Beech House School

Safeguarding and Child Protection Policy

INTRODUCTION

Beech House School fully recognises the contribution it makes to child protection. This policy applies to the whole school, including the EYFS. There are three main elements to our policy.

Prevention through the teaching and pastoral support offered to pupils.

Procedures for identifying and reporting cases, or suspected cases, of abuse. Due to our day to day contact with children school staff are well placed to observe the outward signs of abuse or in need.

Support to pupils who may have been abused.

Our policy applies to the Principal, all staff and volunteers working in the school. Teaching assistants, supervisors, secretaries, as well as teachers, can be the first point of disclosure for a child.

The child protection policy and procedures are in accordance with

- "Working Together to Safeguard Children" 2018
- "NSPCC's Standards for Safeguarding and Protecting Children in Sport" 2018
- "Keeping Children Safe in Education" 2018
- "What to do if you are worried a Child is being Abused" 2015
- "Prevent Duty Guidance for England and Wales" 2015
- "The Use of Social Media for On-line Radicalisation" 2015
- "Disqualification Under the Childcare Act 2006" 2015
- Rochdale Borough Safeguarding Children Board and Child Protection Procedures.

The school operates safe recruitment procedures.

This policy is reviewed on an annual basis and authorised by the School Proprietor.

AIMS

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and resilience

- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

- To raise the awareness with all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

- To provide a systematic means of monitoring children need, or known or thought to be at risk of harm, and ensure we, contribute to assessments of need and support plans for those children where appropriate.

- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children and young people.

- To develop a structured procedure within the school which will be followed by all members of the staff in cases of suspected abuse.

- To deal with allegations of peer-to-peer abuse, including sexting.

PREVENTION

We recognize that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.

- Ensure children know there are adults in the school whom they can approach if they are worried or in difficulty.

- Include in the curriculum activities and opportunities for PSD, which equip children with the skills they need to stay safe from abuse and to know to who to turn for help.

- Include in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

PROCEDURES

We will follow the procedures set out in the Rochdale Area Child Protection Guidelines at www.rbscb.org. and "Working Together to Safeguard Children 2018". The School will ensure that:

- the proprietor and senior staff understand and fulfil its safeguarding responsibilities'

- it has a designated senior member(s) of staff who has undertaken relevant training, to standards set by the RACPC.
- member of staff knows:

  that they have individual responsibility for referring to child protection concerns using the proper channels and within the timescales set out in the school's policy documents.

   the name of the designated person(s) and his / her role
  Senior Department – Miss McGarvey (Assistant Headteacher) –
   Senior pupils & Senior Staff including Mrs Street
  Upper Prep Department - Mrs Street (Assistant Headteacher) –
   Upper Prep Pupils & Upper Prep Staff including Mrs Collier.
  Lower Prep Department – Mrs Collier (School Administrator &
  Head of Early Years & Key Stage 1)) – Lower Prep Pupils
  (including EYFS), Lower Prep Staff and volunteers, including
  Miss McGarvey.
  Proprietor – Direct to RBSB

  where to access the Rochdale Borough Safeguarding Board Child Protection Policy procedures.   www.rbscb.org

their responsibilities on child protection are kept up to date by refresher training annually.

all members of staff are provided with opportunities every year to receive training in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. Staff will sign to confirm that they have received this training, read and understood the safeguarding policy. All staff will we be updated via the school hub or staff meetings of any changes during the academic year.

The child protection policies and procedures will be reviewed on at the end of each academic year and staff will be notified of Any amendments prior to the start of the subsequent academic year.

- that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.

- that parents have an understanding of the responsibility placed on the school and staff for child protection.

- the School will notify the local Child Care Services team and / or the Rochdale Safeguarding Children Unit on 0845 226 5500 within 24 hours of disclosure or suspicion of abuse.

  if the school should have to exclude a pupil on the child protection register either for a fixed term or permanently.

  if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).

- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences.

- that the designated staff member, or another appropriate member of staff, attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the

Framework for Assessments process, and provides a report which has been shared with the parents.

- establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.

- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately.

- all records are kept secure and in a locked location.

- adhere to the procedures set out in the *Schools Policy and Procedure* document when an allegation is made against a member of staff. This process is managed by the Principal.

- that all applicants for vacant posts are appointed according to the School's recruitment policy.

- appropriate child protection checks and procedures will be carried out on any staff employed by another organization working with the school pupils, either on or off the school site.

- any deficiencies or weakness in regard to child protection arrangements are remedied without delay.

- the Proprietor undertakes an annual review of the school policies and procedures relating to safeguarding children.

- Ofsted will be informed of any allegations of serious harm or abuse by any person and of the action taken in respect of these allegations (via the ISI office) as soon as reasonably possible, but at the latest within 14 days.

- the Principal will consider if a referral to NCTL is required for any person whose services are no longer used because he or she is considered unsuitable to work with children within one month of leaving the school.
- The school has a commitment to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulatory activity and the

DBS referral criteria are met, that is they have caused harm or posed a risk of harm to a child.

- Any staff member can make a direct referral to RBSCB.

SUPPORTING THE PUPIL AT RISK / NEED

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when children at school their behavior may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- encouraging the development of self-esteem and resilience in every aspect of life.

- promoting a caring, safe and positive environment.

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

- notifying Child Care Services as soon as there is a significant concern.

- notifying Child Care Services when a child/young person attending the centre is privately fostered.

- providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately.

The School's behaviour policy is aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach which focuses on the behavior of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to

ensure that the pupil knows that some behaviour is unacceptable but he / she is valued and not to be blamed for any abuse that has occurred.

CONFIDENTIALITY

The School recognise that all matters relating to child protection are confidential.

- the Designated Person will disclose personal information about a child or young person to other members of staff on a need to know basis only.

- however, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

- always undertake to share our intention to refer a child to Child Care Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Child Care Services on this point.

- will take no names consultations with our LADO to discuss concerns there may be, but understand that if they then ask for a name it will disclosed and it will become a referral.

SUPPORTING STAFF

The School :

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

- will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

- in consultation with all staff, have adopted a code of conduct for staff. This forms part of staff induction, is in the Staff Handbook and includes Keeping Children Safe in Education (2017). We understand that staff should have access to advice on the boundaries of appropriate behaviour.

ALLEGATIONS AGAINST STAFF

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

It is understood that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the most senior member of staff available.

The senior member of staff on all such occasions will discuss the content of the allegation with the Principal. He will then contact LADO **before taking any action.**

If the allegation made to a member of staff concerns the Principal himself, the person receiving the allegation will immediately inform RMBC who will consult with LADO, without notifying the Principal first.

The school will follow the procedures for managing allegations against staff, as outlined in "Keeping Children Safe in Education " 2018.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and the School will consult with LADO.

The school will maintain confidentiality on the reporting or publishing of allegations against staff, up to the point where the accused person is charged with an offence.

WHISTLEBLOWING

The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the Safeguarding Team or LADO

where necessary. The School policy on whistleblowing is set out in the *Policy Document* file.

BULLYING

The School policy on bullying is set out in the *Policy Document* file.

PHYSICAL INTERVENTION

The School policy on physical intervention is set out in the *Policy Document* file.

USE OF MOBILE PHONES & CAMERAS

The School policy on the use of mobile phones and cameras is set out in the *Policy Document* file (including EYFS).

RECRUITMENT PROCEDURES

The School policy on recruitment procedures is set out in the *Policy Document* file.

STAFF CODE OF CONDUCT

The School policy on staff code of conduct is set out in the *Policy Document* file.

CHILDREN WITH STATEMENTS OF SPECIAL EDUCATION NEEDS

The School recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and / or emotional and behavioural problems will be particularly sensitive to signs of abuse.

CHILDREN MISSING FROM EDUCATION

The School policy on children missing from Education is set out in the *Policy Document* file.

TYPES OF CHILD ABUSE AND THEIR SYMPTOMS

Child abuse can be categorised into four distinct types, i.e.

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Grave Concern / Neglect / At Risk – this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

1. **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.

    All such marks found on the body must be recorded on the child's Body Map. Marks caused in school are recorded in BLACK. Marks caused out of school are recorded in RED.

2. **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.

3.   Emotional Abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.   Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5.   Grave Concern / At Risk / At Need:

This is not a separate category of child abuse as such, but covers a number of situations where a child may be at risk. Children whose situations do not currently fit into the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- There is a known child abuser in the family
- Another child in the family is known to have been abused
- The parents are involved with pornographic material to an unusual degree
- There is an adult in the family with a history of violent behaviour.
- The child is exposed to potential risk or exploitation via the internet, e.g., pornographic material or chat rooms.

THE SYMPTOMS OF STRESS AND DISTRESS

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he / she will nearly always suffer from / display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration on and a fall-off in school performance
- Aggressive or hostile behaviour
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- Difficulties in relationships with peers
- Regression to more immature forms of behaviour, e.g., thumb sucking
- Self harm or suicidal behaviour
- Low self esteem
- Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping form sexual abuse.
- Disturbed sleep
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour
- A sudden change in school performance

PARENTAL SIGNS OF CHILD ABUSE

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations if injuries
- Unwillingness to seek appropriate medical treatment for injuries
- Injured child kept away from school until injuries have healed without adverse reason
- A high level of expressed hostility to the child
- Grossly unrealistic assumptions about child development
- General dislike of child-like behaviour
- Inappropriate labeling of child's behaviour as bad or naughty
- Leaving children unsupervised when they are too young to be left unattended

CHILD SEXUAL EXPLOITATION (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009)

Key facts about CSE
- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

- Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

FORCED MARRIGES (FM)

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.
A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.
FM is illegal in England and Wales.

This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

FEMALE GENITAL MUTILATION (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.
FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.
Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

SAFEGUARDING STUDENTS FROM RADICALISATION AND EXTREMISM

The Counter-Terrorism and Security Act 2015 puts a responsibility on schools to participate in work to prevent people from being drawn into terrorism, and challenge extremist ideas that support or are shared by terrorist groups. The School will undertake externally provided Prevent training and then lead the in house staff training. All staff will receive Prevent awareness training annually.
The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

*Prevent should be seen as part of the existing school or college **safeguarding** framework; a local approach to ensuring the safety and well-being of all children and young people from birth to age 19.*

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
*The Governments Prevent Strategy defines **extremism** as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".*

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. The 2014 Government extremism task force identified risks around radicalisation within educational institutions and it is important that Prevent is actively supporting these institutions to protect children from harm and ensure that they are taught in a way that is consistent with the law and British values.

BRITISH VALUES

Schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values

The Schools has a clear responsibility to exercise their duty of care and to protect the welfare of students. Any engagement or activity conducted under Prevent must be considered in light of local circumstances. Prevent support can be adapted to ensure activity is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the institution, its requirements and the potential risk.

THE COUNTER TERRORISM AND SECURITY ACT 2015

The Act places a Prevent duty on the School to have "due regard to the need to prevent people from being drawn into terrorism".
The School will prevent students being at risk of radicalisation and extremism by:
- Assessing the risk of children being drawn into terrorism.
- Protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensuring that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Ensuring that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school.

INDICATORS

The early identification of safeguarding risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is a key element of the

Prevent strategy. Following an assessment of Prevent activity within the school key indicators may be identified which will require further intervention activity within the location. Indicators may include things such as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with students or vulnerable students being influenced by others with extreme views.

VULNERABLE YOUNG PEOPLE

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. A list of indicators is attached as Appendix V to provide support to understand and identify factors that could suggest a child, young person or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

CHANNEL

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing.

REPORTING CONCERNS

Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following:

- Dept for Education Due Diligence & Counter Extremism Group: **020 7340 7264**
- Anti Terrorist Hotline: **0800 789 321**
- Crime stoppers: **0800 555 111**
- Relevant Police force: **101**

SOCIAL MEDIA

Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.

STAFF GUIDANCE

To meet and maintain our responsibilities towards pupils, we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that difficult behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying physical contact and information sharing
- asking the pupils' permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
-

Poor Practice – you should avoid:

- any type of force that falls outside the guidelines for reasonable force

- any form of corporal punishment. This includes slapping, hitting or throwing something at a pupil
- using humiliation, sarcasm or bullying as a form of control
- using, or allowing pupils to visit you at home
- touching a pupil or behaving towards a pupil in a way that distresses them or would be considered inappropriate if observed
- offering or deliberately allowing pupils access to alcohol, cigarettes, controlled substances or pornographic material
- treating a pupil less favourably because of their ability or disability, race, religion, culture or sexuality
- transporting pupils in your car, unless your Line Manager has agreed this
- working on a one-to-one basis with a pupil without the necessary risk assessment being in place
- engaging in email, text messaging or online chat with a pupil unless your Line Manager has agreed the circumstances
- abusing your position of trust. The Sexual Offences Act 2009 (paragraphs 16-19) makes it an offence for a person over the age of 18 to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil aged under 18 may be a criminal offence, even if that pupil is over the age of consent.

- The conduct of teachers and school staff should be beyond reproach but you will sometimes find there are 'grey areas' that do not fall neatly into 'good practice' or 'poor practice'. In these circumstances you should first refer to "Working Together to Safeguard Children 2018".
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Second, consider these questions:

- Would I do this / say this / treat this pupil in this way if we were being observed?
- Would I be happy if someone did this / said this / treated my own child in this way?
- Would I be concerned if I observed a colleague behave in this way?
- If challenged, can I explain my behaviour in terms of my professional duties?

Third, if you are unsure how to manage a situation, ask your designated person. If you believe you have behaved in a way that could be questioned, report it to your designated person straight away and offer an explanation.

Do not let a small incident turn into a crisis.

Appendix I

Possible signs of physical abuse

Unexplained injuries or burns, particularly if they are recurrent.
Refusal to discuss injuries.
Improbable explanation for injuries.
Untreated injuries or lingering illness not attended to.
Admission of punishment which appears excessive.
Shrinking from physical contact.
Fear of returning home or of parents being contacted.
Fear of undressing.
Fear of medical help.
Aggression / bullying.
Over compliant behaviour or a 'watchful attitude'.
Running away.
Significant changes in behavior without explanation.
Deterioration in work.
Unexplained pattern of absence which may serve to hide bruises or other physical injuries.

Possible signs of neglect

Constant hunger
Poor personal hygiene
Inappropriate clothing
Frequent lateness or non-attendance at school
Untreated medical problems
Low self esteem
Poor social relationships
Compulsive stealing or scrounging
Constant tiredness
(Development delay)
(Failure to thrive)

Possible signs of emotional abuse

Continual self-depreciation
Fear of new situations

Inappropriate emotional responses to painful situations
Self harm or mutilation
Compulsive stealing / scrounging
Drug / solvent abuse
Neurotic behaviour – obsessive rocking, thumb sucking and so on.
Air of detachment – 'don't care' attitude
Social isolation – does not join in and has few friends
Desperate attention seeking behaviour
 Eating problem, including over eating and lack of appetite
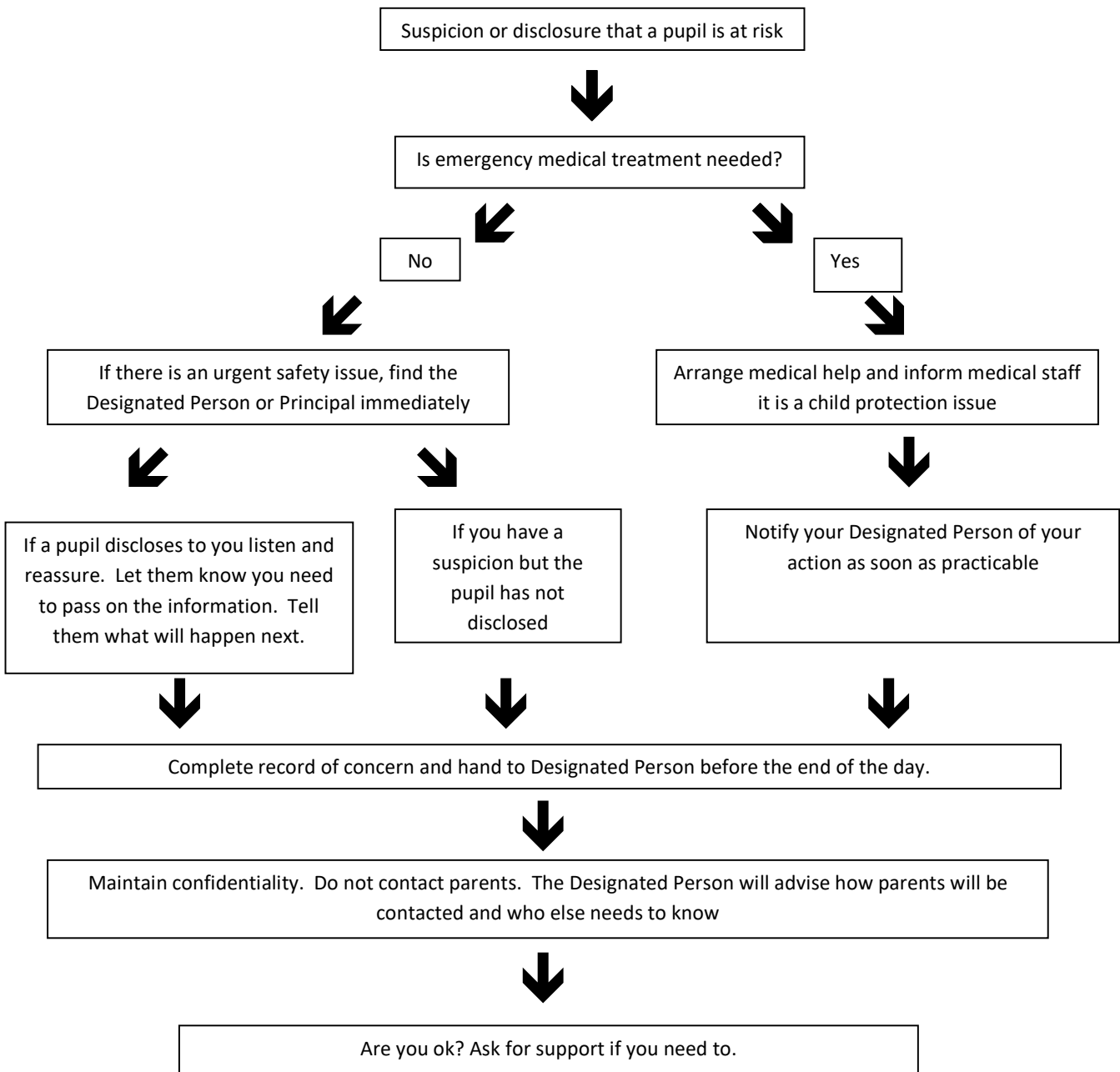Depression, withdrawal

Possible signs of sexual abuse

Bruises, scratches, burns or bite marks on the body
Scratches. Abrasions or persistent infections in the anal or genital regions
Pregnancy – particularly in the case of young adolescents who are evasive
    concerning the identity of the father
Sexual awareness inappropriate to the child's age – shown, for example, in drawings,
    vocabulary, games and so on.
Frequent public masturbation
Attempts to teach other children about sexual activity
Refusing to stay with certain people or go to certain places
Aggressiveness, anger, anxiety tearfulness
Withdrawal from friends

Possible signs in older children

Promiscuity, prostitution, provocative sexual behaviour
Self injury, self destructive behavior, suicide attempts
Eating disorders
Tiredness, lethargy, listlessness
Over compliant behavior
Sleep disturbance
Unexplained gifts of money
Depression
Changes in behavior

Appendix II

What to do if you have a suspicion:

| Suspicion or disclosure that a pupil is at risk |

⬇

| Is emergency medical treatment needed? |

↙ No   ↘ Yes

↙

| If there is an urgent safety issue, find the Designated Person or Principal immediately | | Arrange medical help and inform medical staff it is a child protection issue |

↙   ↘

| If a pupil discloses to you listen and reassure. Let them know you need to pass on the information. Tell them what will happen next. | | If you have a suspicion but the pupil has not disclosed | | Notify your Designated Person of your action as soon as practicable |

⬇   ⬇   ⬇

| Complete record of concern and hand to Designated Person before the end of the day. |

⬇

| Maintain confidentiality. Do not contact parents. The Designated Person will advise how parents will be contacted and who else needs to know |

⬇

| Are you ok? Ask for support if you need to. |

Notes: If the designated person is unavailable, hand the record of concern to another designated person or the Principal. Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate.

Beech House School Child Protection Record of Concern

Pupil's full name:_____   Form: _____

Date:_____   Time of Concern:_____-

Why are you concerned about this pupil?
_____
_____
_____

Please provide a description of any incidents/conversations and the dates occurred. You just make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself.
Please include any of the following:
What have you observed and when? (This relates to anything you have personally witnessed)
_____
_____
_____
_____

What have you been told and when? (Write here anything you have been told by the pupil or any other person. Be clear about who has said what)
_____
_____
_____
_____

Have you spoken to the pupil?   Yes   No
What did they say? Use the pupil's own words
_____
_____
_____
_____

What have you observed and when? (This relates to anything you have personally witnessed)
_____
_____
_____

What have you heard and when? (This may be third-party information that is relevant as yet unsubstantiated)
_____
_____
_____
_____

If an allegation has been made, give any details you have about the alleged abuser
_____
_____
_____

Updated: September 2018   Review due: August 2019

_____
_____

Does the pupil have any visible injury, or have they told you they have been injured?
Yes   No

If yes, has medical advice been sought? Yes   No

COMPLETE AND DATE BODY MAP WITH THIS INFORMATION. TICK THIS TO SHOW DONE

(remember the body map is in reverse ie the left hand side of the picture is actually the right)

OBSERVED INJURIES: (WHERE, NATURE, SIZE)

Yours details   Full Name:_____   Position: _____

Contact Number : _____   email _____

This record was handed to:
Name: _____   Position: _____-

Date: _____   Time: _____

If this record has been handed to anyone other than the Designated Person please explain why

_____
_____
_____
_____

Hand this form to the Designated Person before you go home. If the Designated Person is unavailable, hand it to the Principal.

Appendix IV
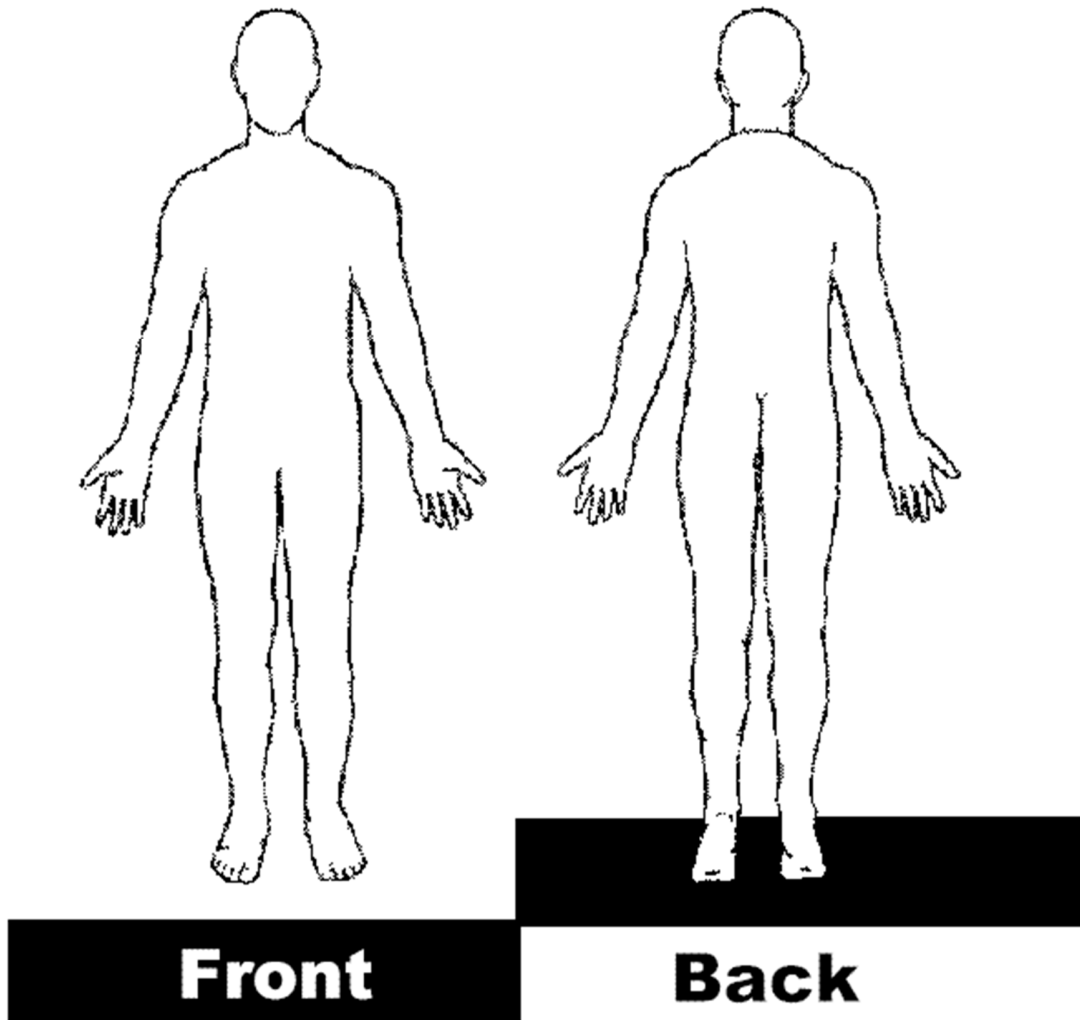
Appendix V

INDICATORS

Vulnerability
• Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
• Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
• Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
• Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
• Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

• Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
• Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
• Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
• Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
• Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
• Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

• Has the child/ young person encountered peer, social, family or faith group rejection?
• Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
• Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
• Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
• Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
• Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

• Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
• Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
• Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

• Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
• Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
• Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
• Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
• Does the child/ young person have any learning difficulties/ mental health support needs?
• Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
• Does the child/ young person have a history of crime, including episodes in prison?
• Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?

• Does the child/ young person have insecure, conflicted or absent family relationships?
• Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
• Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies

More critical risk factors could include:-

• Being in contact with extremist recruiters
• Articulating support for extremist causes or leaders
• Accessing extremist websites, especially those with a social networking element
• Possessing extremist literature• Using extremist narratives and a global ideology to explain personal disadvantage
• Justifying the use of violence to solve societal issues
• Joining extremist organisations
• Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

Appendix VI

School Prevent Duty Action Plan Template

Area of Responsibility	Actions to be Taken	Outcome

Leadership and values	Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice
	    Development of rigorous recruitment policies which include core School values
	    Key individuals are appointed amongst managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation
	    Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment
		A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged
		    All new staff are aware of the School's expectations and subscribe to its values
		    The School leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided
		    Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly

Partnership	Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas
	    Development of links with other Schools on the agenda
	    Development of links between key School staff and external partners, including the Local Authority and Police
		School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively
		    The School is able to benefit from existing best practice and resources
		    The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals

Safeguarding and pastoral care	Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process Development and implementation of rolling cross-organisation training plan to increase organisational awareness Consideration of a School safeguarding panel to assess and manage concerns relating to extremism and radicalisation Inclusion of a whistle blowing mechanism within the safeguarding procedures Inclusion of sub-contracted education providers within the safeguarding procedures	All are aware of the safeguarding procedure and that radicalisation is included within it All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism A whole School approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation Staff feel confident and protected in raising any concerns which may place the safety of learners at risk Learners are protected whilst they are studying or working externally to the School
Student and learner resilience	Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities	Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School All are aware of their individual responsibilities in the online space, especially regarding freedom of speech All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement Learners understand what the School values mean in practice
Internet safety	Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material	Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this

		material
Internet safety	Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through School servers	Learner study of extremist and terrorist material for legitimate purposes is protected Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas Learners are safe from accessing extremist or terrorist materials whilst using School servers
Reputation and brand	Development of policies which outline when the School's branding can be used and the responsibilities which come with its use Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism Delivery of awareness raising training to communications colleagues Delivery of awareness raising to all administration, teachers and students or learners advising of responsibility in the online space	Any references to the School online are picked up quickly and referred for action if they have links to terrorist/extremist material School administration, tutors and learners are aware of their responsibility in the online space regarding the School's brand and reputation
School Environment	Development of policies governing events organised by staff, learners or visitors on School premises Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour Development of a policy governing the display of materials internally at the School	The School does not host events or speakers supportive of, or conducive to, terrorism Learners are aware of the conduct expected by the School in creating a safe space for all groups on site A safe learning space is created, avoiding the display of inappropriate materials