literacy
  - Relationships
  - Rights and Responsibilities
  - Bullying

- Peer Pressure
- Assertiveness
- Parenting Skills
- Families
- E safety

d) Include in the curriculum material, which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

2.   Procedures

We will follow the procedures set out in the Warrington Children's Safeguarding Board manual of Procedures.

- **Staff in school have regular updates of policy and practice through INSET/meetings.**
- **Training will be provided for all new staff.**
- **The procedure outline is posted on the staffroom noticeboard, and in other relevant places to ensure staff have sight of it.**
- **Parents are informed about Child Protection through the school prospectus, handbook and Boteler Bulletin.**

PROTECTION

3.   Framework

Child Protection: Parents should be aware that the school will take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect, or other forms of abuse, staff have no alternative but to follow Child Protection procedures and inform Targeted Services of their concern.

School do not operate in isolation. Child Protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Warrington Children's Safeguarding Board (WCSB).

- Their function is to co-ordinate borough-wide approaches to Child Protection.
- The Child Protection register is a list of children who are monitored, supported by Social Services as they are at risk. It is held by Targeted Services.
- There are regular meetings, case conferences of children who are on the register and progress is reviewed with the aim to remove children from the register once safety is assumed and Safeguarding is no longer required. The meetings are the responsibility of Social Services and Health and Education are core departments represented.

4.   Roles and Responsibilities

4.1   All adults working with or on behalf of children have a responsibility to protect children. There are, however key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures.

4.2   **The Safeguarding Team in school consists of;**
        DSL - Beverley Scott-Herron, Headteacher (BS)
        DSL - Paul McAleese, Deputy Headteacher (PMc)
        Safeguarding Officer is Elaine Enescott (EE)
        All staff have been made aware of these roles.

        The responsibilities are:

- To ensure that effective communication and liaison with Social Services and other agencies takes place as appropriate in the event of staff having Child Protection concerns about a child.
- To ensure that staff (including the Headteacher, teachers and non- teaching staff) have an understanding of child abuse and its main indicators, and are aware of the schools and their own Child Protection responsibilities.
- To support and advise staff in their Child Protection issues.
- To liaise with the Head of PHSE with respect to Child Protection issues.
- To maintain their own knowledge and awareness of the issues, policy and practice of Child Protection through regular attendance at appropriate training courses etc.
        In the event of a member of staff (whether teaching or non-teaching) having a Child Protection concern about a pupil, she/he will immediately inform the DSL (PMcA ,BS) and record accurately on the Safeguarding Concern Form (See appendix B), the event/s giving rise to the concern. If neither is available, see the Safeguarding Officer (EE) at the school.

        All staff will follow the Golden Rules;
        Do
- Listen carefully
- Make accurate notes using the child's words
- Inform the DSL for Child Protection
- Tell the child that they have done the right thing by telling you

        Don't
- Ask leading questions
- Use your own words to describe events
- Investigate
- Promise confidentiality
        The DSL completes a referral form and sends this to the appropriate service **(see flowchart appendix C)** accompanied by a telephone conversation with duty and assessment team, a copy is held in school. No further action may be necessary. However, a note of the concern is made and held in the DSL's records and Social Services are notified.

4.3   The Headteacher has a responsibility to appoint a Designated Senior Lead, and acts in this role him/herself. She/He must be informed of all referrals to Social Services.

4.4 The named Governor responsible for Child Protection is **Ms Jane Lloyd**. Her role is to ensure policy/procedures are in place. She will not have information about specific cases or students but will inform the Governing body of school practice.

4.5 In cases where the best option is unclear school staff are encouraged to consult with Social Services or the Warrington Children's Safeguarding Board.

The Local Authority Designated Officer is currently **Fiona Cowen** (LADO). The Board requires a copy of the referral form within 48 hours.
The LADO needs to be involved in certain cases i.e:
- Pupil or pupil abuse of a sexual nature.
- Allegations made as a result of 'restraint'.
- Allegations against school staff.

The role of the LADO officer is to support schools in policy

5. <u>Professional Confidentiality</u>

5.1 **Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. The only purpose of confidentiality in this respect is to the benefit of the child.**
- **A member of staff must never guarantee confidentiality to a student because this is unprofessional; they are not in the best position to deal with issues of a Child Protection basis and must pass this on.**
- **They should explain to a student that they may have to report what is shared but that they are willing to listen and provide support.**
- **The only other person the teacher ought to share this information with is the DSL, the Headteacher OR Safeguarding Officer.**
- **The DSL will then decide whom to contact and whether advice or a referral is the route to follow.**
(see flowchart on procedures appendix C).

SUPPORT

6. <u>Training and Support</u>

Our school will ensure that the Headteacher, the DSL and the nominated Governor for Child Protection attend training relevant to their role and that whole school training is provided. The training powerpoint is also available on the staff shared area.

7. <u>Records and Monitoring</u>

7.1 Well kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a student(s) within our school, the status of these records and when these records should be passed over to other agencies.
- A completed Safeguarding Concern Form or email (see appendix B) is completed by the member of staff involved and passed to the DSL or Safeguarding Officer.
- Further records are then kept in a locked filing cabinet drawer in the Key Stage 4 Progress/Safeguarding Office.

- PMc, BS and EE monitor Social Services involvement through the range of opportunities.
- Implementation of the policy will be monitored by liaison between the Link Governor and the DSL.

1. Attendance at weekly and fortnightly meetings to discuss new and on-going referrals.
2. Students on a Child Protection Plan will be involved in regular case conferences/core groups and usually the DSL or Safeguarding Officer attends, minutes are held in the C.P. file.
3. PMc and EE speak to Social Workers involved in cases regularly as does BS.
4. PMc as deemed appropriate and/or applicable will keep staff informed on a need to know basis or will make appropriate statements of concern to alert staff through briefing/pastoral briefing and by email to enable monitoring of vulnerable students discreetly.
5. Parents have access to the student file and will also receive case conference minutes. However, this is not the case regarding accusations of physical or sexual abuse.
6. Child Protection files are kept, as other data, for a fixed number of years after the child leaves the school <u>or</u> they are passed on to the new school / college.

8. <u>Attendance at Child Protection Conferences</u>

- A Child Protection conference is a meeting of all interested parties, Parents, Education, Health and Police and is managed by Social Services. The meeting reviews progress, plans intervention where required and ensures safeguarding of the student(s).
- **Staff must avoid asking students unnecessary questions as the C.P. team/Police will interview them.**
- The conference is called and chaired by Social Services.
- Our school recommends that the Safeguarding Officer, DSL or Pastoral/Progress Leaders will attend conferences and core group meetings for consistency.
- The Designated Lead will offer support, advice and guidance to all staff attending conferences from school and meet to share outcomes where appropriate.
- Staff attending, must complete the standardised referral form to share at the conference and must be prepared to vote on outcomes.
- Maintaining a working relationship with parents, before, during and after referral is made is absolutely crucial. Staff will be supported by the DSL and the Headteacher. It is important that staff are sensitive to the feelings of family members which may be extreme in these situations.
- Staff attending Conference will complete a Safeguarding meeting sheet (**see appendix D**) which will be given to the Safeguarding Officer for filing.

9. <u>Supporting Pupils at Risk</u>

9.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable

element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and the safety of other students is ensured.

The well-being team are trained and experienced in providing support to children and their families. She is also available to support staff. The well-being team and pastoral team are also able to refer to outside agencies as appropriate (NSPCC, St.Josephs, Domestic Violence Advocate 'DVA', Young Carers)

9.2   This section will endeavour to support students through:

a) The curriculum to encourage self esteem and self motivation.

b) The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.

c) The implementation of school behaviour management policies.

d) A consistent approach, which recognises and separates the cause of behaviour from that which the student displays. This is vital to ensure all students are supported within the school setting.

e) Regular liaison with other professionals and agencies who support the students and their families.

f) A commitment to develop productive, supportive relationships with parents, whatever it is in the student's interests to do.

g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in Child Protection situations.

h) Informative information via PSHE lessons, workshops and displays.

i) Intervention identification by Pastoral teams and staff.

j) School Sharp system which is regularly monitored.

k) Outside Agency links e.g. Relationship Centre, St.Josephs.

l) Circle time/Social skills programme (LINKS)

m) Keeping safe notice board

9.3   This policy should be considered alongside other related policies in school. These are:
- Child Sexual Exploitation (CSE)
- Staff conduct/management of allegations against staff
- Curriculum
- Safe Recruitment and Vetting
- Health, Safety and Welfare
- Behaviour Management
- Restraint (use of)
- Attendance
- Anti-bullying
- Acceptable use policy (Internet)
- Sex Education Policy
- School Whistleblowing

10	Safe School, Safe Staff

10.1	Children have a right to be safe. Staff need to be supported. Our school aims to ensure that safeguarding of children is of paramount importance. To this end we aim to keep current staff informed of policy/procedures and civil liberties as well as recruit 'safe staff' to school.

10.2	In our recruitment/selection procedures, Child Protection is always a question in interview so as to ascertain candidates' knowledge/views as well as emphasise the key contribution school make in maintaining children's welfare.

10.3	In order to avoid allegations being made against teachers/staff in school and in order to protect teachers/staff and children's safety, our policy provides guidance and reference to other policies/procedures.

- **Avoid all physical contact with a student. Even a friendly gesture such as a pat on the back can be misinterpreted. If he/she wishes to leave the classroom due to a dispute it is wise to let him/her go and report the event rather than try to stop the student. Never bar the way. In cases of the need for restraint – see the restraint policy.**

- **When mentoring/tutoring or counselling a student in a one to one situation, use a room with windows (a classroom with high visibility) or leave a door open. Maintain a reasonable distance from the student. Make sure colleagues are aware of the meeting.**

- **Do not meet a student outside of school without telling a manager and taking a colleague**

- **Always report non-work correspondence from pupils whether it be texts, e-mails or inappropriate contact**

- **Keep hold of correspondence and note down dates of inappropriate verbal contact.**

- **The well-being team are available for referrals of a personal matter.**

- **Staff/student relationships and communications including the use of social media. Section 16 of The Sexual Offences Act 2003, states it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child. (see also Safe Recruitment and Vetting Policy)**

Definitions of Abuse   **Appendix A**

Types of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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.

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 capacity 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.

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 children 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.

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.

Source: DfE 'Keeping Children Safe in Education: statutory guidance for schools and colleges' July 2015

Female Genital Mutilation (FGM):

FGM comprises of procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003 and is liable to a maximum penalty of 14 years imprisonment or a fine, or both. FGM occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

Reasons for this cultural practice include:
- Cultural identity – An initiation into womanhood
- Gender identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – unmutilated women are regarded as unclean

Risk factors include:
- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

High Risk Time:
The age at which girls undergo FGM varies enormously according to the community. The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays. It can also be a sign of imminent FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

Post FGM Symptoms include
- Difficulty in walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

How staff can make a difference

Girls who are threatened with, or have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a pupil because she appears anxious, depressed and /or emotionally withdrawn. They may present with a sudden decline in performance, aspirations or motivation.

What to do if a student stops attending school

If school suspects that a pupil has been removed from, or prevented from, attending school **as a result of FGM**, a referral should be made to Social Care and the Police.

Forced Marriage

A forced marriage is a marriage in which one or both spouses do not or, (in the case of some adults with learning difficulties or physical disabilities, cannot) consent to the marriage, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

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

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

Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, often leading to depression and self-harm.

Staff may become aware of a student because they appear anxious, depressed and emotionally withdrawn with low self-esteem. They may have mental health issues and display behaviours such as self-harming or anorexia. Sometimes they may come to the attention of the Police having been discovered shoplifting or taking drugs or alcohol. Often students' symptoms can be exacerbated in the periods leading up to the holiday season. The student may present with a sudden decline in their attendance, performance, aspirations or motivation. Some female students may feel studying at school is pointless if they are going to be forced to marry and therefore be unable to continue with their education.

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

If a student has not returned to school, under no circumstances should a school remove the student from role without first making enquiries about a student's disappearance and referring the case to the Police and Children's Services as appropriate.

Radicalisation and Extremism

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

Radicalisation refers to the process by which a person comes to support terrorism and or extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy 2010 as:
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.

Extremism is defined by the Crown Prosecution as:
> The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

Indicators of vulnerability include;
- Identity crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and became involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense

of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – the student may experience difficulties with social interaction, empathy with others, understanding of consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

School actions are to;
- Raise awareness, through student participation and critical personal thinking skills and using curriculum opportunities.
- Provide information.
- Enable learners to make positive contribution.
- Exploring and promoting diversity and shared values between and within communities.
- Challenging Islamophobia, anti-Semitism and other prejudices.
- Building ties with local communities, seeking opportunities for linking with other school.
- Using restorative approaches to repair harm caused.
- Working with Safer School Partnerships, Police Officers and Local Authority 'Prevent' staff to deliver training to staff and Governors.
- Safeguard young people.

The DSL should pass concerns to the Single Point of Contact (SPOC) for PREVENT/Radicalisation at Warrington Education Safeguarding Team (Steven Panter –PREVENT and Channel Officer. (A referral to the Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An online general awareness training module on Channel is available).

Private Fostering

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.
A private foster carer is someone other than a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is NOT when a child is looked after by the Local Authority or placed in any residential home, hospital or school.
Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or co-habitee of a mother or father would therefore be a private foster carer.

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering

arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

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

By law, a parent, private foster carer or other persons involved in making private fostering arrangement must notify Children's Services as soon as possible.
If school become aware of a Private Fostering arrangement Children's Services will be notified.
Children's Services are not involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child.

Sexting

This is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.
When people talk about sexting, they usually refer to sending and receiving:
- Naked pictures or 'nudes'
- 'underwear shots'
- Sexual or 'dirty pics'
- Explicit 'rude' text messages or videos.

If pupils are 'sexting' indecent images of someone under the age of 18, they may be committing a criminal offence under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. This means, it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken;
- To make an indecent photograph (and this includes downloading or opening an image that has been sent);
- To distribute or show such an image;
- To possess with the intention of distributing images;
- To possess such images.

Whether someone is charged is decided by the Crown Prosecution Service. Generally, children are not prosecuted. However children and young people need to be aware that they may be breaking the law. Although unlikely to be prosecuted, children and young people who send or possess the images may be visited by Police and on some occasions media equipment e.g. computers and mobile phones could be removed.

The key factor to highlight is that the real harm in relation to 'sexting' is that those in the photographs may become victims should the images be shown to others.

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.

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, FGM and Forced Marriage.

The law requires all schools to have an admission register and an attendance register. All students must be placed on both registers.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the procedures for dealing with students missing from education as outlined in the Attendance Policy.
All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they;

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and proprietor does not reasonably believe they will be returning to the school at the end of that period; or
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.

All schools must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more, at such intervals as are agreed between the school and the local authority.

During the normal school day, any student not present at the start of the day will be marked as 'N' (not present) and the school Attendance Officer will follow up these absences following school procedures as outlined in the **Attendance Policy**.

Any student who is present, but during the day is reported missing from a lesson, presents a safeguarding concern and every effort will be made to establish the whereabouts of that student. If a student has gone to a doctors, medical or any other appointment they must sign out at reception with parental confirmation.

If a student is missing and not signed out, parents or carers must be contacted and alerted to the fact that their child is not in school. If school are unable to notify parents or carers, the Police should be informed of the students' absence.

E Enescott
September 2015