

## Newcastle upon Tyne Royal Grammar School

# Safeguarding policy

This policy applies to the whole School and is published to parents and students



Reviewed and updated September 2017

Author: S Baillie

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### Key contacts

- Designated Safeguarding Leader (DSL) – Sue Baillie, Pastoral Director  
[s.baillie@rgs.newcastle.sch.uk](mailto:s.baillie@rgs.newcastle.sch.uk)
- Deputy Safeguarding Lead (Senior School) - Tom Keenan, Head of Sixth Form  
[t.keenan@rgs.newcastle.sch.uk](mailto:t.keenan@rgs.newcastle.sch.uk)
- Deputy Safeguarding Lead (Junior School) - Louise Stairmand, Junior School Learning Support Co-ordinator and Year 3 teacher  
[l.stairmand@rgs.newcastle.sch.uk](mailto:l.stairmand@rgs.newcastle.sch.uk)
- Chair of Governors and Designated Safeguarding Governor – Paul Walker  
[p.walker@rgs.newcastle.sch.uk](mailto:p.walker@rgs.newcastle.sch.uk)

### Key sources

The School follows the advice given in the following publications:

- *Keeping Children Safe in Education* (updated September 2016), including:
  - *What to do if you are worried a child is being abused* (March 2015)
  - *Disqualification under the Childcare Act* (June 2016)
  -
- *Working Together to Safeguard Children including Information Sharing* (updated March 2015)
- The DfE document *What to do if you are worried a child is being abused 2015: Advice for Practitioners*
- *The Prevent Duty Guidance: for England and Wales* (July 2015) including:
  - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
  - DFE Guidance: The use of social media for on-line radicalisation July 2015.

The School also adheres to the safeguarding standards of the Newcastle Safeguarding Children Board (NSCB) [www.nscb.org.uk](http://www.nscb.org.uk)

Safeguarding covers more than the contribution made to child protection in relation to individual children. It is not just about protecting children from deliberate harm. It relates to all aspects of school life. The School has a whole-hearted commitment to providing the best education and school experience for every student, including those with Special Educational Needs and Disability (SEND). **We always act in the best interests of the child and with the desire to achieve the best outcomes for every individual.**

The following Royal Grammar School (RGS) policies are also relevant to our safeguarding procedures:

- Safer recruitment policy
- Safeguarding code of conduct
- Procedures for reporting a concern about an adult
- Anti-bullying policy
- Anti-cyberbullying policy
- Drugs policy
- Complaints policy
- PSHE scheme of work
- Special educational needs (SEN) policy
- Educational visits policy
- First aid policy – medical policy (in separate policy)
- Supervision policy
- E-safety policy
- Supporting emotional wellbeing and mental health policy
- Staff disqualification by association
- Whistleblowing policy
- Attendance policy
- Procedure for responding to an incident of sexting

Sections of this policy are published, in appropriate language, to students in their planners and displayed around the School. All aspects of safety including safeguarding are also explored in Personal, Social, Health and Economic (PSHE) lessons and staff training days. Our policy applies to all staff and volunteers working in the school community because we recognise that support staff, visiting teachers or coaches, governors, learning support assistants, lunchtime supervisors and secretaries, as well as class teachers, can be the first point of disclosure for a child.

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## **Introduction**

The RGS whole-school Safeguarding Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the School's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.

RGS is committed to safeguarding and to promoting the welfare of all of its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse but that they may not have disclosed the nature of their abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way and this will affect their relationships with others, their emotional wellbeing and their attainment. Whilst at school, their behaviour may be challenging and that some children who have experienced abuse may harm others. We will always take a considered, individualised and sensitive approach in order that we can support all our students.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support. If they are not suffering harm or are at immediate risk, but where early help will further support the child then the school will take steps to identify the most appropriate help, for example through the completion of a CAF with reference to the NSCB guidelines and, where appropriate, the schools independent safeguarding consultants Clennell Education Services.

Everyone working in or for the School shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in the School
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action (including early help) with the aim of making sure they are kept safe both at home and in school.

This policy applies to all adults, including volunteers, working in or on behalf of the School. The School believes that its responsibilities to the care and safety of students extends beyond the school gates and takes steps to ensure that where adults from other organisations are supervising students in school activities, they have been appropriately checked.

## 1. School procedures

### Definition of safeguarding

Safeguarding and promoting the welfare of the child is defined 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, such as:
  - Taking action to enable all children to have the best outcomes
  - Students' health and safety
  - The use of reasonable force
  - Meeting the needs of students with medical conditions
  - Providing first aid
  - Educational visits
  - Intimate care
  - Internet or e-safety
  - Appropriate arrangements to ensure school security.

### Specific safeguarding issues

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying, including cyberbullying (*peer-on-peer abuse*)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls
- Mental health
- Private fostering
- Radicalisation
- Relationship abuse
- Sexting
- Trafficking.

### Identifying children and young people who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public, which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. Staff are aware of the particular needs of children with SEND or who are *looked after* and may be more vulnerable to abuse including CSE and online grooming.

### Definitions

As in the **Children Acts 1989 and 2004**, a **child** is anyone who has not yet reached his/her 18th birthday.

**Harm** means ill-treatment or impairment of health and development, including (for example) impairment suffered from seeing or hearing the ill-treatment of another. Development means physical, intellectual, emotional, social or behavioural development. Health includes physical and mental health. Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical for example, where there is concern that a child is being drawn into terrorism or being radicalised.

**Abuse** and **Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

**Physical abuse** 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.

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

**Emotional abuse** is 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 children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers)

- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Other areas of specific concern:**

See also: Appendix C - Children missing from education  
 Appendix D – Child sex exploitation  
 Appendix E – Honour-based violence  
 Appendix F – Preventing radicalisation

### **Responding to disclosure**

All staff follow the School's procedures which are consistent with *Working Together to Safeguard Children 2015* and *Keeping Children Safe in Education 2016*.

It is **not** the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

### **Staff must immediately report:**

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- Any suspicion that a child or children may be abusing another child, including sexting.

Disclosures or information may be received from students, parents or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully who they will speak to. All members of staff and volunteers will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person. See the **Confidentiality** section of this policy.

### **Principles for handling a disclosure**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead (DSL) in order that they can make an informed decision of what to do next. Staff should wherever possible record what the

child has said and in particular make a note of unusual or specific language the child uses.

**Staff will:**

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of school staff
- Clarify the information
- Try to keep questions to a minimum and of an open nature e.g. '*Can you tell me what happened?*' rather than '*Did x hit you?*'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgments regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior Designated Person
- Reassure and support the person as far as possible
- Explain that only those who *need to know* will be told
- Explain what will happen next and that the person will be involved as appropriate
- Inform the Designated Person and write a report.

**Action by the Designated Safeguarding Lead (or other senior person in their absence)**

Following any information raising concern, the designated senior person will consider:

- Any urgent medical needs of the child
- Making an enquiry to find out if the child is subject to a Child Protection Plan
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Safeguarding Adviser and/or social care
- The child's wishes

Then decide:

- Wherever possible, to talk to parents, unless doing so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately. This would also be the case for children who have abused others within the legal thresholds described above.

Or:

- Not to make a referral at this stage
- Talk with parents/young person
- Seek advice from professionals working with the family
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours using a standard referral form.

## Action following a child protection referral

The DSL or other appropriate member of staff will:

- Make regular contact with the Social Worker involved to stay informed
- Wherever possible, contribute to the strategy discussion
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children are made the subject of a child protection plan, contribute to this and attend core group meetings and review Conferences
- Where possible, share all reports with parents prior to meetings
- Where a child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in social care.

## Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained in a *Child Protection* file, separate from the child's main file. This will be locked away and only accessible to the Headmaster and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked *Child Protection, Confidential, for attention of Designated Safeguarding Lead*. If the child goes missing from education or is removed from roll to be educated at home, then any child protection file should be copied and the copy sent to the local authority in which the child resides. Original copies will be retained until the child's 25th birthday.

## Supporting the child and partnership with parents

The School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents.
- The DSL will determine which members of staff *need to know* personal information and what they *need to know* for the purpose of supporting and protecting the child.



## 2. Allegations regarding person/s working in or on behalf of school (including volunteers)

*See Procedure for reporting concerns about an adult and Whistleblowing policy*

Where an allegation is made against any person working in or on behalf of the School that he/she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he/she would pose a risk of harm if they work regularly or closely with children.

The school's expectations of appropriate behaviour are contained within the **Safeguarding Code of Conduct** which is given to all adults (employed and volunteers) who work in the school.

The School will apply the same principles as in the rest of this document and will always follow the Newcastle Safeguarding Children Board procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated without delay and in line with agreed procedures.

### Initial action

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record.
- In the event that an allegation is made against the Headmaster, the matter will be reported to the Chair of Governors, *without informing the Head*, who will proceed as the *Headmaster*.
- The Headmaster will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headmaster may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Headmaster will consult with the Safeguarding Advisor and/or Local Authority Designated Officer (LADO) immediately and at most within one working day, in order to determine if it is appropriate for the allegation to be dealt with by the School or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of students, parents and staff.
- The Headmaster will inform the Chair of Governors of any allegation.

### Subsequent action

If the LADO advises that the school should investigate the allegation internally then the School will carry out an investigation in line with Disciplinary procedures and, if appropriate, the Whistleblowing policy.

If the LADO recommends that the matter requires further investigation by outside agencies, e.g. police or social care, then the School will act as directed by the LADO, whilst also bearing in mind its duty of care to all students and staff.

At the stage when the school is advised or believes that the allegation might constitute a serious offence, the Chair of Governors will be advised that a report should be made to the Charity Commission under its Serious Incident reporting procedure.

The Chair of Governors and any other Governor designated to have responsibility for safeguarding will continue to be informed throughout the process and will update the Governors where necessary.

### **Reporting an allegation to the DBS and NCTL**

Where an adult is dismissed, or would have been dismissed had they not resigned, or leaves the School under a settlement agreement as the result of an allegation made against them, and there is evidence of gross professional misconduct and/or the possibility of a criminal prosecution or a conviction at any time for a relevant offence; the School will report further to the Charity Commission and, in line with KCSIE, will also report the matter to the DBS and NCTL.

### **3. Safer recruitment and selection**

*See Safer recruitment policy*

RGS pays full regard to current Department for Education (DfE) guidance, *Keeping Children Safe in Education September 2016*. We ensure that all appropriate measures are applied in relation to everyone who works in the School who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed staff used by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

In line with statutory changes, underpinned by regulations, the following roles and responsibilities will apply:

#### **Governors**

The Governing body should ensure that the School operates safe recruitment practices and procedures and that all appropriate checks are carried out on staff and, where required, volunteers.

#### **Headmaster**

The Headmaster is responsible for:

- Ensuring that all new appointments to the School's workforce are DBS checked and are not barred from working with children
- Ensuring that identity checks are carried out on all appointments to the school workforce
- Ensuring the School keeps a single central record detailing the range of checks carried out on staff

- Ensuring that appointments recruited from overseas or those who have lived and worked outside the UK have a DBS disclosure and further EEA checks (as appropriate) and processes have followed the DfE Guidance on the Employment of overseas-trained teachers
- Ensuring that employment history is fully explored, any gaps explained and at least two references taken up
- Ensuring that all supply staff have undergone the necessary checks to assess their suitability for the post, including seeking appropriate verification from any agency that the necessary checks have been undertaken
- Deciding whether a member of staff can start work pending receipt of a DBS disclosure by undertaking an appropriate assessment of the risk and putting additional safeguarding measures in place if necessary
- Deciding whether the portability policy can apply regarding the DBS check
- The school workforce who have lived outside the UK being subject to additional checks as appropriate and outlined in KCSIE Para 114-115.

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work within the School.

For most appointments, an enhanced DBS check with barred list information will be appropriate, as the majority of staff will be engaging in regulated activity. A person will be considered to be in *regulated activity* if as a result of their work they:

- Will be responsible, on a regular basis, (in any setting) for the care or supervision of children
- Will regularly work at our school at times when children are on school premises, where the person's work requires interaction with children, whether or not the work is paid, unless they are a supervised volunteer, or whether the person is directly employed or employed by a contractor.

Under *Section 75 of the Childcare Act 2006* individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified *by association* if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings.

Staff should sign a self-declaration form to confirm that they are not *disqualified by association*. A record of self-declaration should be kept on the School's single central record.

In school a supervised volunteer who regularly teaches or looks after children **is not** in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which RGS will have regard to when considering which checks should be undertaken on volunteers.

Under the *Prevent duty*, visiting speakers are supervised by at least one member of staff who complete the *visiting speaker checklist* prior to the visit. The speaker can only visit once the checklist has been signed off by a member of the Senior Leadership Team (SLT), usually the DSL. The checklists are stored by the Compliance Manager.

#### 4. Responsibilities of adults in the School

Our Governing body will ensure that RGS complies with its safeguarding duties under legislation. With regard to *Keeping Children Safe in Education 2016* guidance, they will ensure that the policies, procedures and training in RGS are effective and comply with the law at all times.

The responsibilities placed on the Governing body include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that an effective child protection policy is in place, together with a code of conduct and appointing a Designated Person who should undergo child protection training *annually*
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Making sure that children are taught about how to keep themselves safe.

#### **The Governing body will prevent people who pose a risk of harm from working with children by:**

- Adhering to statutory responsibilities to check staff who work with children
- Taking proportionate decisions on whether to ask for checks beyond that which is required
- Ensuring that volunteers are appropriately supervised
- Making sure that at least one person on any appointment panel has undertaken safer recruitment training
- Ensuring there are procedures in place to handle allegations against members of staff and volunteers
- Making sure that there are procedures in place to handle allegations against other children
- Putting in place appropriate safeguarding responses to children who go missing from education settings particularly on repeat occasions.

The Governing body ensures that allegations against members of staff and volunteers are referred to the Local Authority Designated Officer (LADO). There must be procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. **This is a legal duty: failure to refer when the criteria are met is a criminal offence.** For example, it is a criminal offence for an employer to take on an individual in a DBS regulated activity (such as schools or childcare) who has been barred from such an activity; or to fail to make a referral to DBS in the circumstances described above.

The Governing body appoints a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training. The Pastoral Director has this responsibility. The Governors ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

### **The Governing body will ensure that:**

- RGS contributes to inter-agency working in line with statutory guidance; *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- The school's safeguarding arrangements take into account the procedures and practice of its local authority (Newcastle upon Tyne) as part of the inter-agency safeguarding procedures set up by the Newcastle Safeguarding Children Board (NSCB).
- The Chair of Governors, Mr Paul Walker, who is also the Safeguarding Governor, will liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headmaster.
- There is an effective Safeguarding policy in place together with the Safeguarding code of conduct and these are provided to all staff, including temporary staff and volunteers on induction. The Safeguarding policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NSCB, be updated annually, and be available publicly via the School website.
- There is an understanding throughout the school community that peer-on-peer abuse is an important aspect of child protection and that the School has policies which safeguard children from the different forms of peer on peer abuse including sexting and gender specific abuse.

### **The Headmaster will ensure that:**

- The policies and procedures adopted by the Governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- A member of the SLT is appointed to the role of Designated Safeguarding Lead. This will be explicit in the role-holder's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- Students are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE.
- The School has a **Safeguarding policy which includes a child protection policy** and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request/
- The School operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken safer recruitment training.

- Adequate IT filtering systems are in place to keep children safe when accessing the internet at school and age-appropriate restrictions on mobile phone access to 3G and 4G networks whilst at school.

### **Our designated staff will ensure that:**

- The policies and procedures adopted by the Governing body are fully implemented, and followed by all staff
- They liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2015*
- Sufficient resources and time are allocated to enable the Designated Person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to social care immediately. Anybody can make a referral although it will usually be made by the DSL or deputy DSLs.

### **Managing referrals**

The broad areas of responsibility for the Designated Person are:

- To refer all cases of suspected abuse to the local authority children's social care
- To refer all cases of child protection which concern adults to the LADO
- To refer to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or the police (cases where a crime may have been committed)
- To liaise with the Headmaster to inform him of issues especially on-going enquiries under *section 47 of the Children Act 1989* and police investigations
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Training**

The Designated Person and Deputies receive appropriate training in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case and child protection review conferences and be able to attend and contribute to these effectively when required to do so
- Ensure that every member of staff has access to and understands the School's Child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

## **Raising awareness**

The Designated Person should ensure that:

- The School policies are known and used appropriately
- The School's Safeguarding policy (which includes the Child protection policy) is reviewed annually, the procedures and implementation are updated and reviewed regularly, and work is implemented with the governors regarding this
- The Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in managing concerns
- Links are maintained with the local NSCB and safeguarding services to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- When children join the school a request is made to their previous school for safeguarding information
- Where children leave the School, their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

### **All staff and volunteers will:**

- Fully comply with the School's policies and procedures
- Attend appropriate training
- Inform the designated person of any concerns at the earliest stage.

## **5. Safe practice and training**

All staff and volunteers are required to abide by the **Safeguarding code of conduct**. They will be reminded of the need to maintain appropriate professional boundaries in their dealings with students and should clearly understand the need to maintain such boundaries. They will be provided with guidance as to the behaviours expected of them and which, if followed, should help prevent them becoming vulnerable to allegations of abuse. Sports coaches, instrumental music teachers and others who are involved in one-to-one teaching are given specific guidance, prior to their employment with regard to their roles and specific issues are addressed in their annual safeguarding refresher.

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Aware of their professional responsibilities when using social media
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from SLT over any incident which may give rise to concern
- Record any incidents or decisions made

- Apply the same professional standards regardless of gender or sexuality
- Be aware of the Confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Safeguarding information forms part of each termly whole-staff briefing and additional training is provided both formally and informally to staff from time-to-time as the need arises.

The School's DSL and deputies undertake child protection training and training for designated staff which will be refreshed annually. The DSL has completed *Group C training* to enable them to provide training for others. The Headmaster and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training.

The Governors also receive safeguarding updates as part of their termly meetings as well as specific training from an outside provider.

All staff (including temporary staff and volunteers) receive induction training from the DSL and are provided with the School's *Safeguarding policy, Code of conduct, Procedure for reporting a concern about an adult, and Part 1 of KCSIE (September 2016)* and informed of the School's child protection arrangements. In addition the induction training will cover the risks of radicalisation and how to identify children and young people at risk from other forms of abuse including FGM and CSE.

ALL staff have been given and briefed on Part 1 of KCSIE and they receive a safeguarding update by Clennell Education Services annually at the start of the school year.

Staff are supported by SLT, the School's safeguarding consultants (Clennell Education Services) and professional associations.

The Designated Safeguarding Lead is supported by the Headmaster and the Chair of Governors.

## **6. Safeguarding information for students**

All students in the School are aware that there are a number of staff who they can talk to and this is also outlined in their planners. The School is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a *designated person* with responsibility for safeguarding and know who this is. Students are informed of who they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The School places increasing emphasis on good mental health and emotional wellbeing and recognises that this has an important part to play in protecting students from harm through championing resilience, removing the stigma of poor mental health and encouraging students and their families to talk to us as soon as they feel they are in



need. In doing this we seek to empower students to build resilience to the risks of radicalisation and other forms of grooming.

At RGS we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Governing body also ensures that this ethos is reflected and implemented effectively in school policy and there are effective risk assessments in place to safeguard and promote students' welfare.

We recognise we have a duty to prepare our children for life in Britain and to keep them safe including from threats of radicalisation through the Prevent strategy.

Students who attend RGS have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. We raise student's awareness of these and other safety issues through the curriculum support from staff and helpful information around the school.

## **7. Partnership with parents and others**

The School shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

- We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm or the child has specifically asked us not to and they are of sufficient age and maturity to request this (Gillick competent). In such cases we will work with the child to encourage them either to talk to their parents themselves or give permission for the School to do so.
- We encourage parents to discuss any concerns they may have with staff in school.
- We make parents aware of our policies and approach through newsletters, briefings, formal and informal communication and the website.

The School recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Newcastle Safeguarding Children Board. There is a joint responsibility for agencies to share information to ensure the safeguarding of all children.

The Pastoral Director is the person responsible for the welfare of looked after children and will, with the child's Head of Year or Headmaster of the Junior School, liaise with the local authority and carers to ensure that assessments and care plans are up to date and that appropriate contact continues with parents and carers.

## 8. Student Information

RGS will endeavour to keep up-to-date and accurate information in order to keep children safe and provide appropriate care for them. The School requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence order, Contact order, Care order, Injunctions etc.)
- If the child is or has been on a Child protection plan or subject to a Care plan
- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child.

## Confidentiality

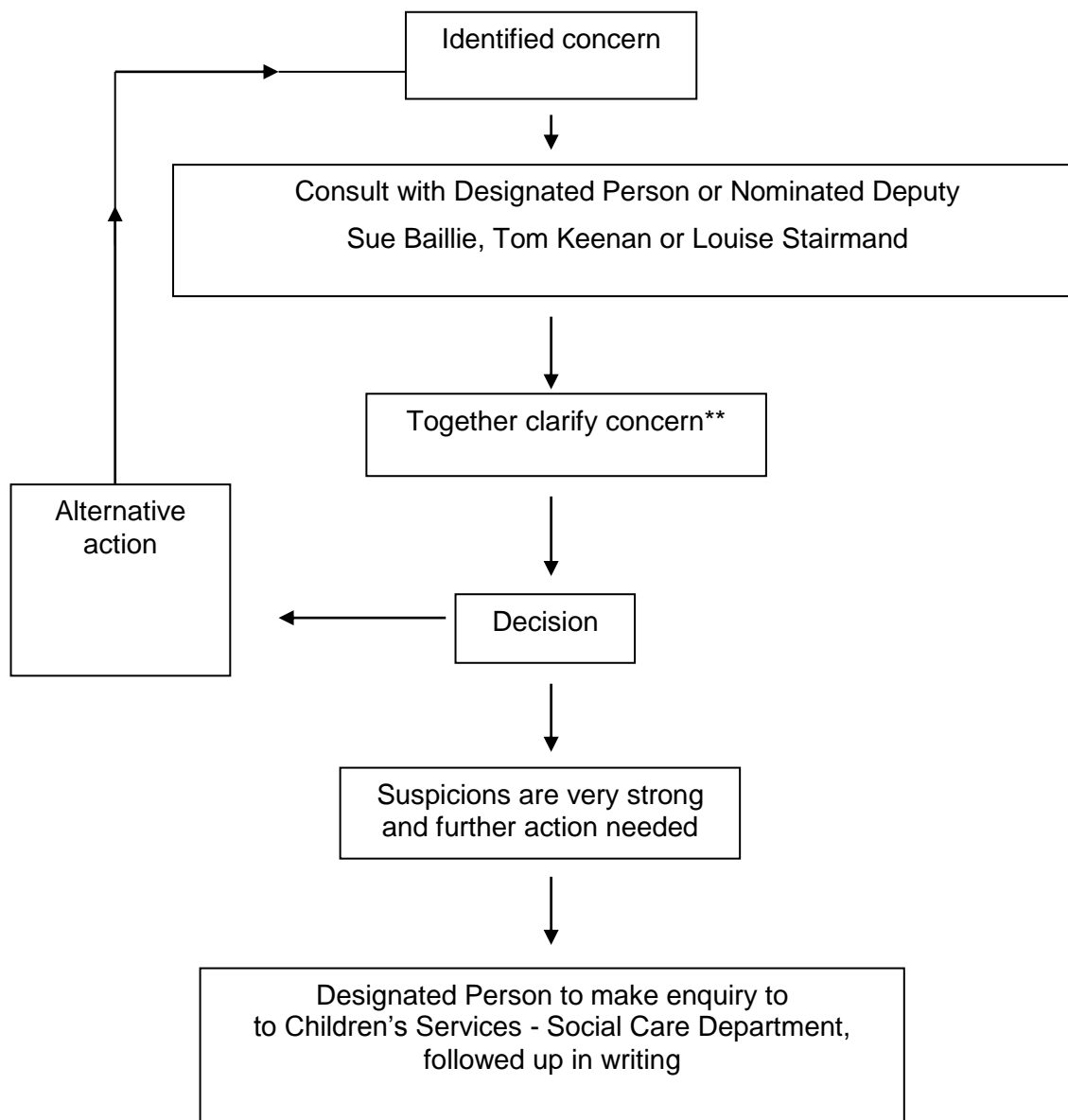
RGS has regard to the government document *Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers* published March 2015.

The School will have regard to the above guidance and is aware:

- When information must be shared with the police and social care where the child/young person is/may be at risk of significant harm
- When the student's and/or parent's confidentiality must not be breached
- That information is shared on a need to know basis.

## Appendix A – Suspect child at risk action to take and key contact numbers

Channels of communication should be quick and clear:



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Any member of staff who is unhappy with the joint decision made with the Designated Person can consult with the Headmaster/Chair of Governors or seek advice from key staff within the local authority

## Important contact details

Usually the DSL or deputy DSL, with the consent of the Headmaster will make a referral to social care. However ANYONE can contact social care if they believe a child is at risk of serious harm and the school is not acting appropriately.

We are mindful that many of our students will live in neighbouring authorities who will have similar procedures. The procedures for the Local Safeguarding Children Boards (LSCB) can be found by following these links:

<b>Newcastle</b>	<a href="http://www.nscb.org.uk">www.nscb.org.uk</a>
<b>Sunderland</b>	<a href="http://www.sunderlandscb.com">www.sunderlandscb.com</a>
<b>North Tyneside</b>	<a href="http://www.northtyneside.gov.uk">www.northtyneside.gov.uk</a>
<b>South Tyneside</b>	<a href="http://www.southtyneside.gov.uk">www.southtyneside.gov.uk</a>
<b>Northumberland</b>	<a href="http://www.northumberland.gov.uk">www.northumberland.gov.uk</a>
<b>Gateshead</b>	<a href="http://www.gateshead.gov.uk/LSCB">www.gateshead.gov.uk/LSCB</a>
<b>County Durham</b>	<a href="http://www.durham-lscb.gov.uk">www.durham-lscb.gov.uk</a>

A student should be referred to the social care department in the authority in which they live:

<b>Newcastle</b>	<b>0191 277 2500</b>
<b>Sunderland</b>	0191 566 1500
<b>North Tyneside</b>	0191 643 7979
<b>South Tyneside</b>	0191 424 5010
<b>Gateshead</b>	0191 433 2653
<b>County Durham</b>	0845 850 5010

Northumberland is divided into locality teams:

Alnwick	01665 626830
Ashington	01670 815060
Bedlington	01670 536800
Berwick	01289 334000
Blyth	01670 354316
Cramlington	01670 712925
Hexham	01434 603582
Morpeth	01670 516131
16+ team	01670 714925

Concerns about adults working with children should be reported to:  
**The Newcastle LADO, Melanie Scott, 0191 277 4636**

## Appendix B – Peer on Peer abuse

Peer on peer abuse is the term used to identify abuse by one or more students against another student. This includes bullying, cyber-bullying, sexting, sexual assault, gender-based issues and banter.

A student's right to come to school without fear or discrimination or ridicule is central to the **RGS ethos** and explicit in the **Equal opportunities and race equality policy**.

The school's **anti-bullying policy** and **anti-cyber-bullying policy** outlines how the school will deal with bullying in most incidences. However, when a student is suffering or likely to suffer significant harm as the result of the actions of another student then the school will refer the incident on to other agencies, for example social services and in extreme cases or where there has been a criminal offence, the police.

In cases of peer on peer abuse the school considers both the victim and the perpetrator to be "at risk" and therefore will consider the needs of all involved in terms of immediate and on-going support. In the senior school the Pastoral Director will take charge of any investigation and work with the Head of Year to gather information, speak to students and support those involved, mindful that a far greater number of pupils may have been affected by the incident and that they may require different levels of support. This may include support from our independent safeguarding advisors, help for families who are liaising with social care, access to the school counsellors and confidential support from the school medical centre. In some cases the whole year group may require additional time to help them to come to terms with the incident and families may also seek reassurance. In the Junior School an age appropriate response will be led by the Headmaster of the Junior School and the Head of Pastoral Care based on the same principles.

The School recognises that sexting is a relatively common, but potentially highly dangerous act, which can place child at risk of significant harm. The school produces guidelines for staff based on the UCCIS document "Sexting in Schools and Colleges" (January 2017) to help them to respond appropriately to sexting and the issue is revisited in PSHE lessons for all year groups. The importance of staying safe online and acting responsibly on line is the bedrock of the schools e-safety policies.

## **Appendix C - Further information on a child missing from education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers.

All schools must inform their local authority of any student who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- Have been permanently excluded.

The local authority must be notified when a school is to delete a student from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify.

Regulation 4 of the Education (Student Registration) (England) Regulations 2006, Regulation 12(3) of the Education (Student Registration) (England) Regulations 2006 children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of ten school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

## Appendix D - Child sexual exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.



## **Appendix E – Honour-based violence including FGM**

So-called *honour-based violence* (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female genital mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be handled as such.

It is essential that staff are aware of HBV practices and the need to look for signs, symptoms and other indicators of FGM or forced marriage.

### **What is FGM?**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier.

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

### **Circumstances and occurrences that may point to FGM happening**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the at risk communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be *cut* or to prepare for marriage/

### **Signs that may indicate a child has undergone FGM**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs

- Mentioning something somebody did to them that they are not allowed to talk about it
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure.

### **Signs that may indicate a child is being forced to marry**

Both men and women facing forced marriage may become anxious, depressed and emotionally withdrawn with low self-esteem. They may come to the attention of practitioners for a variety of reasons e.g. prolonged absence from school, late return from holidays in an ancestral country, fear about forthcoming holidays, surveillance by family members, not allowed to continue to higher education. It should not be assumed that it is forced marriage simply on the basis that someone presents with one or more of these warning signs. These warning signs may indicate other types of abuse that will also require a multi-agency response.

There have been occasions when women have presented with less common warning signs such as cut or shaved hair as a form of punishment for disobeying or perhaps dishonouring her family. In some cases, a girl may report that she has been taken to a private practice to be examined to see if she is a virgin. There have been reports of women presenting in the NHS with symptoms associated with poisoning. In certain communities, it is considered important that women undergo female genital mutilation (FGM) before being able to marry.

### **Actions**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. Unless the teacher has a good reason not to, they must consider and discuss any such case with the School's designated person and involve children's social care as appropriate.

*Mandatory Reporting Duty Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by *to discover that an act of FGM appears to have been carried out* is used for all professionals to whom this mandatory reporting duty applies.*

***Anyone can report concerns about HBV to Northumbria police on the direct number 101.***

### **The Government Forced marriage unit (FMU)**

The FMU is always happy to talk to frontline professionals handling cases of forced marriage at any stage in a case. It can offer further information and advice on the wide range of tools available to tackle forced marriage, including legal remedies, overseas assistance and how to approach victims.

Call: 020 7008 0151 (Mon-Fri: 9am-5pm)

Email: [fmufco@fco.gov.uk](mailto:fmufco@fco.gov.uk)

Web: [www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)

Address: Forced Marriage Unit, Foreign & Commonwealth Office, King Charles Street, London, SW1A 2AH

For all out of hours emergencies, please telephone 020 7008 1500 and ask to speak to the Global Response Centre.

***The national FGM helpline is 0800 028 3550 and [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)***

In addition there are a local support groups to help victims:

**Shine** 0191 277 2048 and [shine@newcastle.gov.uk](mailto:shine@newcastle.gov.uk)

**Angelou Centre** 0191 226 0394 and [admin@angelou-centre.org.uk](mailto:admin@angelou-centre.org.uk)

**The Safe Project** 0191 273 4942 and [info@westendwomenandgirls.co.uk](mailto:info@westendwomenandgirls.co.uk)

## **Appendix F – Preventing radicalisation**

*The Counter-Terrorism and Security Act 2015* places a duty on schools 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.

### **Schools Leaders 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.

### **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.

***Anyone can report concerns about children becoming radicalised to Northumbria police on their direct number 101 ext. 45187 or 45190.***

**The Prevent Lead in Newcastle is Paul Angus 0191 277 7856.**

**DfE helpline and non-emergency mailbox for staff and governors:  
020 7340 7264  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)**

### **Understanding and recognising risks and vulnerabilities of radicalisation**

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes

- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology.

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

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

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

## **Prevent**

From July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under *section 26 of the Counter-Terrorism and Security Act 2015* (the CTSA 2015), in the exercise of their functions, to have *due regard to the need to prevent people from being drawn into terrorism*. This duty is known as the **Prevent duty**. It applies to a wide range of public-facing bodies, bodies to which the duty applies must have regard to statutory guidance issued under *section 29 of the CTSA 2015* (the Prevent guidance). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their

safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to students at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach students about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

## **Channel**

School staff should understand when it is appropriate to make a referral to the *Channel programme*. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

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