



Child Protection and Safeguarding Policy

Barr's Hill School

September 2018

'Safeguarding children and young people is the responsibility of everyone'

Policy last reviewed: July 2018

Reviewed by: Dan Oliver, July 2018

Agreed by governors: Approved by governors August 2018

Shared with staff: September 2018

Frequency of review: Annually

Date of next review: July 2019

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Table of Contents

1	Definitions	3
2	Introduction	3
3	Roles and Responsibilities	5
4	Types of abuse	9
5	Responding to signs of abuse	13
6	Record-keeping.....	18
7	Confidentiality	18
8	Communication with Parents/Carers	18
9	Photography and Images	19
10	Early Help	19
11	Staff training.....	19
12	Safer Recruitment	21
13	Allegations of abuse against staff	21
14	Promoting safeguarding and welfare in the curriculum	23
15	Children Looked After.....	24
16	Children with Special Educational Needs or Disabilities	24
17	Use of reasonable force	24
18	Work Experience	25
19	Children missing from home, education or care.....	25
20	Private Fostering	25
21	Operation Encompass	26
22	Summary.....	26
	Appendix A – Further Safeguarding Information.....	27
	Appendix B – Indicators of Abuse	30
	Appendix C – Staff/Volunteer pro-forma for reporting concerns to DSL.....	31
	Appendix D – Preventing Extremism and Radicalisation Guidance	32

1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) 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.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

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

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Barr's Hill School and The Futures Trust.

2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to:

- Promote safeguarding and child protection and to demonstrate Barr's Hill School's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Barr's Hill School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory duties in relation to Prevent;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Barr's Hill School is committed to the following principles:

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.

- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Barr's Hill School, in line with Keeping Children Safe in Education (September 2018) are to:

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are, or may be, at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Barr's Hill School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (September 2018)*¹
- Working Together to Safeguard Children (June 2018)*
- Guidance for Safer Working Practice for those working with children and young people in education settings (2015)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2018).

2.7 This policy should be read in conjunction with the following policies:

Links to these policies can be found in Appendix A, or are available upon request via reception.

- Barr's Hill School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers
- Barr's Hill School's Whistleblowing Policy
- The Futures Trust Safer Recruitment Policy

¹ Guidance marked with an asterisk (*) is statutory.

- Barr's Hill School's Code of Conduct
- The Futures Trust's Suitability Policy -Statement on the Recruitment of Ex-offenders
- The Futures Trust Reference Policy (Providing and requesting)
- Barr's Hill School's Volunteer Policy
- The Futures Trust's ICT Acceptable Use Policy
- Barr's Hill School's Visitor Management Policy
- Barr's Hill School's Behaviour Policy
- Barr's Hill School's Educational Visits Policy
- Barr's Hill School's Children Missing Education Policy

2.8 Scope

- 2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Barr's Hill School or The Future's Trust. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.
- 2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that Barr's Hill School will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body and the Trust.

3.1.1 The Futures Trust has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Wayne Copeland. At School level the named governor for safeguarding is Simon Gibson.

Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body and Trust will:

- Ensure that they comply with their duties under legislation;
- Ensure that this policy is reviewed annually, ratified by the Trust and communicated to the Governing Body;
- Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management, Governing Body or Trust.
- Ensure that policies, procedure and training in Barr's Hill School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Barr's Hill School takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
- Ensure that Barr's Hill School has an effective child protection policy, that it is published on Barr's Hill School website or available by other means and review this annually;
- Ensure that Barr's Hill School has a staff behaviour policy or Code of Conduct, which is shared with all current staff and forms part of the induction training for new staff (see section 11 on Staff Training);
- Ensure that all staff and volunteers undergo safeguarding and child protection training on induction and that as part of this they receive Part One and Annex A of Keeping Children Safe in Education 2018.
- Put in place appropriate safeguarding responses for children who go missing from education;

- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
- Ensure that children and young people are safeguarded from potentially harmful and inappropriate online material, including ensuring that appropriate filters and monitoring systems are in place;
- Respond to allegations of abuse against any member of staff, including the Head teacher;
- Ensure that on arrival at school, all visitors (including contractors) are provided with a leaflet making them aware of their responsibilities in being alert to the signs of abuse, and their responsibility for referring any concerns to the Designated Safeguarding Lead or their Deputy. This will include the names of the Designated Safeguarding Leads and their contact details.
- Ensure that children and young people are taught about keeping themselves safe, in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect, and specific safeguarding issues such as Child Sexual Exploitation;
- Ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a co-ordinated offer of early help¹ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:
 - Working with the named Early Help Co-ordinator in local Family Hubs regarding resistant families;
 - Working to help identify children and young people who are privately fostered;
 - Working with the Child Sexual Exploitation (CSE) Team;
 - Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda;
- Ensure that the school develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:
 - Attendance at case conferences;
 - Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan;
 - Contacting the child's social worker directly if there is an unexplained absence of a child who is Looked After. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.
- Ensure that the school adheres to and fully implements the Trust's Safer Recruitment Checklist and the processes that underpin it;
- Ensure that² any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or in the case of a volunteer, when we cease to use their service as a result of a substantiated allegation³; and
- Ensure that the Trust's Whistleblowing Policy is accessible to staff and volunteers and is published on the school's website.

¹ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, August 2016)

² Following guidance from the LADO

³ Working Together to Safeguard Children (DfE 2018) states "If an organisation or agency removes an individual (paid worker or unpaid volunteer) from work in regulated activity with children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation or agency must make a referral to the Disclosure and Barring Service to consider whether to add the individual to the barred list."

3.2 The Role of the Headteacher

3.2.1 The Headteacher will:

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care have access to Barr's Hill School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).
- Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 *The Designated Safeguarding Lead for Barr's Hill School is Dan Oliver.*

The Designated Safeguarding Lead will:

- Take overall lead responsibility for safeguarding and child protection in Barr's Hill School;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm. The DSL will consult with the MASH team for advice if unsure whether to refer. Thresholds for referral can be found in the "Right Help, Right Time" Guidance available at <http://www.coventry.gov.uk/righthelp/righttime>

- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Barr's Hill School with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Barr's Hill School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of Barr's Hill School community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Barr's Hill School; and
- Liaise with the Headteacher regarding safeguarding cases and issues.

The Designated Safeguarding Lead will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Barr's Hill School:

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; Barr's Hill School behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Barr's Hill School that support safeguarding and child protection;

- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2018) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children’s Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child’s welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).
- If concerns or allegations arise regarding a member of staff or the Headteacher, then the processes outlined in **section 11** of this document and the school’s Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers, must be followed.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
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 another child or children.

Type of abuse	Information
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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, though it may occur alone.
Sexual abuse Child sexual exploitation (CSE)	<p>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. The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always</p>

Type of abuse	Information
	involve physical contact; it can also occur through the use of technology.
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, for example, 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.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Barr's Hill School recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child:

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

² Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

4.7 Barr's Hill School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if the school believes that a child is at risk of or is the victim of:

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- trafficking and modern slavery.

4.8 Barr's Hill School will also take action to protect children missing education and children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances:

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.

4.10 Barr's Hill School has a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix D for further information on Barr's Hill School's Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.³

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the Designated Safeguarding Lead or their Deputy as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy designated safeguarding lead without delay. Although any member of staff can make a referral to Children's social care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the Designated Safeguarding Lead as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead in their absence, as soon as possible, (see also section 6 record keeping and using CPOMS for written reports):

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made must be reported immediately in person.

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse;
- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light;
- Listen carefully to what is being said without displaying shock or disbelief;
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe;
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital;
- Only ask for clarification if something is unclear and will not ask 'leading' questions;
- Explain what has to be done next and who has to be told;
- report disclosure to the designated safeguarding lead immediately;
- Only discuss the issue with colleagues that need to know about it;
- Will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** staff are aware of the signs and behaviour which **may** indicate abuse.

5.4 The Designated Safeguarding Lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The Designated Safeguarding Lead may:

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Barr's Hill School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but Barr's Hill School believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Board's 'Right Help, Right Time' guidance, which is used by Barr's Hill School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See page 17 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.8 Barr's Hill School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. Barr's Hill School recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 Barr's Hill School will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by regular staff training, briefings and updates.

5.8.2 Barr's Hill School will work to prevent peer on peer abuse by

- promoting our school values through "PRIDE";
- creating a culture of "telling";

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- responding appropriately to all reports of abuse;
 - working with specialists such as NSPCC, CRASAC, police as appropriate;
 - teaching students about safeguarding and related topics, so they understand abuse can be perpetrated by peers, online or in person, by strangers or by someone known to them.
- 5.8.3 In the event that an allegation of peer on peer abuse is made, Barr's Hill School will investigate this through the relevant HUB and:
- speak to both victim and alleged perpetrator;
 - speak to any witnesses or view relevant CCTV;
 - record this on CPOMS as a safeguarding matter;
 - Issue appropriate sanctions including possible permanent exclusion.
- 5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by:
- referral to relevant specialists such as counsellors, NSPCC, police, youthworkers;
 - referral for internal support as appropriate via relevant Hub;
 - recognising both parties may have previously been a victim of abuse;
 - working with parents/carers as appropriate;
 - carefully considering restorative approaches in light of the nature of the abuse;
 - consider arrangements for the appropriate education of both victim and perpetrator, taking into consideration specialist advice where a crime has been committed or is under investigation.
- 5.8.5 The school will never pass off peer on peer abuse as 'banter' or 'part of growing up'.
- 5.8.6 Barr's Hill School recognises the gendered nature of peer on peer abuse, but that all peer on peer abuse is unacceptable and will be taken seriously; Barr's Hill School recognises for example that it is more likely that girls will be victims and boys perpetrators of some kinds of peer-on-peer abuse, however anyone can be the victim of abuse based on their gender, sexuality, disability or other difference and all instances will be treated equally.
- 5.8.7 Barr's Hill School will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

5.9 Youth Produced Sexual Imagery ('sexting')

- 5.9.1 'Sexting' in this policy refers to any sharing of youth-produced sexual imagery between children. This includes:
- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
 - A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
 - A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

Inappropriate sexualised language sent as text online has not been included in the UK Council for Child Internet Safety guidance or definition. Barr's Hill School will still take this behaviour seriously as a safeguarding matter and respond with support and sanctions as appropriate.

- 5.9.2 Barr's Hill School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. See Appendix B

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include:

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence.

5.9.5 Barr's Hill School recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral:

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

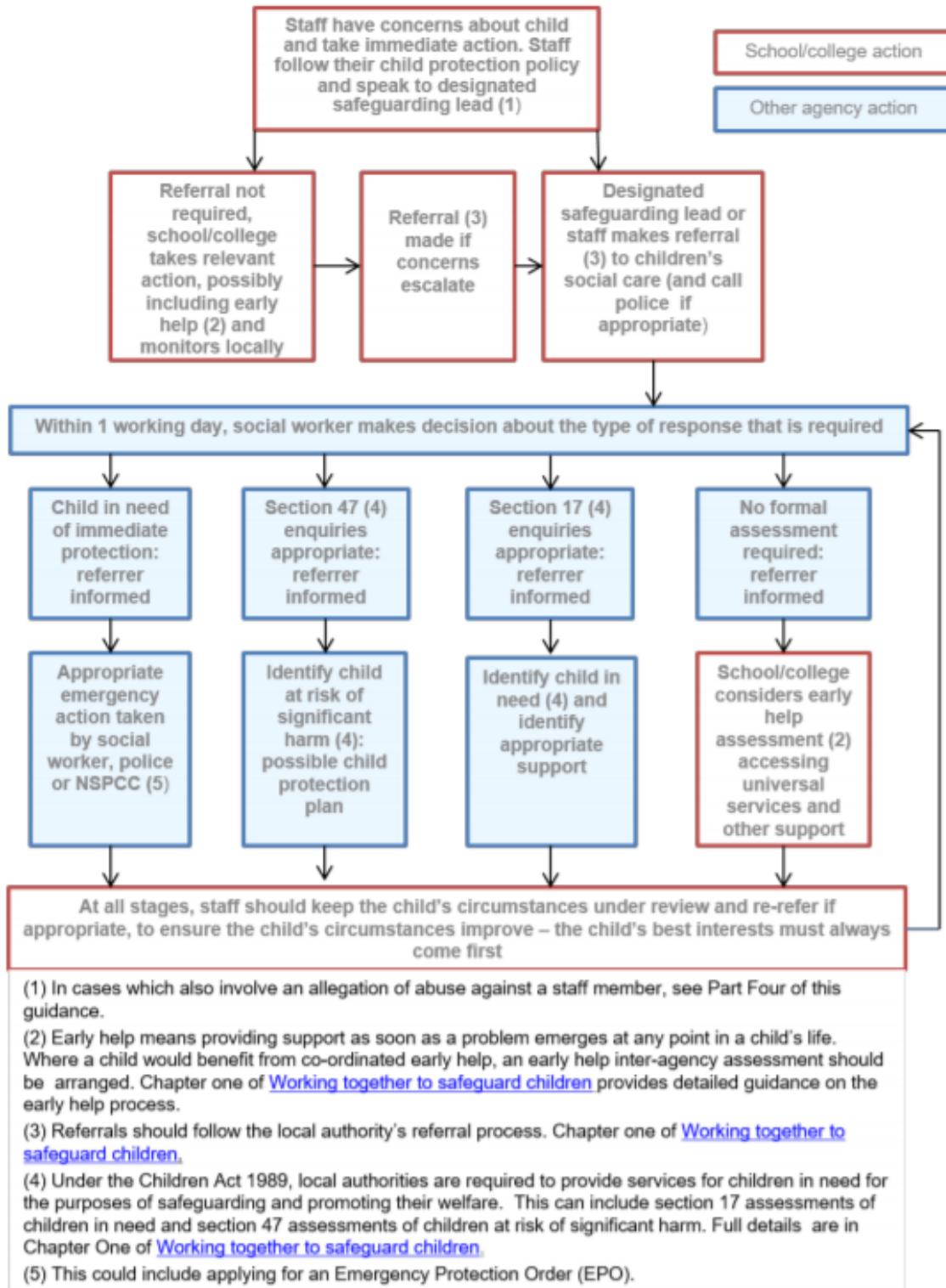
5.10 **Searching, Screening and Confiscation**

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard children in Barr's Hill School.

5.10.2 Barr's Hill School adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.10.3 Please see Behaviour Policy for more information on searching, screening and confiscation policy.5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

Actions where there are concerns about a child



MASH Telephone: 02476 788 555 Out of hours Emergency Duty Team: 02476 832 222

MASH online referral form & Prevent form:
<http://www.coventry.gov.uk/safeguardingchildren>

Prevent/Channel Referrals:

Refer to MASH and CTU_GATEWAY@west-midlands.pnn.police.uk
 For Advice: Geoff Thomas, LA Prevent Co-ordinator 024 7683 1437
 Anti-terrorism hotline **0800 789 321**

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the LSCB's Escalation Policy, to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Barr's Hill School keeps all safeguarding files electronically, using a system called CPOMS (Child Protection Online Monitoring System). Staff can make written records of any safeguarding concerns or disclosures on CPOMS at <https://barrshill.cpoms.net>

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing using CPOMS. In the event of technological issues or use by a visiting professional the forms in appendix C, can be used.

6.4 Records must be factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.6 The school will seek at least two emergency contacts for every child.

6.7 All data processed by Barr's Hill School is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information: "Privacy Notice for Parents and Pupils – How we use your information 2018/19" available on the school website.

7 Confidentiality

7.1 Safeguarding information should be treated as confidential and only shared as part of the agreed school and Coventry Safeguarding Children Board protocols

7.2 All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

7.3 Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

8 Communication with parents / Carers

8.1 Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision. Consent to share information will be sought unless doing so may place someone at greater risk of harm.

9 Photography and Images

9.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Barr's Hill School.

9.2 Parents can withdraw consent at any time and must notify Barr's Hill School if they do not wish their child's photographs to be used.

9.3 Photographs of children used publicly will not be displayed with their name or other personal information.

9.4 Photographs of children will be processed in line with the General Data Protection Regulation.

10 Early Help

10.1 Barr's Hill School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Barr's Hill School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Radford Family Hub:-

Pathways Family Hub
Radford Primary School, Lawrence Saunders Road, Coventry
024 7678 8444

10.2 Barr's Hill School works within the LSCB 'Right Help, Right Time' framework, available on the LSCB website.

11 Staff Training

11.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Barr's Hill School has committed to training staff throughout the academic year. All staff members will be made aware of Barr's Hill School's safeguarding processes and structures and will receive training on these as part of their induction, including an online NSPCC training course. As part of this training and their annual refresher, they will also receive:

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct;
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- School procedures for Children Missing Education;
- The school Behaviour Policy;
- The Whistle Blowing Policy;
- Barr's Hill School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers;
- The Futures Trust ICT Acceptable Use Policy;
- Barr's Hill School's Visitor Management Policy;
- Barr's Hill School Educational Visits Policy.

11.2 Staff at Barr's Hill School (including governors and volunteers) will receive additional training, Safeguarding Bulletins and Briefings, covering the following topics in the most appropriate level of detail for their role, in response to the current safeguarding context of our community:

- Preventing Extremism,
- Online Safety & "Sexting"
- Exploitation of children for criminality or sexual exploitation
- peer-on-peer abuse
- sexual violence and harassment
- So called "Honour Based" Abuse, Forced Marriage, Female Genital Mutilation
- Prejudice Related Incidents
- Mental Health
- Safeguarding SEND students
- Young Carers
- Children who are Looked After
- Drug & Alcohol Misuse
- Children Missing Education or Truancing
- Educational Visits

11.3 The Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training and the DSL Refresher Training every two years.

11.4 The DSL will undertake Prevent awareness training and keep knowledge and skills up to date for example, through e-bulletins, meeting other DSLs or digesting safeguarding developments as required.

11.5 The Deputy Designated Safeguarding Lead must also meet the training requirements in section 11.3.

11.6 Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training.

11.7 Up to date records in relation to safeguarding training will be maintained by the school and will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a termly basis.

11.8 Barr's Hill School recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancing and 'sexting'⁵. Staff will be trained in these areas in order to be able to further recognise if a child is at risk of harm.

⁵ Also known as 'youth produced sexual imagery'.

12 Safer Recruitment

12.1 Barr's Hill School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks:

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (a minimum of two satisfactory references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

12.2 A record of all checks on members of staff will be held on the Single Central Record.

12.3 All new members of staff will be required to obtain DBS clearance. Barr's Hill School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

12.4 At least one member of every interview panel will have undergone Safer Recruitment training.

12.5 We take proportionate decisions on whether to check individuals beyond what is required.

12.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

12.7 All safer recruitment practices at Barr's Hill School comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

- a. The school will adhere to and fully implement the Trust's Safer Recruitment Checklist and the processes that underpin it.
- b. When recruiting volunteers the school will adhere to and fully implement the Trust's Volunteer Policy.
- c. The school's safer recruitment practices will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a regular basis, and any actions required will be reported to the Governing Body and Trust.

13 Allegations of abuse against staff

13.1 To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'. (*Safer Recruitment Consortium October 2015*).

13.2 A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff Code of Conduct, or may have:

- 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;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

13.3 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

13.4 All members of staff/volunteers must report any such concerns in accordance with the School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers. The Statement is available on the school's Portal and from the HR Office, and sets out what staff must and must not do. Failure to report it in accordance with the Statement of Procedures is a potential disciplinary matter.

13.5 The member of staff / volunteer must report their concern immediately and without delay to the Headteacher, or where the Headteacher is the subject of the concern the Chair of the Governing Body. In the absence of the Headteacher they must report to the Designated Safeguarding Lead. In the absence of either party they must report to the next most senior member of staff in school.

13.6 The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:

- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations;
- Listen to what is being said without displaying shock or disbelief;
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that you tell the person that you cannot promise complete confidentiality;
- Allow the person to talk freely. Do not cross examine, interview, or probe. Listen, only asking questions when necessary to clarify;
- Not criticise the alleged perpetrator;
- Stress that it was the right thing to share the concerns;
- Explain what has to be done next and who has to be told;
- Make records that are factual, accurate and relevant and avoid subjective judgements.
- Sign and date the record of the disclosure;
- If they are not the Designated Safeguarding Lead- Immediately discuss the allegation with the Designated Safeguarding Lead;
- Ensure that they act in accordance with Part Four of Keeping Children Safe in Education '*Allegations of abuse made against teachers and other staff*' at all times. (Part Four is contained in the school's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers).

13.7 The member of staff/volunteer must provide the relevant person as specified in 11.5 above with a signed, dated **written** record of their concerns without delay.

13.8 The relevant person receiving the concern/allegation must not unilaterally determine its validity.

13.9 The person will not investigate the concern itself, or take written or detailed statements, but will assess whether the concern meets any of the three criteria set out in **section 11.2** above. In doing so they will inform and seek advice from the Trust's HR Director. If any of the criteria are met then the Headteacher (or DSL or next most senior person) **must contact the LADO within one working day**, and provide the LADO with **written** confirmation of the concern. The name and contact telephone of the LADO are given on the front cover of this policy.

13.10 The Headteacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the concern.

13.11 If concern is raised regarding the Headteacher, then the Chair of Governors must be contacted, whose name and contact telephone number is given on the front cover of this policy. In the absence of the Chair of Governors, the Vice Chair must be contacted, whose name and contact telephone are given on the front cover.

13.12 In the event of a concern regarding the Headteacher, the Chair of Governors (or the Vice Chair) shall inform and seek advice from the Trust's HR Director and contact the LADO (within one working day) whose contact details are given on the front cover of this policy.

13.13 If a child has suffered abuse or harm, a MASH referral will also be made.

13.14 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

13.15 Whistleblowing

13.15.1 Barr's Hill School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Barr's Hill School's safeguarding processes to the senior leadership team.

13.15.2 The senior leadership team will take all concerns seriously.

13.15.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Barr's Hill School Whistleblowing Policy and Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

14 Promoting safeguarding and welfare in the curriculum

14.1 Barr's Hill School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

14.2 Children at Barr's Hill School will receive the following as part of our promotion of safeguarding across the curriculum:

- Embedded programme of personal, social and health education across both pastoral and curriculum time;
- Pastoral Support including information, advice and guidance from the Hub ;
- Major Campaign weeks covering Safeguarding, Respect & Anti-bullying (including cyber bullying, derogatory and prejudicial language), Health & Wellbeing;
- Online Safety Certificate;
- Special events such as Online Safety Day, National CSE Day, outside speakers and creative arts;

- Curriculum input linking to safeguarding topics such as preventing extremism, healthy relationships, community cohesion, sexual relationships, protective behaviours;
- Working with parents to provide skills and knowledge around safeguarding topics such as online safety and mental health.

15 Children Looked After (CLA)

15.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Barr's Hill School recognises that children looked after may have additional vulnerabilities. **The Designated Lead for Looked-After and Previously Looked-After Children is Mrs Sonja Hemming.**

15.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

15.3 Barr's Hill School will work with Personal Advisors when children leave care (where applicable).

15.4 Barr's Hill School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

16 Children with Special Educational Needs or Disabilities

16.1 As outlined in Keeping Children Safe in Education (2018), Barr's Hill School is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

16.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

16.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

16.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

17 Use of reasonable force

17.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

17.2 In line with our Behaviour Policy and Staff Code of Conduct, our approach to managing behaviour is to use a clear system of rewards and consequences to promote good behaviour. In circumstances where this is not effective a senior member of staff is available on an on-call basis. A situation that required use of reasonable force to keep someone safe would be

⁶ Keeping Children Safe in Education, September 2018

recorded as a safeguarding concern, documented on CPOMS, investigated by the Hub and overseen by a senior member of staff. Any situations would be discussed with the Headteacher to ascertain if changes to policy, practice or training were required to avoid future recurrence.

18 Work Experience

Please see the relevant policy on the school website/VLE.

19 Children missing from education, home or care

Barr's Hill School will also take action to protect children missing education and children missing from home or care.

19.1 Children Missing Education

A summary of key actions is below but please refer to the specific policy Children Missing Education on the school website/VLE and DFE guidance

<https://www.gov.uk/government/publications/children-missing-education>

- Daily attendance monitored by hub admin team after morning registration
- First Day absence procedures followed for all students, text message, phone call, home visit (see attendance policy and CME flowchart).
- Students who are Looked After, on a Child Protection plan or have other identified vulnerabilities, such as police notifications of Domestic Abuse with current Early Help services involvement, the social worker/key worker will be informed of absence and any concerns, after period 1 register is taken. If there is any doubt as to whether a child may be at risk of harm, the Designated Safeguarding Lead will be consulted.
- After 5 days the Children & Families First Team (CFF) will be informed if no contact has been made with the family, having followed the normal absence process (text messages, phone calls, home visits).
- After a maximum of 10 days, the Children Missing Education Form will be completed and further advice sought.

After 20 days, the Remove From Roll checklist will be completed and advice will be sought from CFF. The child can only be deleted from the Schools Admission register, with the signature of the Head Teacher on the completed Remove From Roll checklist.

19.2 Children Missing from home or care

Please refer to the relevant section of the policy Children Missing Education on the school website/VLE and DFE guidance below

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

20 Private Fostering

Barr's Hill School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 14 days, so we can support them as required.

21 Operation Encompass

Coventry schools are part of an initiative set up by the police called Operation Encompass. If any child is witness to a domestic abuse incident then police will inform the Designated Safeguarding Lead at the school which the children attend, the following morning. More information is available on the school website.

22 Summary

Barr's Hill School is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A – Further Safeguarding Information

Barr's Hill School's safeguarding policy is intended to be used in conjunction with the following policies available on the staff shared drive or Virtual Learning Environment. They are also available on request via reception.

Barr's Hill School adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here: <http://www.proceduresonline.com/covandwarksscb/contents.html>

- Allegations Against Staff or Persons in a Position of Trust Policy (LSCB)
- Anti – Bullying Policy
- Behaviour Policy
- Business Continuity Plan
- Children Missing Education
- Complaints Policy
- Critical Incident Prevention Plan
- Data Protection Policy and Privacy Notice
- Educational Visits Policy
- Equalities Policy
- Escalation and Resolution of Professional Disagreements (LSCB)
- Futures Trust's Suitability Policy -Statement on the Recruitment of Ex-offenders
- Futures Trust Reference Policy (Providing and requesting)
- Health & Safety Policy
- Online Safety Policy
- ICT Acceptable Use Policy
- Medicine, First Aid & Children/Young people with Medical Needs
- Sex Education Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers
- Visitor Management Policy
- Volunteer Policy
- Whistleblowing Policy

Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2018, Annex A.

See below for further information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

The following issues are all treated seriously and will result in a safeguarding response as appropriate. Staff are trained in the signs and symptoms to look out for and report to the Designated Safeguarding Lead. Students are also taught about how to keep themselves safe, seek information, advice or guidance on behalf of themselves or any other person they may be concerned about. They are able to do this through confidential advice lines or websites such as ChildLine 0800 1111, School Nurse 07507331949 or NSPCC or by speaking to any staff member they feel comfortable talking to.

More information on each of these safeguarding subjects can also be found on our school website for parents and on our school Virtual Learning Environment (FROG) for staff and students.

There are links to guidance and policies below or they are available on request by calling the school on 02476 234600.

KCSIE Annex A, page 75, has further information and guidance.

Bullying, including cyber- or online-bullying

Please refer to the Barr's Hill School Anti-Bullying policy and Online Safety Policy. Also see DFE guidance at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Criminal exploitation (including involvement in county lines)

Please refer to the DFE guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Domestic abuse

Please see also section 18 above and the DFE guidance <https://www.gov.uk/guidance/domestic-violence-and-abuse>

Radicalisation, Extremism and The Prevent Duty

Please see Appendix D for more information. *Further information* <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Faith-based abuse

Please refer to the DFE guidance <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Fabricated or induced illness

Please refer to the DFE guidance <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Gangs or youth violence

Please refer to the Barr's Hill Behaviour Policy and the DFE guidance <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Gender-based violence

Please refer to the Barr's Hill Behaviour Policy and the DFE guidance <https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020>

Hate

Please refer to the DFE guidance <https://educateagainsthate.com/>

Homelessness

Please refer to the DFE guidance <https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>

(So-called) 'Honour-based' violence: Forced marriage

Please refer to the DFE guidance <https://www.gov.uk/guidance/forced-marriage>

(So-called) 'Honour-based' violence: Female genital mutilation

Please refer to the DFE guidance <https://www.gov.uk/government/collections/female-genital-mutilation>

Relationship abuse

Please refer to the Barr's Hill Behaviour Policy and guidance at <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

Sexual violence or sexual harassment (including peer-on-peer abuse)

Please refer to the Barr's Hill Behaviour Policy and DFE guidance <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Sexting

Please refer to the Barr's Hill Online Safety Policy and DFE guidance <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Trafficking and modern slavery

Please refer to the DFE guidance <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance> and <https://www.gov.uk/government/collections/modern-slavery>

Appendix B - Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Barr's Hill School recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C

Staff / Volunteer pro-forma for reporting Child Protection concern/s to DSL

The information on this form is strictly confidential. Please complete the form and check that it is clear and legible. Hand it to the designated teacher in person as soon as possible. Thank you.

The Child's Details	
Name	
DOB	
Tutor Group	
Address	
Home Contact Number	

The Incident	
Date	
Time	
Outline the incident (use a separate sheet if necessary)	

Action Taken/Other Useful Information	
Action taken by whom	

Your Details	
Your Name	
Your Job Title	
Names of any other staff involved	

Signature

Date

Time.....

Appendix D Preventing Extremism and Radicalisation Guidance

Introduction

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

2. Barr's Hill School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

3. Barr's Hill School is committed to providing a secure environment for students, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

4. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

5. Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the Walsall Local Safeguarding Children Board; DfE Guidance "Keeping Children Safe in Education, 2018", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

6. The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

7. Geoff Thomas is the Prevent Coordinator in Coventry and offers support and challenge in relation to the Prevent agenda. To contact Geoff please call 02476 831437 or email Geoff.Thomas@Coventry.gov.uk

8. The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

9. Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

School Ethos and Practice

10. When operating this Policy, the school uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

11. There is no place for extremist views of any kind in our school, whether from internal sources (students, staff or governors) or external sources (school community, external agencies or individuals). Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

12. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

13. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

14. Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

15. Please see notes on associated terminology in the Appendix.

The Counter Terrorism and Security Act July 2015

16. The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children’s homes. Statutory guidance has been published and comes into force on 1st July 2015.

17. Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively.

18. Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records

- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

19. Ofsted are responsible for monitoring how well schools are implementing this duty.

20. See Appendix 1 for optional schools audit.

Recognising the indicators of vulnerability to radicalisation

21. 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.

22. 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.

23. Indicators of vulnerability include:

- **Identity Crisis** – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student / pupil 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 / pupil’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 / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
- **Special Educational Need** – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

24. 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;
- 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.

25. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct/Staff Behaviour policy for staff.

26. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training.

27. Our school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for Barr's Hill School is Dan Oliver.

28. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or head/principal. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered assistance. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

29. Our school will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation. <http://www.coventry.gov.uk/lscb>

Teaching Approaches

30. We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and students; building resilience in students; improving student skills for collaborative work; improving students' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. The school will promote the values of democracy, the rule of law, individual liberty, mutual

respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

31. We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our students' experiences and horizons.

Use of External Agencies and Speakers

32. The school encourages the use of external agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

33. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

34. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students
- Activities are carefully evaluated by the school to ensure that they are effective.

35. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistleblowing

36. Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

37. Please refer to the separate Whistleblowing Policy which is available on the school's website and from the School Office.

Recruitment

38. The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that appropriate references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

39. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

40. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

41. The Governing Body of our school will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

42. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

43. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2016' the Governing Body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

44. Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

Standards for Teachers

45. The 2011 (updated 2013) Standards for Teachers (part two) states:

46. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

47. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways that exploit students' vulnerability, or might lead them to break the law.

48. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

49. NB the phrase 'fundamental British values' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with students and students 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

Policy Adoption, Monitoring and Review

50. This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' 2018 and duties as set out in the Counter Terrorism and Security Act 2015.

51. Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the school's website.

52. Governors will review this policy annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

Supporting children who are travelling/have travelled abroad to specific locations

53. If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in Appendix 3. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel during school holidays.

54. If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on Appendix 4 which relies on your professional judgment with full support and guidance from your SPOC. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to Channel, the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice

<https://www.gov.uk/foreign-travel-advice>

Prevent Tragedies

www.preventtragedies.co.uk

How social media is used to encourage travel to Syria and Iraq

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 – 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf

Keeping Children Safe in Education September 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Appendix & Supporting Letters

Appendix 1 – Optional Schools Audit available on the VLE or from the DSL.

Appendix 2 – Flow Chart Supporting Children who are travelling/have travelled abroad to specific locations (see below)

Appendix 3 – Letter for Supporting Children who are travelling/have travelled abroad to specific locations. Available on the VLE or from the DSL.

Appendix 2 – Flow Chart Supporting Children who are travelling/have travelled abroad to specific locations

