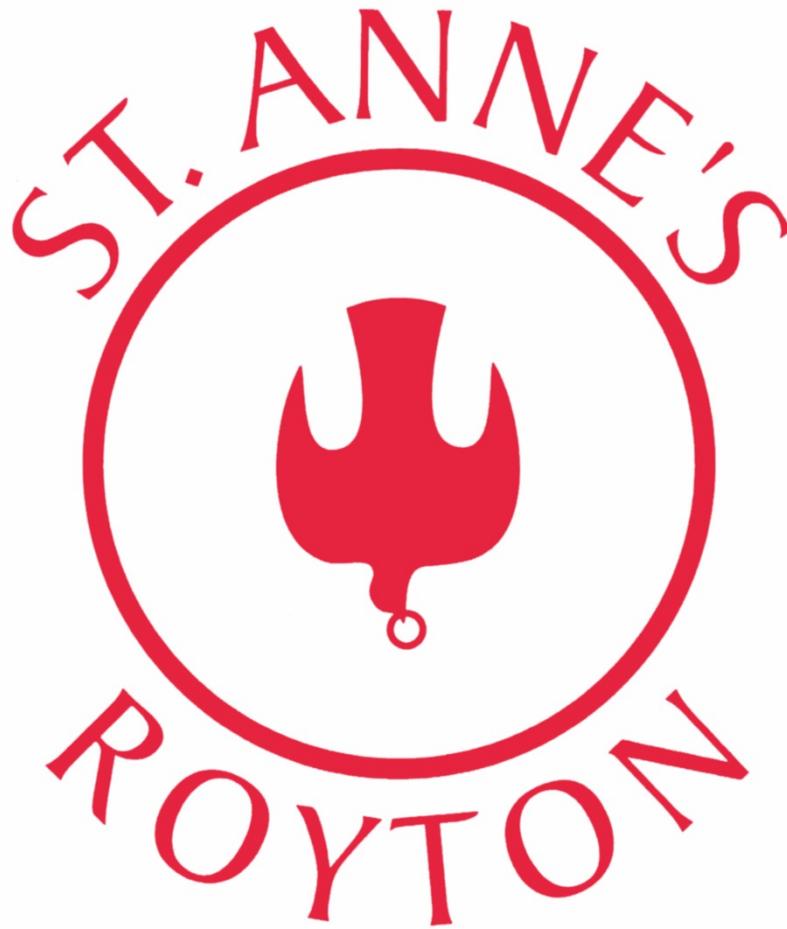


ST ANNE'S C.E. (AIDED) PRIMARY SCHOOL



Safeguarding Pupils

A Policy for Child Protection

Updated September 2017

Signed: S Burston

(Chair of Governors)

Policy to be reviewed next: - September 2018

POLICY FOR CHILD PROTECTION

Introduction

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

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

All children have the right to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children. 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, we make sure our approach is child-centred. This means we consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is everyone's responsibility.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' updated 2015. The guidance reflects, 'Keeping Children Safe in Education' updated September 2016 and our responsibilities with regard to the Prevent Strategy 2011 revised 2015.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence. Children have a right to feel secure and cannot learn effectively unless they do so.
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. **All staff** have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities

- emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with the Multi-Agency Safeguarding Hub (MASH) within Oldham's Local Safeguarding Children Board, other agencies and, where appropriate with similar services in neighbouring authorities.
- ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised
- provide a curriculum which promotes children's safety at all levels; helps them recognise safe practices which includes use of the internet and other technologies.

Responsibilities

i. The governing body:

has trained link governor(s) for:

- child protection: **Mrs Natalie Casey and Mr Matt Walsh**, who will attend training/updates every three years
 - looked after children: **Mrs Natalie Casey**
- has a member of the governing body nominated to liaise with the local authority on issues of child protection and in the event of allegations of abuse made against the headteacher or member of governing body.
 - ensures that the school has a Child Protection policy, Staff Conduct policy and procedures in place.
 - operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Oldham LSCB procedures.
 - ensure, as an employer, we comply with the "Disqualification under the childcare act 2006" guidance issued in February 2015.
 - ensure that school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.
 - ensure at least one member of an appointing panel will have attended safer recruitment training.
 - appoint a member of staff of the school leadership team to the role of Designated Safeguarding Lead.
 - ensures the school keeps an up to date Single Central Record (SCR).
 - are aware of the Prevent Strategy, and understand the Prevent Duty and the responsibilities of the school.
 - monitors the adequacy of resources committed to child protection, and the staff and governor training profile.
 - recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).

- will make sure that the child protection policy is available on the school website.
- will ensure this policy and practice complements other policies e.g. Anti-Bullying including cyber bullying, Health and Safety, Drugs and Alcohol, to ensure safeguarding.

ii. The head teacher will:

- ensure the policies and procedures adopted by the Governing Body are followed by all staff.
- ensure the policy is updated annually, and is available publicly via the school website.
- ensure the knowledge and skills of the DSL and any deputies should be updated at least annually. Staff should also receive safeguarding updates at least annually.
- give sufficient resources and allocated time to enable staff to discharge their responsibilities: including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- ensure that allegations or concerns against staff are dealt with in accordance with guidance.
- provide copies of policies (including the Safeguarding Policy and Staff Behaviour Policy) and a copy of part one of Keeping Children Safe in Education to all staff at induction.
- ensure all staff understand the role of the DSL and are aware of systems within the school which support safeguarding.
- ensure appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate online material.
- ensure a list of all staff and volunteers, and their safeguarding training dates is maintained.
- ensure all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- undergo child protection training which is updated regularly, in line with advice from the LSCB.
- ensure staff are aware of the risks to children and young people of being radicalised and provide awareness of Prevent Duty training.
- ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.
- be the identified single point of contact (SPOC) for any Prevent concerns raised within the school.
- ensure there is a designated person for Looked After Children (LAC) and an up to date list of children is regularly reviewed and updated. There is a named governor for LAC.

- ensure safe recruitment practices are followed and has the responsibility of verifying the identity, qualifications, suitability and DBS checks for all staff employed by school and volunteers. All new staff must produce the required documentation before employment can commence. A **Single Central Record** is held in the School Office and electronically.
- ensure that sub-contracted services (e.g. Catering and Cleaning) include statutory safeguarding procedures for the recruitment of staff in their Service Level Agreement.
- ensure that information is passed to a new school if a child on the Child Protection Register transfers and informs the social worker.
- refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.
- with the support of the **Premises Manager**, **School Business Manager** and **School Clerk**, ensure the safety and security of the school site and screening visitors in regards to the purpose of their visit.

iii. The trained designated safeguarding leads for:

1	Designated Lead	Mrs Sue Holt	Headteacher
2	Deputy Designated Lead	Mr Lee Bennett	Deputy Headteacher

will:

- have their roles explicitly defined in their job descriptions.
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- ensure the designated safeguarding lead undergoes updated child protection training every year.
- follow the Oldham LSCB procedures when referring a pupil where there are concerns about possible abuse or harm.
- work openly with parents as far as possible. The school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.
- contribute to inter-agency working in line with guidance (WT 2015).
- provide a co-ordinated offer of early help when additional needs of children are identified.
- work with children's social care, support their assessment and planning processes including the schools attendance at conference and core group meetings.
- be the identified strategic leads for Prevent within the school
- where there are concerns about a member of staff being involved, contact the Local Authority Designated Officer (LADO).
- be able to access the contents of the Oldham LSCB procedures and HR procedures.
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children.
- support staff who attend strategy meetings and/or case conferences.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- treat any information shared by staff or pupils with respect.
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.

- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'.
- refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

ensure that:

- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 KCSIE 2016.
- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the In School Concerns form.
- all child protection records are marked as such and kept securely locked and accessible only by the headteacher/designated leads.
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.
- all absence letters are received by the school office, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted.
- the pupil has a Child Protection Plan, and is absent without explanation for two days, Social Worker is contacted. This could be more immediate depending on the case.
- phone calls about absences are similarly logged and dated.
- records are monitored for patterns and appropriate action is taken.
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school.
- where a pupil has a **child protection plan** and transfers to another school;
 - the designated lead in Safeguarding is informed immediately
 - ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file
 - or to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible

iv. The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- understand that **all** school staff have a responsibility to provide a safe environment in which children can learn.
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- know that they can make their own referral to children's social care
- be alert to signs and symptoms of harm and abuse
- have an awareness of safeguarding issues (listed in the appendices). Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- know what and how to record concerns.
- all staff members should undergo child protection training which is updated regularly, in line with advice from the LSCB. (*Whole staff training every three years*)
- maintain an attitude of 'it could happen here'
- complete training so that they understand that Prevent is a safeguarding issue, and know how to recognise and refer students who may be vulnerable to radicalisation (*the on-line Channel training package at http://course.ncalt.com/Channel_General_Awareness*)
- know who to contact within the school if they require advice, support or further training.
- have the skills and confidence to facilitate discussion with children about difficult and contentious issues (such as those relating to extremism).

- ensure that curriculum plans provide opportunities for children to develop their skills, knowledge and understanding of safe practices including **esafety**. Any breaches are dealt with in line with **Oldham LSCB's Esafety Policy and Procedures**.
- understand that 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.

Reporting concerns to the designated leads

Any concern should be discussed in the first instance with one of the designated leads or in their absence any senior leader, as soon as possible. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**

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.

What is significant harm?

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and in each case require discussion with the statutory agencies: Children's Social Care and Police. See appendices for further information.

Immediate response to the pupil

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them. Do not take photographs!

If a member of staff suspects abuse or a disclosure is made:

- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?". It is our role to listen - not to investigate.
- use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".
- Report it to the DSL /Headteacher immediately.

- The DSL or Headteacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or Headteacher are not immediately available.
- We will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Children can express their views and give feedback. Ultimately, all systems and processes will operate with the best interests of the child at their heart.

Recording information

Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of observations
- Dates and times of any discussions involved in.
- Any injuries. If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow".
- Explanations given by the child / adult.
- What action was taken.
- Any actual words or phrases used by the child.
- The records must be signed and dated by the author.

It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

Following a report of concerns from a member of staff, the DSL must:

- Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to MASH.
- Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to MASH. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact MASH on 0161 770 7777 and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family
- If the DSL feels unsure about whether a referral is necessary they can phone MASH to discuss concerns
- If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process
- If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken
- Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
- When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or Headteacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what

action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

- The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police.

Supporting pupils

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

Confidentiality

- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person to passing on the information.
- Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.

- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to MASH.
- Where there are any doubts, the designated lead should clarify with MASH whether, and if so when and by whom, the parents should be told about the referral.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. WT 2013

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

Early Help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. 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 and/or be the lead professional with an Early Help case.

Children Missing 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 staff should follow our 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.

We have an admission register and an attendance register. All pupils are placed on both registers. Pupils are placed on the admission register at the start of their attendance at our school.

If a pupil fails to attend on the agreed admissions date, we will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

We regularly encourage parents to inform us of any changes whenever they occur. This can assist us and the local authority when making enquiries to locate children missing education.

We rigorously monitor attendance and address it when it is poor or irregular. We inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Where a parent notifies us that a pupil will live at another address, we will 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.

Where a parent of a pupil notifies us that the pupil is registered at another school or will be attending a different school in future, we will record this in the admission register.

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

We will notify the local authority within five days when a pupil's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the pupil.

We will 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, 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 Y6, 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), subparagraph (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.

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

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

We will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns, so that the local authority 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.

We will use the system school2school to transfer pupil information to another school when the child moves. We 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.

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 our school and the previous school is unknown, we will contact their local authority who will be able to search the database.

Allegations against staff/ Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are expected to follow our Whistleblowing Policy.

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher or the DSL as soon as possible.
- If a child makes an allegation against a member of staff the Headteacher should be immediately informed.
- If an allegation is made against the Headteacher, the concerns need to be raised with the LADO or Chair of Governors as soon as possible
- If the allegation concerns the behaviour of a Governor, the Headteacher should be immediately informed.

Once an allegation has been received by the Headteacher or Chair of Governors they will contact the Local Authority Designated Officer (LADO) **Colette Morris on 0161 770 8870** as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

Inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their HR provider in following procedures set out in 'KCSIE' (2016) and the LSCB procedures.

Our school lettings agreement for other users, who must have an approved letting by the Governing Body, requires the hirer to manage the suspension of adults where necessary from the school premises. This includes the PTA.

As a Voluntary Aided Church school we have a strong union with St Anne's church and a shared commitment to serve the needs of our community. When the school is in church use by the PCC the duty of care to safeguard children and young people is covered by their policies and procedures, or that of their users.

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:

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.

Allegations of abuse made against other children

We recognise that children are capable of abusing their peers. We have procedures in place to minimise the risk of peer on peer abuse and set out how allegations of peer on peer abuse will be investigated and dealt with. We are aware of the different forms peer on peer abuse can take and make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of peer on peer abuse will be supported.

Peer on peer abuse can manifest itself in many ways, including **sexting**, and we recognise the different gender issues that can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Prevention

As a school we will minimise the risk of allegations against other children by:-

- Providing a developmentally appropriate PSHE syllabus which develops children understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children.

Procedure

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the MASH to discuss the case.
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the DSL will refer the case to the multi-agency agency safeguarding hub where the police will become involved.
- Parents, of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files.
- It may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Sexting

A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

Where a member of staff becomes aware of a sexting incident:

- The incident should be referred to the DSL as soon as possible
- The DSL will hold an initial review meeting with appropriate school staff
- There will be subsequent interviews with the young people involved (if appropriate) to find out:
 - If it is an image, video or message
 - how the young person is feeling
 - how widely the image has been shared and with whom
 - if there were any adults involved
 - if it is on a school or personal device
- We will avoid viewing any images and block access in school if required.
- Safeguarding will be the main concern with any incident and we will avoid criminalising children unnecessarily.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

Incidents will be recorded by the DSL with supporting information from relevant staff.

Children with special educational needs (SEN) and disabilities

We know that additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Looked After Children

We understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect.

The designated teacher for Looked After Children is **Mrs Sue Holt**.

The designated teacher will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. We will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL will also

have details of the child's social worker and the name of the virtual school head in Oldham Local Authority that looks after the child.

Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole School Behaviour Policy.

Such events should be recorded and signed by a witness or witnesses. Staff who are likely to need to use physical intervention will be appropriately trained.

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

Anti-Bullying

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

Discriminatory Behaviour

All governors and staff recognize our duties under the Equality Act 2010 to:

- Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Repeated incidents that involve discriminatory behaviour or a single serious incident may lead to consideration under child protection procedures.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our children from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Professional development

- The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips staff to recognise and respond to pupil welfare concerns.
- Staff are given mandatory induction, which includes familiarisation with Child Protection policy, Staff Conduct policy, who the designated leads are in the school and the responsibilities and procedures to be followed.
- All staff should read at least part one of Keeping Children Safe in Education 2016
- The training including multi-agency training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:
 - A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
 - A training register is kept to indicate when staff and governors have been trained and this in turn informs the Headteacher's termly reports to governors.
 - Safer recruitment training led by Oldham LSCB has been attended by:

Sue Holt
 Lee Bennett
 Diane Helliwell
 Debbie Warren
 Ann Jump

Prevention in the Curriculum

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- Our curriculum in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - safely explore their own and others' attitudes
 - develop a trusting climate so that children feel able to talk and share their thoughts and feelings.
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
 - use assertiveness techniques to resist unhelpful pressure.
 - ESafety

Mobile Phones and Cameras in Early Years and Foundation Stage *(to be read in conjunction with the Staff Use of Mobile Phones and Cameras Policy)*

Appropriate use of mobile phones is essential at St Anne's CE Primary School. The use of mobile phones does not detract from the quality of supervision and care of children. All parents have the school's mobile phone number that is used and are encouraged to text or phone. Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the 'Staff Use of Mobile

Phones and Cameras Policy’.

Visitors to the setting (including parents) are requested **not** to bring their mobile phones onto the premises or to hand them in at reception for collection on departure.

Important contact details of the children are kept on the setting’s mobile phone in case of an emergency.

We believe that photographs validate children’s experiences and achievements and are a valuable way of recording milestones in a child’s life. Parental permission for the different ways in which we use photographs is gained as part of our data collection at the beginning of each academic year. We take a mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use cameras to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are **not** to be taken into the toilets by adults or children. All adults whether staff or volunteers understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

Appendix 1

Definitions

Within this document:

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child.

Physical Abuse

Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion that the injury was inflicted or knowingly not prevented.

Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not truly comprehend, and to which they are unable to give informed consent; or they violate the social taboos of family roles.

Neglect

The persistent or severe neglect of a child (for example by exposure to any kind of danger including cold or starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment; this category should be used where it is the main or sole form of abuse.

Signs and Symptoms

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
 - Bruise marks in or around the mouth
 - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - Grasp marks
 - Finger marks
 - Bruising of the ears
 - Linear bruising (particularly buttocks or back)
 - Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension

- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc.

Brook sexual behaviours traffic light tool:

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Domestic Abuse

We recognise that exposure to domestic abuse can have a serious impact on a child's development and emotional well-being.

Forms of abuse linked to culture, faith or belief

All staff in this school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (ie that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

Female Genital Mutilation is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration.

Forced Marriage is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom

unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

So called 'honour-based' violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

http://www.oldham.gov.uk/lscb/info/9/local_and_government_guidance

Appendix 2

Tackling Child Sexual Exploitation (CSE)

Key messages

1. Child Sexual Exploitation (CSE) happens in all communities, including Oldham.
2. Most sexual exploitation happens within families, and broader family and friend networks.
3. A majority of perpetrators in recent high profile cases are of Pakistani heritage, other communities are also represented. Nationally, most perpetrators of child sexual exploitation are of White British origin.
4. Oldham has a number of nationally recognised support services– Messenger, ROSE and KOGS.
5. If you have any concerns, please contact the Multi Agency Safeguarding Hub (MASH) on (0161) 770 7777 or contact the Police directly.

What is Child Sexual Exploitation?

- Child Sexual Exploitation is a form of abuse of children and young people where the victim is given something – such as food, money, drugs, alcohol or gifts - in exchange for sexual activity with the abuser. Offenders target vulnerable young people and use their power over the child or young person - physical, financial, emotional etc. - to sexually abuse them.
- CSE can occur through the use of technology without the child's immediate recognition that they are being exploited. For example they could be persuaded to post images on the internet / mobile phones.
- CSE is a criminal offence. Police and prosecutors can charge offenders with rape and other sexual offences as well as abduction, kidnapping and trafficking.
- This is a national issue. Children are being sexually exploited in all communities across the UK. CSE affects both girls and boys, and children of all ethnicities, cultures and social

classes. Furthermore, children from loving and secure homes can be abused, as well as children with pre-existing vulnerabilities.

- CSE occurs in many forms and in many different settings. There is no single type of victim or offender. Focusing on just one model, such as group or gang CSE, risks missing other victims who are exploited in different circumstances.
- There is also a risk that victims don't recognise their abuse as CSE because it doesn't fit a particular model.
- The characteristics common to all victims are not their age, ethnicity, disability or sexual orientation, but rather their powerlessness and vulnerability. Violence, coercion and intimidation are commonly used by those exploiting children. And the child or young person's social, economic or emotional vulnerability limits their ability to resist exploitation.
- A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. They sometimes confuse what is exploitation and what is genuine affection. This means that they are unlikely to report the abuse themselves.
- In order to prevent CSE, parents and carers and other community members need to have greater awareness of the issue and report concerns to the authorities. Everyone has a responsibility for this.
- CSE is a top priority for Greater Manchester Police and all the Local Safeguarding Children Boards in Greater Manchester. All key partners are working collectively to tackle CSE with a consistent and joined-up approach – the Phoenix project. As part of this, there is a dedicated, specialist team in every district. In Oldham this is called Messenger.
- The loud and clear message to perpetrators of CSE is that we will find you and bring you to justice for the abuse you inflict on vulnerable young people.

Further information:

<http://www.itsnotokay.co.uk/>

http://www.barnardos.org.uk/get_involved/campaign/cse/spotthesigns.htm

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

How to raise concerns

If you have any concerns about a child or young person please call Greater Manchester Police on 101 (999 in emergencies) and/or

Multi-Agency Safeguarding Hub (MASH)

child.mash@oldham.gov.uk

Level 9

Civic Centre

West Street

or ChildLine provide free and confidential advice for children and young people on 0800 1111.

http://www.oldham.gov.uk/info/200386/child_protection/620/report_child_abuse

Appendix 3

BRIEFING NOTE FOR PRIMARY SCHOOLS

THE PREVENT DUTY

A. THE TERRORISM THREAT AND THE UK COUNTER-TERRORISM STRATEGY

How serious is the terrorism threat in the UK?

The Home Office and MI5 publish a national terrorism threat level. In August 2014, the United Kingdom threat level in relation to international terrorism was raised from 'Substantial' to 'Severe'. This means that a terrorist attack is 'highly likely'. This was a result of concerns about the threat of terrorism resulting from the activities of the self-styled Islamic State (IS) in Syria and Iraq.

The threat level in Great Britain from Northern Ireland related terrorism is "Moderate" (an attack is possible, but not likely).

How is the UK tackling terrorism?

CONTEST is the UK counter terrorism strategy. It aims to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence. The strategy is based around four areas of work (the four "P"s):

- **Pursue:** the investigation and disruption of terrorist attacks.
- **Protect:** improving our protective security to stop a terrorist attack;
- **Prepare:** working to minimise the impact of an attack and to recover from it as quickly as possible; and
- **Prevent:** work to stop people becoming terrorists or supporting terrorism and extremism.

What is the Government's approach to Prevent?

The national Prevent Strategy was revised in 2011. Prevent aims to stop people becoming terrorists or supporting terrorism, and it deals with all kinds of terrorist threats including:

- International terrorism - the most significant of which is the threat from Al-Qa'ida associated groups and IS.
- Northern Ireland related terrorism.

- Domestic extremism – extreme right wing groups; extreme left wing groups; animal rights and environmental extremists.

It is important to be clear that peaceful protest / campaigning is not extremism. The concern is with the tiny minority whose protests involve extremism, including the use of violence.

The Prevent Strategy has three objectives (three “I”s):

- to respond to the **ideological** challenge of terrorism and the threat we face from those who promote it;
- prevent **individuals** from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with **institutions** and sectors where there are risks of radicalisation (e.g. schools, health, faith, the internet).

The Prevent Strategy explicitly includes:

- tackling non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit;
- challenging extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups; and
- intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

How does the Government define extremism and radicalisation?

Extremism is defined 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. It also includes calls for the death of members of our armed forces, whether in this country or overseas*” (Prevent Strategy, 2011).

Radicalisation is defined as “*the process by which a person comes to support terrorism and forms of extremism leading to terrorism*”. (Prevent Strategy, 2011)

B. NEW DUTIES UNDER THE COUNTER-TERRORISM AND SECURITY ACT 2015

What is the new Prevent duty?

The Government passed the Counter-Terrorism and Security Act in 2015 in response to the murder of Lee Rigby and concerns about the threat from IS. The Act contained proposals to:

- ensure that law enforcement and intelligence agencies can disrupt the ability of people to travel abroad to fight (such as in Syria and Iraq) and control their return to the UK;
- enhance operational capabilities to monitor and control the actions of those in the UK who pose a threat; and

- help combat the underlying ideology that supports terrorism.

The Act created a new statutory duty (the “Prevent Duty”) for “specified authorities” to have “*due regard to the need to prevent people from being drawn into terrorism*” in everything they do. Specified authorities include: local authorities; schools; registered childcare providers; further and higher education; NHS Trusts; Prisons and probation; and the Police.

What duties are there in relation to Prevent safeguarding?

The Act introduced further duties in relation to the arrangements for safeguarding individuals who are vulnerable to being drawn into terrorism. These arrangements are referred to as the Channel programme.

The Act requires:

- Local authorities to ensure that a multi-agency panel exists in their area to protect people who may be vulnerable to being drawn into terrorism;
- Local authorities to chair the Panel;
- The Panel to develop a support plan for individuals accepted as Channel cases;
- The Panel to consider alternative forms of support; including health and social services, where Channel is not appropriate; and
- All partners to co-operate with the police and the Panel in carrying out their functions.

These arrangements have been in place for some time in Oldham, and schools have already made referrals.

C. THE PREVENT DUTY AND SCHOOLS

Which schools does the Prevent Duty apply to?

The Prevent Duty applies to all schools, including both primary and secondary schools and schools with all forms of governance arrangements – maintained schools, academies, independent schools etc.

When did the Prevent Duty come into effect?

The Duty took effect on 1 July 2015.

What does the school need to do to meet the Prevent Duty?

The key elements of the Duty are:

- **Risk assessment** – The school needs to understand the general risk to children and young people in Oldham, and have a specific understanding of how to identify individual children

who may be at risk of radicalisation, and what to do to support them. There need to be clear procedures, set out in safeguarding policies, for protecting children at risk of radicalisation. A separate Prevent safeguarding policy is not required. Staff need to understand when it is appropriate to make a Channel referral.

- **Working in partnership** – the Duty builds on existing local safeguarding arrangements. The Council and Greater Manchester Police operate the Channel programme, and will also support schools in implementing the Prevent Duty. The school may also work in partnership with parents / carers in safeguarding their children.
- **Training** – Senior leaders and governors need to understand the school’s responsibilities under the Prevent Duty. All staff need Prevent awareness training to equip them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- **IT policies** – The organisation’s IT policies need to ensure that children are safe from extremist and terrorist material when accessing the internet at school. This should be part of wider awareness raising work around e-safety.
- **Building children’s resilience to radicalisation** – schools can also build students’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them understand how they can influence and participate in decision making. Schools are already expected to promote the spiritual, moral, social and cultural (SMSC) development of students and, within this, fundamental British values.

The Council has prepared a self-assessment toolkit to assist schools in implementing the Duty. Guidance on protecting children from radicalisation and the Prevent Duty is available at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

What duty do schools have in relation to promoting British values?

Since November 2014 all schools (including independent schools) have had a duty to “actively promote” fundamental British values. Doing so can help the school to demonstrate how it is meeting the requirement to promote the SMSC development of their students.

Fundamental British values are defined as: “*democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs*”.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be inconsistent with schools’ duty to promote SMSC development. Schools do not need to promote teachings, beliefs or opinions that conflict with their own (e.g. as a faith school), but it would be unacceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Department for Education advice on promoting fundamental British values is available at:

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>
(maintained schools)

<https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools> (independent schools, academies and free schools)

D. TRAINING AND SUPPORT

What training is available for staff?

The Council and Local Safeguarding Children Board are offering free Workshop to Raise Awareness of Prevent (WRAP) training to school safeguarding leads / strategic leads for Prevent. Additional WRAP sessions for other staff will be offered subject to the availability of trainers.

An on-line Channel general awareness raising course is available at:

http://course.ncalt.com/Channel_General_Awareness

Additional resources about Prevent which can be used by schools are to be provided through an on-line learning environment. Access details will be provided to school Prevent leads once this is available.

E. MYTHBUSTING ABOUT PREVENT

What concerns have there been about Prevent?

There has been some criticism of Prevent in the press and media. Some key messages which may help address this are:

- Prevent is concerned with all forms of terrorism and extremism.
- Prevent is a safeguarding issue. The same principles apply to protecting young people from being drawn into terrorism as to protecting them against sexual exploitation or other forms of abuse. Like any other safeguarding risk, professionals need to take action when they observe behaviour of concern.
- A referral to Channel is not criminalising young people. Channel is concerned with preventing people committing any criminal offences or getting into trouble with the police.
- Channel does not result in a criminal record, nor will it show up in future Disclosure and Barring Service checks.
- Support provided through Channel is voluntary. People do not have to participate.
- Prevent should not discourage debate and the exploration of contentious and sensitive issues. Developing critical thinking skills helps build resilience to extremism.
- We are committed to delivering Prevent in Oldham in a fair and proportionate way, informed by assessment of risk and vulnerability.

FURTHER HELP

How should the school raise any concerns?

If you have a concern about a risk of terrorism, contact Greater Manchester Police. In an emergency, dial 999. Otherwise, call the non-emergency number 101 or the Anti-Terrorist Hotline on 0800 789 321.

If you have a concern that an individual is being radicalised, or is vulnerable to radicalisation into extremism, please make a (Channel) safeguarding referral through the Multi-Agency Safeguarding Hub (MASH)

child.mash@oldham.gov.uk adult.mash@oldham.gov.uk

Level 9

Civic Centre

West Street

Oldham

OL1 1UT

Tel 0161 770 7777

Who can provide further information?

If you have any further questions, please contact:

Oldham Council Prevent lead:

Bruce Penhale e-mail: bruce.penhale@oldham.gov.uk tel: 0161 770 4196 / 0779 383 7646

Greater Manchester Police Prevent officer for Oldham:

DC Dave Bull e-mail: david.bull@gmp.police.uk tel: 0161 856 8912 / 0777 540 5550

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy 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.
3. Extremism is defined by the Crown Prosecution Service 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.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. 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

become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student’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; and
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. More critical risk factors could include:

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

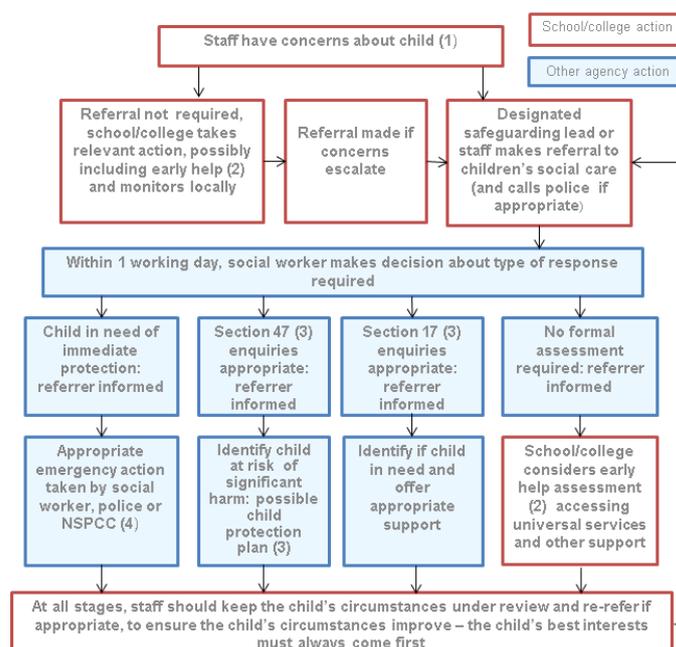
Appendix 4

Oldham LA Child Protection Procedures

Procedures can be found at:

http://www.oldham.gov.uk/info/200386/child_protection/620/report_child_abuse

Actions where there are concerns about a child



Central to all procedures for child abuse is a case conference which is led by Social Care. The Headteacher and/or the Deputy Headteacher attend case conferences and co-operate fully as required. The following people and agencies must be invited to attend:

- Social Care
- Senior Medical Officer
- Senior Nurse
- NSPCC
- Probation Service
- Police

Other agencies may be involved:

Clinical or Educational psychologist

Consultant Psychiatrist (if hospital is concerned)

Senior Educational Welfare Officer

Headteacher or designated teacher

Headteacher from siblings' school

Community worker if appropriate

Housing Department

County Council Chief Executive/Clerk's Department

Recognised voluntary organisations

Emergency duty team (Social Service)

Appendix 5

Links to Other Policies

This child protection policy forms part of a suite of policies and other documents which relate to the safeguarding responsibilities of the school. In particular it should be read in conjunction with the:

Equality Policy

Behaviour Policy

Anti-Bullying Policy

Acceptable Use of ICT Policy

Health and Safety Policy

Lettings Policy
Curriculum and Subject Policies
Staff Conduct Policy
Staff Use of Mobile Phones and Cameras Policy
Whistleblowing Policy

Essential Reading

Working Together to Safeguard Children (DfE March 2015)

Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2016)

Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)

Oldham LSCB Procedures

http://www.oldham.gov.uk/info/200386/child_protection/620/report_child_abuse

The Children Act 1989 and 2004

The Education Act 2002 s175/s157

Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)

“Framework for the Assessment of Children in Need and their Families” 2000.

Sexual Offences Act 2003 (Position of Trust offence)

Childcare (Disqualification) regulations 2009

Counter Terrorism and Security Act 2015

“What To Do If You Are Worried A Child Is Being Abused” March 2015.

Safeguarding and Vulnerable Group Act 2006

School staffing regulations (England) 2009