

**The Furze-Warren  
Hard Federation  
2017-2018**

**CHILD PROTECTION  
POLICY**



**Warren Junior  
School**



**Furze Infants  
School**

# The Furze-Warren Hard Federation

## Child Protection Policy

The Governors of the Furze – Warren Hard Federation and the staff of Warren Junior School and Furze Infants School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, has a full and active part to play in protecting our children from harm. The school environment may be the only stable, secure and predictable element in the lives of children at risk so we endeavour to support all pupils by giving them support and encouraging a feeling of self-worth.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, moral and emotional development of the individual child.

### The aims of this policy are:

1. To support the child's development in ways that will foster security, confidence and independence.
2. To raise the awareness of both teaching and non-teaching staff of the need to safeguard the children and of their responsibilities in identifying and reporting possible cases of abuse and of children in need.
3. To provide a systematic means of monitoring children known or thought to be at risk of harm.
4. To emphasise the need for good levels of communication between all members of staff.
5. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
6. To develop and promote effective working relationships with other agencies, especially Social Services and the Police.
7. To ensure that all adults within our school who have access to children have been checked as to their suitability.
8. To support pupils who have been abused and work with any other agencies connected with the pupils.
9. To raise awareness and equip the children with the skills needed to keep themselves safe.

## **Procedures**

The schools procedures for safeguarding children embrace the London Child Protection Procedures (endorsed by the Area Child Protection Committee (ACPC))

We will ensure that:

1. We have a designated senior member of staff who undertakes regular inter-agency training and refresher training every 2 years.

Warren Junior School: Mr J Bell Child Protection Coordinator

Furze Infants School: Mrs J Barrett Child Protection Coordinator

2. We have a member of staff who will act in the absence of designated senior member of staff.
3. We have a designated Governor who (Designated Child Protection Governor – (Mrs E Murkin) undertakes appropriate training.
4. All members of staff develop their understanding of the signs and indicators of abuse and have training at least annually. All members of staff know how to respond to a child/young person who discloses abuse.
5. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures and the policy is made available to them.
6. Our policy and procedures will be reviewed annually and up-dated.
7. All new members of staff will be given a copy of our child protection procedures as part of their induction programme.

The safety and security of our pupils is our highest priority. We want to create an environment in which pupils feel safe, secure, valued, listened to and are taken seriously at all times.

This policy is designed to help achieve the highest standards possible to ensure the safety and security of pupils at our school.

## **Priorities: When to be concerned.**

Staff should be concerned if a pupil:

- a) Has any injury which is not typical of the bumps and scrapes normally associated with children's activities;
- b) Regularly has unexplained injuries;

- c) Frequently has an injury, even when apparently reasonable explanations are given;
- d) Offers confused or conflicting explanations about how injuries were sustained;
- e) Exhibits significant changes in behaviour, performance or attitude;
- f) Indulges in sexual behaviour, which is unusually explicit and/or inappropriate to his or her age;
- g) Discloses an experience in which he or she may have been significantly harmed.

### **Responsibilities**

The designated senior member of staff (CPC) is responsible for:

- a) Adhering to the London Child Protection Procedures and school procedures with regard to referring a child/young person if there are concerns about possible abuse or child in need.
- b) Keeping written records of concerns about a child/young person even if there is no need to make an immediate referral.
- c) Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- d) Ensuring that an indication of further record-keeping is marked on the pupil records.
- d) Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services.

### **Supporting Children**

We recognise that a child/young person who is abused or witnesses domestic violence/abuse may find it difficult to develop and maintain a sense of self-worth.

We recognise that a child/young person in these circumstances may feel helpless and humiliated.

We recognise that a child/young person may feel self-blame.

We recognise that the school may provide the only stability in the lives of children/young people who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child/young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

**Both schools will support all children/young people by:**

Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.

Promoting a caring, safe and positive environment within the school.

Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

Notifying Social Services as soon as there is a significant concern.

Providing continuing support to a child/young person about whom there have been concerns who leaves the school by ensuring that their child protection record is forwarded, under confidential cover, to the child/young person's new school as soon as possible. (copy retained).

**Confidentiality**

We recognise that all matters relating to Child Protection are confidential.

The Head of School in consultation with the designated senior member of staff (CPC) will disclose any information about a child to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children/young people.

All staff must be aware that they cannot promise a child/young person to keep secrets.

**Supporting Staff**

We recognise staff working in the school that become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the designated senior member of staff (CPC) and to seek further support as appropriate.

**Allegations against Staff**

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

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head of School.

The Head of School on all such occasions will discuss the content of the allegation with the, Executive Headteacher and the LA lead Officer for Child Protection (Lorraine Giles 2154).

If the allegation made to a member of staff concerns the Head of School or Executive Headteacher the member of staff receiving the information will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Child Protection.

The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

### **Whistle-blowing**

We recognise that children/young people cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

### **Physical Intervention**

Staff at both schools follow the LA policy on physical intervention/positive handling by staff. The school acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child/young person may be considered under child protection or disciplinary procedures.

### **Bullying**

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

### **Preventing extremism and radicalisation**

The hard federation has a prevent policy and teaching staff, as well as CP leads in both schools and the link governor, have received appropriate training.

### **Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our children/young people by providing children/young people with good lines of communication with trusted adults, supportive friends and an ethos of protection.

### **The school community will therefore:**

Establish and maintain an ethos where children/young people feel secure and are encouraged to talk and are always listened to.

Ensure that all children/young people know there is an adult in the school whom they can approach if they are worried or in difficulty.

Include in the curriculum opportunities for PSHE which equip children/young people with the skills they need to stay safe from harm and to know to whom they should turn for help.

### **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children/young people both within the school environment and when away from the school when undertaking school trips and visits.

### **Appointment of Staff**

Our safe recruitment policy, set out in a separate document, acknowledges our responsibility for protecting children from unsuitable people through safe recruitment practices.

## **The Furze-Warren Hard Federation Child Protection Procedures Child Protection Procedures**

The DCSF document “Safeguarding Children in Education” provides the legal framework for the protection of children in the UK.

In addition, “The London Child Protection Procedures” document is applicable throughout London.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse – these procedures should cover circumstances in which a member of staff is accused or suspected of abuse.

### **Staff should be concerned if a pupil:**

1. Has any injury which is not typical of the bumps and scrapes normally associated with children’s activities;
2. Regularly has unexplained injuries;
3. Frequently has injuries, even when apparently reasonable explanations are given;
4. Offers confused or conflicting explanations about how injuries were sustained;
5. Exhibits significant changes in behaviour, performance or attitude;
6. Indulges in sexual behaviour, which is unusually explicit and/or inappropriate to his or her age;
7. Discloses an experience in which he or she may have been significantly harmed.
8. Appears neglected i.e. the child’s basic physical and/or psychological needs are not being met. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child’s basic emotional needs.

### **School Procedures**

Awareness of issues relating to safety is dealt with during assemblies and PSHE.

Any member of staff may raise minor concerns about a child with the Child Protection Coordinator/Head of School or Deputy Child Protection Coordinator, Head of Upper School or Head of Lower School.

The Head of School or CPC will bring any significant concerns to the notice of Social Services, School Medical Officer or GP an Executive Headteacher.

Any issues relating to child protection should be discussed with the Head of School and Executive Headteacher.

Any decision about contacting other agencies is the responsibility of the Head of School/designated teacher in consultation with the Executive Headteacher.

1. Any member of staff with immediate concerns about a child must inform the Designated School Child Protection Coordinator/ Head of School.
2. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations and must be given to the Child Protection Coordinator.
3. The Designated School Child Protection Coordinator will decide whether the concerns should be referred to the Social Services. If it is decided to make a referral to Social Services the parents will be consulted unless, by seeking their consent, we put the child at risk of further harm.
4. If a referral is made to Social Services, the Designated School Child Protection Coordinator will ensure that a written report of the concerns is sent to the Social Services Department (Worker dealing with the case ) within 48 hours.
5. Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who has been placed on the Child Protection Register.
6. If a pupil who is on the Child Protection Register or the school has records concerning child protection issues and the child then changes school, the Designated School Child Protection Coordinator will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school.

**Dealing with a disclosure: Inform the Head of School/CPC immediately:**

If a pupil discloses that he or she has been abused in some way, the member of staff should:

1. Listen to what is being said without displaying shock or disbelief;
2. Accept what is being said;
3. Allow the child to talk freely;
4. At no time must a member of staff question, in depth, a child suspected of being abused;
5. Reassure the child, but not make promises which it might not be possible to keep;
6. Not promise confidentiality, as it will be necessary to tell the Child Protection Coordinator and it might be necessary to refer the case to Social Services;
7. Reassure the pupil that what has happened is not their fault;
8. Stress that it was the right thing to tell;

9. Listen, rather than ask direct questions;
10. If required, ask open questions. Never ask leading questions;
11. Not criticise the perpetrator;
12. Explain what has to be done next and who has to be told;

### **Record keeping**

When a pupil has made a disclosure, the member of staff should:

1. Make some brief notes as soon as possible after the conversation;
2. Not destroy the original notes in case they are needed by a court;
3. Record the date, time, place, and any noticeable non-verbal behaviour, the words used by the child and anything said by the member of staff and pass directly;
4. Draw a diagram to the Child Protection Coordinator;
5. Indicating the position of any bruising or other injury;
6. Record factual statements and observations, rather than interpretations or assumptions.

This policy and procedures are underpinned by the following documents:

LA Procedures for Allegation against Staff

LA Whistle blowing policy

LA Physical intervention/Positive Handling policy

The schools Bullying policy

The schools Racial policy

The schools Health & Safety policy

The schools Pupil Behaviour Welfare policy

LA Safe Recruitment policy

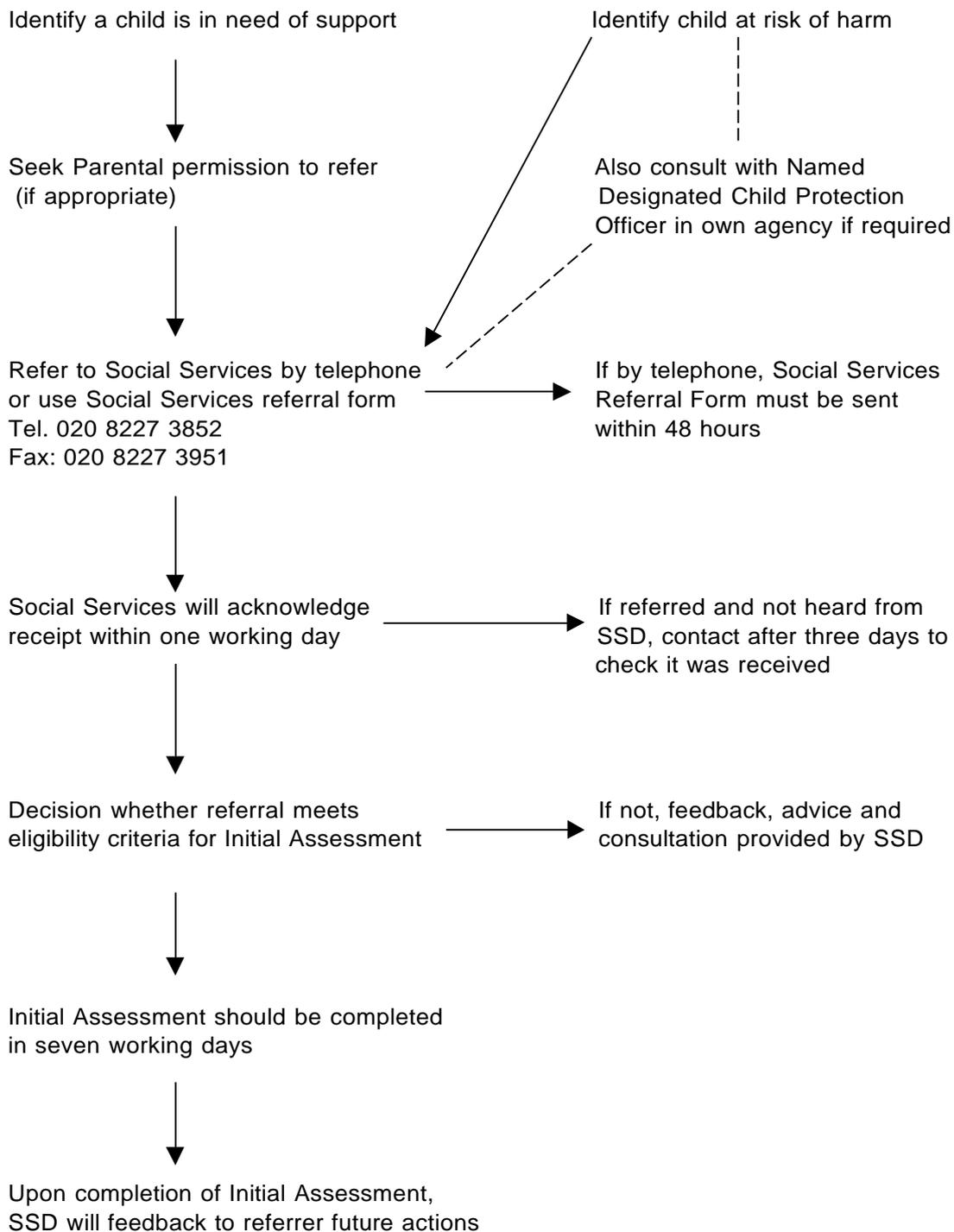
Safeguarding Children in Education Framework

The London Child Protection Procedure

ECM Agenda

The Staff Handbook

# Child Protection Procedure for the Designated Child Protection Coordinator



# Child Protection Procedure for Staff

## Staff should be concerned if a pupil:

1. Has any injury which is not typical of the bumps and scrapes normally associated with children's activities.
2. Regularly has unexplained injuries.
3. Frequently has injuries, even when apparently reasonable explanations are given.
4. Offers confused or conflicting explanations about how injuries were sustained.
5. Exhibits significant changes in behaviour, performance or attitude.
6. Indulges in sexual behaviour, which is unusually explicit and/or inappropriate to his or her age.
7. Discloses an experience in which he or she may have been significantly harmed.
8. Appears neglected i.e. the child's basic physical and/or psychological needs are not being met. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Staff with immediate concerns about a child must inform the CPC/Head of School.



Staff must record information regarding the concerns on the same day.



If a pupil discloses that he or she has been abused in some way it must be dealt with according to the procedures as outline in our CPC policy.



Record all information according to the procedures as outline in our CPC policy.

This is only a brief outline of our procedures and should be read in conjunction with the full Child Protection Policy.

# MULTI - AGENCY REFERRAL FORM



London Borough of Barking and Dagenham  
15 Linton Road  
Barking  
Essex  
IG11 8HE  
Telephone: 0208 227 3811  
Facsimile: 0208 227 3951

This form is to be used by all agencies when referring children about whom there are concerns. The more information available at the first point of contact, the more likely it is that appropriate service will be delivered at the earliest opportunity to help children and their families.

**BEFORE PROCEEDING - PLEASE CONSIDER** – Have you consulted within your own agency about this referral? If so, was it agreed that a referral was required?

Yes  No

Has a CAF been in place to support the family? Should this approach be undertaken first?

Is this a Child Protection Referral? YES  NO

If you believe that a child/young person is at immediate risk of significant harm please call the MASH Team IMMEDIATELY for advice

Child Protection Referrals: If there are concerns that a child may be suffering from significant harm, the information must be telephoned directly to the MASH Team. (\*NOTE: If it is known that the child(ren) has a current allocated Social Worker, please ask to speak to the allocated worker or their Line Manager in the first instance). Upon advice from the MASH team this form should be completed in FULL and faxed to 0208 227 3951 or email to [childrenss@lbbd.gov.uk](mailto:childrenss@lbbd.gov.uk) as a matter of urgency

Is this a Child in Need Referral? YES  NO

Child in Need Referrals: Referrals of children with high levels of need and/or have a disability. Your MARF needs to be faxed to 0208 227 3951 after consultation with the Senior Social Workers in the MASH Team.

**IF YOU ARE UNCLEAR WHETHER OR NOT YOU SHOULD FILL IN THE MARF PLEASE CALL 0208 227 3811 AND SPEAK TO ONE OF THE MASH SENIOR SOCIAL WORKERS**

## **REFERRAL INFORMATION**

<b>1. Child/Young Person's Details:</b>					
Child's first name/s:			Child's surname:		
Any alternative name:			Young person's personal telephone number if applicable:		
Date of birth/EDD:	Gender (M/F)	Religion/Church attended:	Child's age:	Child's first language:	Disability:

<b>2. Child / Young Person's Ethnicity</b>							
The categories below are defined by the Department for Education and Skills. In addition to helping us to consider the particular needs of the child / young person being referred, this information will allow better planning of our services.							
White British	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White and Black Caribbean	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	African	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>
Any other white background (please specify)	<input type="checkbox"/>	Any other Black background (please specify)	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>
		Chinese	<input type="checkbox"/>	Any other Asian background (please specify)	<input type="checkbox"/>	Any other mixed background (please specify)	<input type="checkbox"/>
Not stated	<input type="checkbox"/>	Any other ethnic group (please specify)					
Religion							

<b>3. Parent/Carers details:</b>	
Name of parents/carers:	
Parents date of birth:	
Home address:	Any other relevant addresses:
Post code:	Post code:

<b>4. Other significant family members; other adults or children also living in the home or living elsewhere</b>
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Name:	D.O.B:	Relationship:	Contact Details:	Household Members:

**5. Have you had any consultation in relation to this referral? State who? What advice were you given? When?**

**6. Has a CAF been completed in respect of this child? If not why not? If so please attach or specify date and outcome?**

**7. Is an interpreter needed? If so please detail requirements:**

Insert name of professional if involved	Telephone No.	Insert name of professional if involved	Telephone No.
Health Visitor		General Practitioner	
Nursery		Police	
School including child's unique pupil number and named contact person		Midwife	
Youth Offending Officer		Education Welfare Officer, Access &	

Community Mental Health			Attendance Officer		
School Nurse			Probation		
Community Paediatrician			Other		

**9. Do you believe the child or young person to be at risk of significant harm, if so please specify?**

**10. Your reasons for making a referral in this case?  
What are your concerns? What outcomes would you like for the child?  
What else has been tried to prevent this referral?**

<b>11. Have you spoken to the child?</b>	<b>Yes/No</b>
<b>What is the child's account?</b>	

**12. Child's current whereabouts:**  
*When were they last seen? Please supply all emergency contact numbers.*

<b>13. Supporting Information:</b>
<i>Child development; what information do you know about the child? Please include all relevant information regarding their development in terms of their health, education, attendance, social relationships, emotional well being, self-esteem and self care skills.</i>

<b>14. Supporting Information:</b>
<i>Parents and carers; what information do you know about the child's parent(s)/carer and wider family? Please include information regarding parent/carer strengths and difficulties in terms of relationships, friendships, behaviour, support, stability, safety and boundaries. Do the parents have any particular needs, e.g. learning disability, mental health issues, substance misuse or domestic violence.</i>

<b>15. Supporting Information:</b>
<i>Environmental factors; what information do you know about the wider environmental factors may impact on the child? Consider for example, housing issues, who is working in the household, financial situation, community and social involvement.</i>

<b>16. History of Intervention?</b>
<i>Please provide a brief chronology of significant events and service interventions:</i>

<b>17. Any other relevant information? (including previous referrals)</b>

<b>18. Is there a perceived risk of violence or other matters that could make contact with this family dangerous (such as an unsafe neighbourhood, persons of violent nature, an unrestrained dog, etc)?</b>
Yes / No:
If yes, please specify what the identified risk is?

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**19. In circumstances where there is a risk of violence (such as domestic abuse) please provide details regarding a safe way to contact the victim and/or child?**

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**20. Have you spoken to the parent/carer about making this referral?**

If so please detail comments.  If not please explain why.
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Parental Agreement (See Guidance Notes)  
If you are making a referral of a child protection concern and are unsure about whether to advise the parent/carer of concerns and intention to make a referral (i.e. due to evidence being compromised, or someone being place at risk) you should consult within your own agency about this issue. If you remain unsure about whether the parent/carer should be consulted/informed about the referral please consult with Children’s Social Care in the first instance.

If you are making a Child in Need referral agreement must be sought from the parent/carer (and where appropriate the young person) to make the referral. Where you have not obtained parental agreement it may not be possible to progress a child in need referral. Where appropriate, the parent/carer should be asked to sign the referral form.

I agree to the information in this referral being shared with other agencies, including children’s social care.

Name of parent/Legal Guardian/Young Person (please print ):
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Signature of Parent/Legal Guardian/Young Person:
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Date:
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**21. Referrer’s Details**

Name(Print):
Job title:
Agency:
Work address:

Contact Telephone number:
Fax number:
Email address:
Name of Safeguarding Lead in agency?
In what capacity and for how long have you known the child/young person?
Have you consulted the parents and child appropriately before making the referral Yes/No

Signature.....	Date.....
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22. Confirmation of receipt of referral.

To be faxed back to referrer:

Children and Young People's Services received your referral about:

Name: \_\_\_\_\_ D.O.B \_\_\_\_\_

Address: \_\_\_\_\_

Your referral was received on \_\_\_\_\_

The decision made regarding further action: \_\_\_\_\_

Priority for action:		Response:	
High		Service with 24 hours	
Med		Service in 48 hours	
Low		CAF	
No further action (NFA)			
Allocated worker:		Lead Professional:	

Advice and Action taken/Reason for NFA:

\_\_\_\_\_

Decision taken by:

Signed: Job Title: \_\_\_\_\_ Date: \_\_\_\_\_



Department  
for Education

# **Keeping children safe in education**

**Part 1: Information for all school and  
college staff**

**September 2016**

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## Summary

Keeping children safe in education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and
- management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** read at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

# 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

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

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.

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>

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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.

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.

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.

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<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 re-consideration 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>5</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.

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<sup>5</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).

## 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>6</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.

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:

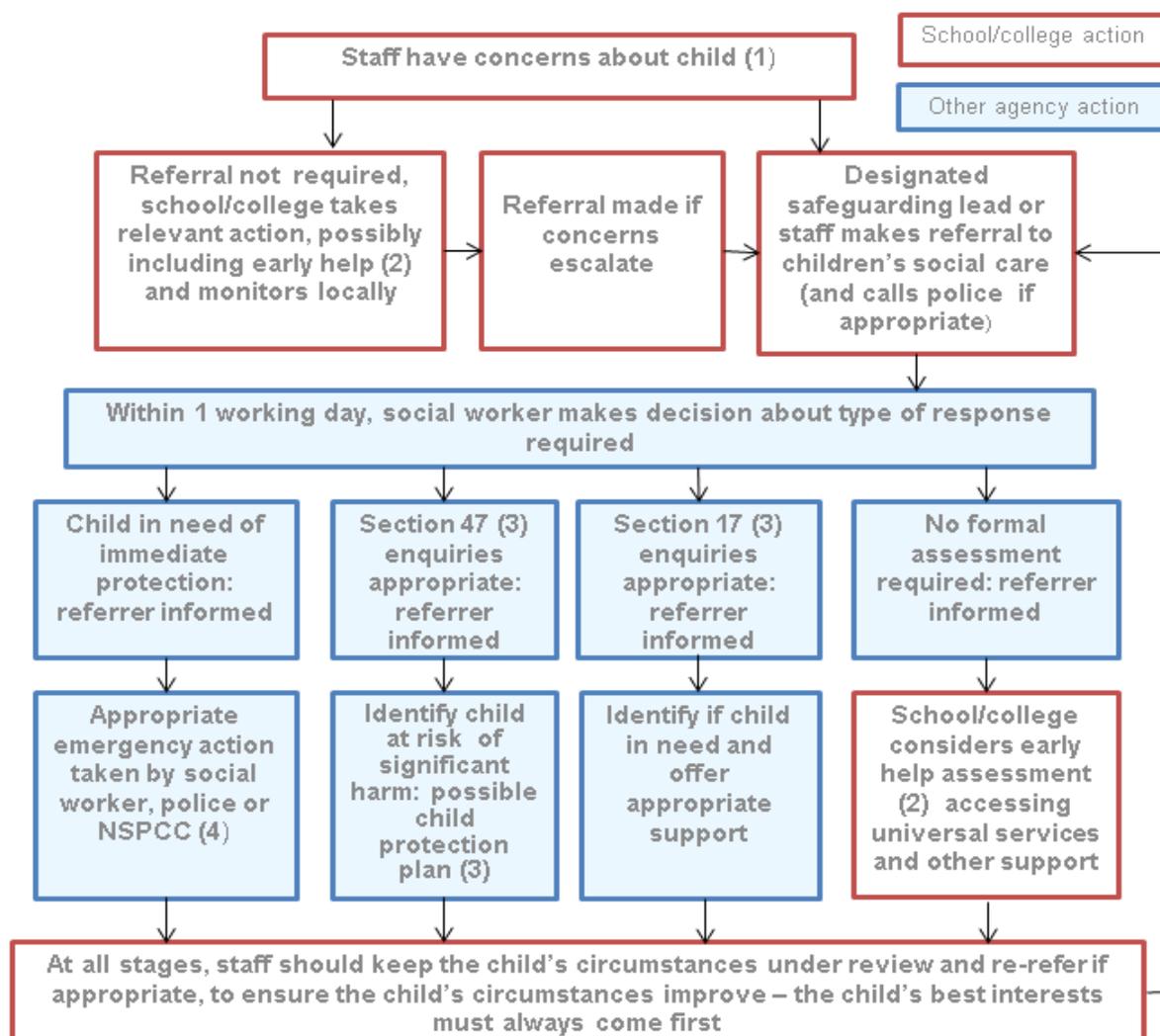
- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)<sup>7</sup>

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<sup>6</sup> [Serious case reviews, 2011 to 2014](#)

<sup>7</sup> Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

## 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.
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>8</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>9</sup>

Where a parent notifies a school that a pupil will live at another address, **all** schools are required<sup>10</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>12</sup> in the admission register:<sup>13</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>14</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>16</sup> the local authority with:

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<sup>8</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>9</sup> In default of such agreement, at intervals determined by the Secretary of State.

<sup>10</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>12</sup> Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

<sup>13</sup> Where schools can reasonably obtain this information.

<sup>14</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>16</sup> Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

- 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.

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 multi-agency 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>17</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](#).

### 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.

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<sup>17</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.

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>19</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>20</sup> to the need to prevent people from being drawn into terrorism".<sup>21</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.

- 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

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<sup>19</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>20</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>21</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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>22</sup> Channel guidance is available at: [Channel guidance](#). An e-learning 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 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>23</sup>

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<sup>22</sup> Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

<sup>23</sup> Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.



Department  
for Education

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