Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness

SAFEGUARDING POLICY #11

The *Safeguarding Policy* was updated during the Autumn Term 2018.
This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	**26/11/2018**
REVIEW DATE:	**November 2019**
AUTHOR:	**Mrs Kay Bridson, Miss Angela Britten & Mr Peter Habert**
HEADTEACHER:	**Mrs Kay Bridson**
CHAIR OF GOVERNORS:	**Miss Angela Britten**
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	***All Safeguarding Policies*** ***This policy should be read alongside the following national government policies:*** ***Working together to safeguard children July 2018*** ***Keeping children safe in education September 2018*** ***Keeping children safe in education 2018 Part 1 and Annexe A*** ***What to do if you are worried a child is being abused 2015- Advice for practitioners.*** ***Prevent Duty Guidance July 2015*** ***Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (2018)***

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INDEX

1. **Purpose of this policy:**
   I. To evidence our belief that every child has at all times and in all situations a right to feel safe and protected from any condition or practice that results in a child being physically or psychologically harmed.
   II. To evidence that we acknowledge our primary responsibility for the care, welfare and safety of the pupils in our charge and evidence how we will carry out this duty through our planning, risk assessment, policies, teaching and learning, extra-curricular activities, pastoral care and extended school activities.
   III. To raise awareness amongst teaching and non-teaching staff of the need to safeguard children and document their responsibilities in identifying and reporting all safeguarding and child protection concerns.
   IV. To ensure that all adults working in on behalf of the school understand that they are responsible for their own actions, work in an open and transparent way and apply the same professional standards to all regardless of age, gender, sexuality and ethnicity.

This policy applies to all adults, including volunteers, working in or on behalf of the school.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

All staff must be prepared to identify children who may benefit from early help and understand the early help process and their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and in some cases acting as the lead professional in undertaking an early help assessment.

All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

2. **Aims of this policy:**
Whilst local authorities play a lead role, safeguarding children and protecting children from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our aims are to:
   • ensure safe and effective care for each pupil
   • promote each child's physical, spiritual, moral and emotional development
   • protect all children from maltreatment
   • prevent impairment of a child's health or development
   • promote health, development and well-being
   • enable all children to have the best life chances possible
   • always act in the best interests of the child

There is of evidence to support that 'children with better emotional and physical well-being make more progress' (The impact of pupil behaviour and well-being in educational outcomes, DFE 2012)

3. **Risks:**
We believe that successful safeguarding is about managing risk effectively and protecting children from harm / significant harm and abuse. Harm and abuse falls in to four categories:

   • **Physical abuse /harm**
   • **Emotional abuse / harm**
   • **Sexual abuse/ harm**
   • **Neglect / harm**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Abuse may include:

- bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability and homophobic, biphobic or transphobic abuse
- faith abuse
- radicalisation and extremist behaviour
- child sexual exploitation (see appendix 1 for statutory definition)
- trafficking
- fabricated or induced illnesses
- sexting
- substance misuse
- mental health
- gang activity and youth violence (issues that may be specific to a local area or population)
- domestic violence, sexual exploitation, female genital mutilation and forced marriage
- gender-based violence/ sexual assaults
- so called 'honour-based violence'

Behaviour linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but is not limited to a range of potential issues such as:

- bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- gender-based violence/ sexual assaults
- sexting

See Appendix 1 Glossary
See our Child Protection Policy

4. Child centred approach and Child's Voice
In order to achieve our aims we put the child at the centre of everything we do. The risks are considered for all aspects of our care and supported with appropriate policies

All members of staff (including volunteers and governors) act proactively in order to:

- create and maintain a safe environment for children
- maintain the trust of children, whilst at the same time never making a promise to a child that they will not tell anyone about an allegation or disclosure
- identify, at the earliest stage possible , children who are suffering or likely to suffer significant harm and take appropriate action, with the aim of making sure they are kept safe both at home and in the education setting
- maintain appropriate levels of confidentiality

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- health and safety
- use of reasonable force
- medical conditions
- first aid
- educational visits
- intimate care
- internet or online-safety
- school security, taking into account the local context.

The school adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. In doing this we have created a community where parents and children feel free to talk about any

concerns and see our school as a safe place. Children's worries and fears are taken seriously, if they seek help from a member of staff.

Children at our school are:

- in a safe environment with adults they trust
- treat other children, staff and visitors with respect and courtesy
- treat each other with care and understanding
- in an environment where they feel they can talk to staff about how they feel and their wishes and feelings

The governors and staff at the school work together to develop policies and to implement them consistently, to create and maintain the positive school ethos identified by Ofsted. Governors recognise the expertise that staff members have built up through safeguarding training and from managing safeguarding concerns on a daily basis.

If, at any point, there is a risk of serious harm to a child the Child Protection Policy is followed. See our Child Protection Policy.

5. Legal Scope
This policy is maintained in accordance with the following policies and guidance produced by the Local Authority and the Department for Education as listed in Appendix 2 of this policy.

6. Risk assessments
Risk assessment or plans are completed for various aspects of school life including, but not limited to:
- Off-site visits (Using 'Evolve' the on-line risk assessment tool)
- Residential Trips (Using 'Evolve' the on-line risk assessment tool)
- Curriculum activities: e.g. Physical Education and Design and Technology
- Areas of the school site both indoors and outdoors
- Regular school events: e.g. discos, playtimes, visits to Church etc.
- Managing the medication of pupils
- Managing the care of some individual children

7. Child Protection
Children are best protected and risks are minimised when staff are clear about what is required of them individually, and how they need to work together.

Our child protection policy sets out what is required of staff and other adults that come in to contact with children at our school both as individuals and also how they and the school work in partnership with other agencies.

Effective safeguarding arrangements in our school are underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional should play their full part in keeping children safe; and

- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

See our Child Protection Policy

8. Dedicated Safeguarding Lead (DSL) / Nominated Governor
The DSL is Kay Bridson (headteacher) and the Deputy Designated Safeguarding Lead (DDSL) is Justine Watkins (deputy headteacher)

The Nominated Governor (NGCP) for child protection is Angela Britten

The school's Child Protection Policy explains the roles and responsibilities of the DSL and the NGCP.

9. Training

The DSL and DDSL are trained to the same standard. Both have attended the Advanced Safeguarding Training (June 2015). Refresher courses are attended every two years. Knowledge and skills are updated annually via in school training.

During term time the DSL and / or DDSL are always available during school hours for staff to discuss any safeguarding concerns. Staff may contact the DSL and DDSL out of hours / out of term using contact phone numbers or via the school e-mail as long as any written concerns are sent securely (e.g. password protected or encrypted).

Staff are trained annually using the training materials provided by Wiltshire Safeguarding Children's Board. A record of training is kept as part of the Single Central Record.

The NGCP has attended safeguarding workshops for governors, attended safer recruitment training and completed on-line updates and training. Several interested governors have also attended safeguarding workshops.

Employed staff receive appropriate safeguarding and child protection training, which is regularly updated. Annual training takes place and briefings are sent out during each academic year as required.

Governors are briefed by the DSL on safeguarding issues at each FGB as part of the Head teacher's Report to Governors. Information is also cascaded by the clerk between meetings. The Safeguarding Committee meet at least twice a term and report back to the FGB

Volunteers are briefed by the DSL and given an explanatory leaflet regarding safeguarding issues on an annual basis.

Parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures through the availability of policies on the school website, school newsletters and via the school office.

The **Safeguarding (Welfare, Safety, Health and Happiness) section of the school website** provides general safeguarding information and various links to the school policies which support safeguarding. Information may be found regarding:

> Admissions
> Attendance (including holiday and leave guidelines)
> Behaviour (including positive handling)
> British Values
> Bullying
> Child Protection (including FGM, forced marriage, radicalisation and private fostering)
> Critical Incidents
> Educational Visits
> Equality and Inclusion (including Special Educational Needs)
> Online-Safety
> Extremism and Radicalisation
> FGM
> First Aid
> Health and Safety
> Intimate Care
> Medication
> Photography
> Security
> Sex and Relationships Education
> Whistle blowing

The *Learners* section of the school website provides details of the curriculum and the areas of learning which encourage children to take responsibility for their own welfare, health, safety, happiness and personal development.

10. Accessibility and Inclusion

We uphold the fact that children with disabilities and special educational needs (SEND) have the same rights to be safe from abuse and neglect, to be protected from harm and to achieve the same outcomes as children without disabilities

Children with disabilities and SEND do however, require additional action. This is because they experience greater vulnerability as a result of negative attitudes towards children with disabilities and unequal access to services and resources. They may also have additional needs relating to physical, sensory, cognitive and / or communication impairments.

We are committed to:
- providing a fully accessible environment which values and includes all pupils, parents, staff, governors and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- challenging negative attitudes about disability and accessibility
- maintaining and improving our culture of awareness, tolerance and inclusion
- putting the person first (i.e. children with SEND not SEND children)

See our Accessibility and Inclusion Policy, Special Educational Needs and Disabilities Policy and Single Equalities Policy.

11. Access Plan

The plan informs Governors, staff, volunteers and parents of our ambitions to improve;
- the physical school environment
- access to information
- access to the curriculum.

The plan has short, medium and long term goals setting out:
- Targets
- Strategies
- Outcomes
- Timescales

See our Access Plan.

12. Admissions

A child must be in full-time education in the term following their fifth birthday. In Wiltshire children can start school at the earliest from the September following their fourth birthday.

The admission policy sets out parents' responsibilities, the local authority's obligations and responsibilities and our schools responsibilities.

See our Admissions Policy.

13. Allegations against staff

Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate designated officer from the local authority.

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

See our Child Protection Policy and Whistle Blowing Policy

14. Anti-bullying
We have a consistent approach to anti-bullying. At Stratford-sub-Castle Primary School we believe:
'Bullying is an unprovoked action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It is the wilful, conscious desire to hurt, threaten or frighten someone. It is often persistent, and it is difficult for those being bullied to defend themselves. It may be aimed at certain groups, e.g. because of race, religion, gender or sexual orientation or because a child is adopted or has caring responsibilities'

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Stratford-sub-Castle Church of England Primary School Anti-Bullying Policy

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Bullying takes many forms and can include:
- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

As a school community we
- promote positive image and high self-esteem
- nurture a sense of social responsibility and community
- foster tolerance, respect and consideration for others
- find bullying unacceptable and believe it damages individual children and therefore our whole community.

See our Anti-bullying Policy and our Promoting Assertive Behaviour leaflet for parents and children (see school website). Supporting guidance is taken from on 'Preventing and tackling bullying' and 'Supporting children and young people who are bullied: advice for schools' (see DfE website).

15. Assessment for Learning
We believe it is crucial that day-to-day assessment helps to inform and improve future teaching and learning. The gathering of day-to-day assessment information, while often informal, unrecorded or quickly noted supports and guides longer-term assessments and helps children to reach their full potential.

'Pupil Progress Meetings' are held each term to track and monitor each pupil's progress. This meeting involves the Assessment Leaders, the Special Educational Needs Co-ordinator (SENDCO), teacher and teaching assistants and aims to ensure that an appropriate curriculum and correct level of challenge is being provided for each pupil. At this time Class Concern Sheets (Groups Grid), Individual Education Plans, Provision Map, SEN and the Able & Interested Children Register are updated.

See our Assessment for Learning Policy

16. Attendance and Children Missing from School
School attendance is an important issue. We believe school attendance and education is crucial to the development of every child and that children need to attend school regularly to benefit from their education.

Missing out on lessons leaves children vulnerable to falling behind and children with poor attendance tend to achieve less in both primary and secondary school.

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

If a staff member has concerns about a child they should raise these with the DSL. The DSL will decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

Where a child and family will benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment conducted by children's social care. These assessments should identify what help the child and family require in order to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, the SENCO, General Practitioner (GP), family support worker, and/or health visitor.

See our Attendance Policy
See DFE guidance: 'Keeping children safe in Education', 'Children who run away or go missing from home or care', 'Children Missing Education Guidance' and 'School Attendance'. See the government's 'Missing children and adults strategy'

17. Behaviour for Life and Learning
We aim to make each member of the school feel valued and respected.
We therefore:
- balance the needs of the whole school with those of each individual
- build learning power muscles – resilience (feeling), resourcefulness (thinking), reflectiveness (managing) and reciprocity (relating)
- help our pupils attain the highest possible standards of personal development, whilst nurturing within them a sense of community and social responsibility

We regard behaviour as a whole school issue and as comprising the actions and responses of each member of our school community. It is how we value and respect ourselves, how we behave towards one another and how we treat our environment. We believe that each individual is responsible for his or her decision-making and therefore behaviour.

We believe that behaviour affects every academic and social programme designed to further a child's development.

We expect everyone to be responsible for their own behaviour, to make appropriate choices, to accept the consequences of their behaviour and to behave appropriately in different situations and surroundings. However, safety and group management issues must also be taken into account. We recognise the need to create the conditions for positive behaviour and to limit the situations where inappropriate or undesirable behaviour might occur.

We believe it is important for all adults working in our school to take a proactive role in behaviour management.

See our Behaviour for Life and Learning Policy, Anti-Bullying Policy and Child Protection Policy.

18. British Values
At Stratford-sub-Castle Primary School our core values of peace, love and joy were developed in partnership with children, parents, staff and governors and are embedded in our school ethos.

We serve the whole community and warmly welcome children and their families whatever their faith, culture or means.

We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

See our Promoting British Values Policy.

19. Code of Conduct
The school has a 'Code of Conduct' for employed staff, volunteers and school governors to help achieve our school aims and promote our core values.

This sets out our requirements and expectations for employees, volunteers and governors in order to meet and maintain our responsibilities towards children. The Code of Conduct ensures professional and appropriate relationships with children are part of the school ethos.

The Code of Conduct also includes statutory, national and local duties which govern conduct of employees/volunteers and Governors of Stratford-sub-Castle Church of England Primary School.

See our Code of Conduct for staff, volunteers and governors.

20. Complaints and praise
We have a formal complaints policy that visitors and parents can access if they are not satisfied with any aspect of the service we provide or want to report a concern. There is also guidance available for parents and visitors who wish to raise matters of concern informally.

All complaints are dealt with in the strictest confidence. Any breach of this confidentiality (word of mouth, e-mail, social networking sites) by either side may compromise the investigation.

Our aim regarding complaints is:
- to handle complaints quickly and sympathetically
- to learn from mistakes when they occur
- to provide the consistency and quality of service which renders complaints obsolete!

There is no formal procedure for praise. If you feel that something has been done especially well, please feel free to let us know. It is helpful to know which aspects of our school are particularly valued by parents.

See our Formal Complaints Policy and our Guidance on Informally Raising Concerns

21. Critical Incident and Management Plan
Handling crises, safeguarding children and adults and dealing with difficult 'incidents' on a daily basis is a normal aspect of school life.

There are occasions when schools will experience incidents of a significantly more extreme nature. What seems to distinguish these incidents is their nature and scale, and it is this type of occurrence, which has come to be termed a 'critical incident'.

Although the concept of a critical incident is difficult to precisely define we regard it to be an unexpected occurrence, which may suddenly have a major impact on school'**.**

It is also important to note that this approach, which views critical incidents as situations or crises that are beyond the everyday experiences of school life, contains an implied understanding that these incidents would be markedly distressing to a significant number of adults and children

See our Critical Incident and Management Plan.

The Critical Incident and Management Plan should be read in conjunction with the Local Authority (LA) polices supporting Employee Wellbeing Policy, Violence and Aggression towards Staff Policy and the documents supporting critical incident planning produced by Wiltshire Council. These policies are on Wiltshire Right Choice.

22. Data Protection

The school needs to keep certain information about our employees, pupils and other users to allow us, for example, to monitor performance, achievement and health and safety.

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any person unlawfully. To do this, Stratford-sub-Castle Church of England Primary School must comply with the General Data Protection Regulations (GDPR).

All staff members who process or use personal information must ensure that they follow the procedures set out in the school Data Protection Policy.

The policy is a condition of employment that 'employees will abide by the rules and policies made by the School' from time to time. Any failures to follow the policy can therefore result in disciplinary proceedings.

The GDPR is not a barrier to sharing information where the failure to do so would result in a children being placed at risk of harm. Fears about sharing information are not allowed to stand in the way of the need to promote the welfare and protect the safety of children.

See our Data Protection Policy

23. Equality

We welcome our duties under the Equality Act 2010 to
- eliminate discrimination
- advance equality of opportunity
- foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and as relevant, pregnancy/ maternity, and in relation to employment; age and marriage/civil partnership).

We also, recognise and act on all opportunities to promote community cohesion. We recognise that these duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

It is now widely acknowledged that inequality linked to socio-economic factors (poverty) is one of the major issues affecting educational attainment in England today.

This school is committed to tackling this aspect of disadvantage, and information about the measures being taken is published separately in a report about how we spend our Pupil Premium.

This school recognises that socio-economic factors (poverty) are not the only issue affecting how pupils achieve in school, as gender, ethnicity, disability/SEND, sexual orientation and gender identity may all affect whether children fulfil their academic potential.

The Equality and Diversity Monitoring Statement highlights the measures this school is taking to address inequality that cannot solely be linked to socio-economic factors (poverty).   The report gives an overview of Stratford-sub-Castle Primary School's commitment to equality of opportunity, outlining the work it has undertaken in the previous twelve months, as well as the steps it is proposing to take in the year ahead.

See our Single Equalities Policy and the Equality and Diversity Monitoring Statement.

24. Online Safety / Acceptable Use

Internet access is designed expressly for educational use and includes filtering appropriate to the age of the school's pupils. Regular monitoring takes place. The Computing Leader reports any concerns to the Headteacher.

Pupils at Stratford-sub-Castle Primary School learn appropriate internet use and are given clear guide-lines for internet use. Each year group has specific online-safety lessons which are outlined on the school curriculum map taken from the National Curriculum.

Written permission from parents or carers is always obtained before pupils are allowed to use the internet. The school keeps a record of all staff and pupils who have had internet access withdrawn.

Pupils are allowed to access only approved email accounts on the school system and must immediately tell a teacher if they receive offensive mail. Pupils are taught that they must not reveal details of themselves or others in communications with people online; such as their address, telephone number, or arrange to meet anyone. Pupils understand that they are to use email in an acceptable way, follow internet safety rules and be banned from using the internet in serious breaches of the rules. The use of online chat is not permitted in school, other than as part of its online learning environment.

Staff, governors and volunteers are briefed and sign a "Code of Conduct" which includes using technology safely within school and outside of school. They are aware that it is their responsibility to remain professional / appropriate whilst using the Internet and other technology in and out of school.

This Acceptable Use Policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while using the internet and other information devices and technologies for educational, personal and recreational use.
- that school / academy systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities for *pupils'* learning and will, in return, expect staff and volunteers to agree to be responsible users.

As part of the Acceptable Use Policy, the use of mobile phones is not permitted without the expressed permission of the headteacher inside the school building during school hours.

See the Online-Safety Policy, Acceptable Use Policy and Code of Conduct for staff, volunteers and governors.

25. Extremism and Radicalisation

The Government published *'The Prevent Strategy' in 2011 and updated guidance in July 2015.* It is part of the overall counter-terrorism strategy. The aim of the strategy is to reduce the threat to the UK from terrorism, by stopping people becoming terrorists or supporting terrorism. In the Counter-Terrorism and Security Act 2015 this has simply been expressed as the need to *"prevent people from being drawn into terrorism".*

Stratford-sub-Castle Primary School has a key role in protecting pupils from the risks of extremism and radicalisation and has a duty to prevent people from being drawn into terrorism.

The school has assessed the risk of children being drawn into terrorism, including support for extremist ideas, which are part of terrorist ideology. This is based on an understanding shared with partners of the potential risk in the local area.

Our policy of 'Tackling Extremism and Radicalisation' aims to ensure that:
- all members of the school community have an understanding of what extremism and radicalisation is and why we need to be vigilant in school
- staff are fully engaged and are vigilant about radicalisation; that they suspend professional disbelief that such issues will not happen here
- staff understand their roles and responsibilities in protecting pupils from the risks of extremism and radicalisation and have due regard to the need to prevent people from being drawn into terrorism
- pupils understand how to keep themselves safe
- parents have confidence in the school's policies and understand how the school works to keep pupils safe.

A key part of the *Prevent* strategy is Channel. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. We will report our concerns to and work with *Prevent* teams and Channel panels and the police as required.

The school accesses the government's web-site 'educate against hate' to provide information and training.

See our Tackling Extremism and Radicalisation Policy and Information Sharing Policy
See also HM Government '*Prevent* duty guidance' (2011), Revised Prevent Duty Guidance for England and Wales (2015) and 'Channel guidance' (2015).

26. Female Genital Mutilation (FGM) / So called 'honour-based violence' (HBV)

Mandatory Reporting of Female Genital Mutilation came into force on 31.10.15. Staff are aware of their mandatory reporting duty provided for in the Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

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

Staff are aware that Honour Based Violence (HBV) encompasses crimes which have been committed to protect for defend the honour of the family or community. It includes:

- FGM
- forced marriage
- practices such as breast ironing

All forms of HBV are abuse, regardless of the motivation and are handled and escalated as such.

Local safeguarding procedures are followed and where there is a risk to life or likelihood of serious immediate harm, cases are immediately reported to the police, including dialling 999 if appropriate. The school recognises that under best practice guidelines reports should be made by the close of the next working day.

See Multi-agency statutory guidance on FGM (2016 p59-61) and the guide-lines 'Handling cases of forced marriage' (2014 p13-14)

27. First Aid
Each class has at least one registered first aider / pediatric first aider. Certificates are displayed in the school office. There is always a designated first aider on duty at lunchtimes.

A 'Bump Note' is issued for minor injuries requiring first aid. Please note 'Bump Notes' are not issued if no first aid has been administered. A member of staff will talk to parents if the school feels a more serious injury has occurred. This is always done in the case of a head injury.

See our Health and Safety Policy

28. Freedom of Information and Publications
Information that we publish or may publish in the future is split into categories of information known as 'classes'.

The classes of information that we undertake to make available are organised into four broad topic areas:

- School Prospectus: information published in the school prospectus
- Information relating to the governing body and other governing body documents
- Pupils & Curriculum: information about policies that relate to pupils and the school curriculum
- School Policies and other information related to the school

Information can be requested from the school and the Information Commissioner's Office's website provides guidance on how to make a freedom of information under the Freedom of Information Act 2000.

See our Freedom of Information and Publications Policy, Data Protection and Information Sharing Policy

29. Information sharing
'Working together to safeguard children' 2015 says:
> *'effective safeguarding systems are those where all professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care'*

Stratford-sub-Castle Primary School fully recognises its responsibilities to share information.
We also have a duty to safeguard the information we hold on pupils and information regarding child protection is confidential.

See DFE guidance: 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (2018)
See our Information Sharing Policy and Data Protection Policy.

30. Intimate care
Intimate care is one of the following:
- supporting a pupil with dressing/undressing
- providing comfort or support for a distressed pupil
- assisting a pupil requiring medical care, who is not able to carry this out unaided
- cleaning a pupil who has had a toileting accident, nose bleed or who has vomited
- assisting girls who have needs due to menstruation

We believe it is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible.

See our Intimate Care Policy

31. Medication

We have a responsibility to maintain the health and safety of the pupils under our care at school or during any other school event or activity. This may extend to administering medicine or taking other medical action in an emergency.

No medication is given to any child without the *specific written consent* of the parent/carer concerned. Under no circumstances will staff help a child to administer prescribed medication on their own initiative.

See our Medication for Pupils Policy

32. Parents

Parents play an important role in our school. Parents will find that Stratford-Sub-Castle Church of England Primary School has an environment where:

- they feel supported
- their children feel safe
- their children feel supported
- they can easily speak to staff
- they can give positive feedback to staff
- they can raise concerns

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. We provide information in relation to safeguarding to parents in the school prospectus, on the website and updates as necessary in the school newsletter*.*

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.

The School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see our Child Protection Policy). We encourage parents to discuss any concerns they may have with class teachers, the SENDCO, the Deputy Head Teacher (DHT) or the Headteacher (HT).

Parents have access to our policies on line through the School's website.

We have guidance for 'Informally Raising Concerns' and a Formal Complaints Policy which parents may access if they have a concern or are not satisfied with any aspect of the service we provide.

33. Photography / Images

It is recognised that parents may wish to make a personal family record of their child's activities at school such as sporting events and official functions. This may include digital images, DVDs, videos and photographic prints or slides. Parents are welcome to make such a record, subject to the following conditions:

- parents are permitted to take photographs of their own children. Inclusion of other children should be incidental or restricted to team photographs; otherwise, photographs of other pupils should not be taken without the prior agreement of the child's/children's parents.
- all images are strictly for personal and family use only and must not be placed in the public domain. This includes publication on the internet: for example, on sites such as YouTube and on social networking sites such as Facebook unless in access-restricted areas. Any parent or pupil who is concerned about images that have been uploaded into a public domain should seek the cooperation of the person who uploaded the item, or make use of the website's facility to flag inappropriate content; if this fails to resolve the matter, the School should be informed.
- photographs and recordings during services in Church are not permitted.

- recording of concerts by parents is not allowed without the express permission of the Headteacher.
- the rights of individuals must be respected and child protection ensured at all times.
- parents must be mindful of the need to use their cameras and recording devices with consideration and courtesy for others.
- flash photography can disturb others in the audience or cause distress for those with medical conditions, and should therefore not be used.
- commercial copyright issues may prevent the school from permitting the filming or recording of certain events such as plays and concerts. If that is the case, the audience will be informed that there must be no infringement of copyright.

The school:
- seeks parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- only uses school equipment
- only takes photos and videos of children to celebrate achievement
- uses only the child's first name with an image
- ensures that children are appropriately dressed
- encourages children to tell us if they are worried about any photographs that are taken of them.

Consent is sought from parents to take photographs of their children to use on the school website, in publications, or for display purposes via a letter/form sent out at the beginning of their time at the school.

See our use of Photography/ Images Policy, Child Protection Policy and Online-Safety Policy.

34. Use of Force and Positive Intervention

There remains a common law and child protection 'duty of care' upon all adults in school to protect the wellbeing of all children within school, and to intervene as they personally feel appropriate in any given set of circumstances. The power of restraint operates separately to this common law duty of care and also separately to the common law power of any citizen to use reasonable force in self-defence.

Staff members at Stratford-sub-Castle school accept that physical intervention is only used as a **last resort** when:
- there is a developing risk of injury to children, staff or others
- the action is in self-defence

Physical intervention is not routinely used at our school. Our school's Behaviour for Life and Learning Policy outlines our behaviour expectations and the means by which we seek to reduce the likelihood of situations occurring where the use of physical intervention may be necessary.

All members of school staff have a legal power to use reasonable force. See Section 93, Education and Inspections Act 2006

See our Positive Intervention policy
See DFE guidance: 'Keeping children safe in education 2018' and 'Use of reasonable force in schools' (2013)

35. Recruitment

Safer practice in recruitment is the process of thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of recruiting new staff. It starts with the process of planning the recruitment exercise and, where the post is advertised, ensuring that the advertisement makes clear the school's commitment to safeguarding and promoting the welfare of children.

It also requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants.

Main elements of the process include:

- ensuring the job description makes reference to the responsibility for safeguarding and promoting the welfare of children
- ensuring that the person specification includes specific reference to suitability to work with children
- obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies
- obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns
- a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post
- verifying the successful applicant's identity
- verifying that the successful applicant has any academic or vocational qualifications claimed
- checking his or her previous employment history and experience
- verifying that s/he has the health and physical capacity for the job
- an enhanced Disclosure and Barring Service (DBS) check
- verifying that, where appropriate, s/he holds the appropriate valid visa and work permit

See our Safer Recruitment Policy

36. Security
We aim to provide a happy, safe and stimulating environment so that each pupil has the opportunity to achieve and acquire the skills and knowledge required for life now and in the future by:
- safeguarding the personal security of pupils, staff and visitors
- safeguarding the security of buildings and grounds
- maintaining optimum relationships with pupils, parents, neighbours and the local community
- encouraging vigilance from everyone connected with the school
- developing positive attitudes within individuals, towards security matters.

We believe:
- an effective Security Policy is crucial to the regime of the school
- a safe learning environment is vital to the well-being of our pupils and staff
- all visitors/contractors have a right to conduct their business in a safe and secure manner

See our Security Policy

37. Sex and Relationships Education
Sex and Relationships Education includes work concerning physical, emotional and social development. It also entails making the children aware of qualities, values, standards, morals and gender issues, together with the acquisition of skills which will give the children the ability to exercise personal responsibility and maintain personal safety.

As children develop the skills of choice, decision making, assertiveness and communication, they also develop self-worth, self-esteem and confidence and this helps to foster respect for themselves and each other.

In the context of Sex and Relationship Education our pupils will learn, amongst other things about:

- the cycle of life including birth and death
- the importance of family life, friends and community
- begin to develop simple skills and practices which will help maintain personal safety
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

- become aware that their feelings and actions have an impact on others
- know that individuals have rights over their own bodies and that there are differences between the ways they can be touched

Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

See our Sex and Relationship Education Policy

38. Special Educational Needs and Disabilities (SEND)
The aims of our practice at Stratford-sub-Castle Primary School are to:
- achieve the best possible outcomes for each individual child
- provide curriculum access for all
- secure high levels of achievement for all
- meet individual needs through a wide range of provision
- attain high levels of satisfaction and participation from pupils, parent and carers
- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to positive outcomes
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

We promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

We also work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

See the Special Educational Needs and Disabilities Policy and Accessibility and Inclusion Policy.

39. Staff, Governors and regular volunteers
All employed staff members, governors and regular volunteers have enhanced recruitment checks (these permit adults to work regularly with children) and sign a copy of the Code of Conduct to indicate they understand their responsibilities and the expectations / requirements of the roles they fulfil. Volunteers are provided with a leaflet to advise them about Child Protection issues.

Staff members and governors have appropriate supervision and support including:
- undertaking safeguarding training / briefings
- briefings at staff meetings on key issues
- briefings at staff training days on key issues
- handouts
- access to policies
- advice at any time from the deputy Headteacher and Headteacher (DSL and DDSL)
- an environment where staff feel able to raise concerns and feel supported in their safeguarding roles

Staff members are aware of and have access to all school policies.

40. Volunteers, Visitors and regular contracted in staff
All regular volunteers, visitors and contracted staff are expected to comply with the "Visitors Policy".

All visitors to school:
- are responsible for their own actions and behaviour
- must avoid any conduct which would lead a reasonable person to question their motivation or intentions
- must act and be seen to act in an open and transparent way
- must follow the school's Health and Safety procedures

- must not reveal to anybody outside school (unless in a professional capacity) personal information they learn in the course of their work or visit
- will be accompanied around the school as appropriate and always in view of staff when children are present
- who deliver presentations or talks to children will be overseen by class teachers or other staff

Visitors to the school may not park on the school grounds or remove the bollards at the front of the school gate without the express permission of the headteacher. All visitors to the school are asked for formal identification at the time of their first visit.

Visitors must follow the procedure below to enter the school:

- once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance
- at reception, all visitors may be asked to state the purpose of their visit and who has invited them. Formal identification will be requested when a visitor is unknown to reception staff
- all visitors will be asked to sign the Visitor's Book
- all visitors will be required to wear an identification badge; the badge must remain visible throughout their visit
- visitors will be escorted to their point of contact **OR** their point of contact will be asked to come to reception to receive the visitor. The contact is responsible for them while they are on site
- visitors may be asked to leave the school premises and escorted off the site
- if a visitor refuses to show identity when asked or refuses to sign the visitor's book, staff will not allow them access to the school. The deputy Headteacher or Headteacher will be informed and will consider the situation and decide if it is necessary to inform the police.
- if a visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for. The deputy Headteacher or Headteacher will be informed in this instance
- the school Child Protection Policy will be followed as necessary

Regular contracted in staff include kitchen staff and cleaners. The companies they work for are expected to provide the school with proof of pre-employment checks including DBS checks before commencement of work in the school. The Designated Safeguarding Lead (DSL) ensures that kitchen staff and cleaners have appropriate supervision and support including:
- briefings on induction
- handouts
- access to policies on line
- advice at any time from the deputy Headteacher and Headteacher or any member of staff
- an environment where they feel able to raise concerns and feel supported in their safeguarding roles

There may be restrictions regarding what a volunteer / regular contracted in person can do, where they can go or the contact they have with children within our school. These restrictions are explained in our Volunteer / Visitor Policy, Safer Recruitment Policy and during briefings on induction.

Regular contracted in staff members have access to our Complaints Policy if they have a concern or are not satisfied with any aspect of the service we provide.

See our Visitors Policy, Safer Recruitment Policy and Code of Conduct.

41. Whistle Blowing
The whistle-blowing procedures may be used by any member of staff at Stratford-sub-Castle Primary School, in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate or the conduct of a member of staff is not professional.

The NSPCC whistleblowing helpline is available for staff members who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or e-mail help@nspcc.org.uk.

See our Whistle Blowing Policy.

42. Working in partnership with others
The school recognises that it is essential to establish positive and effective working relationships with other agencies e.g. LA, Children's Services, Police, Health, Children Centres, Early Intervention Service and also Prevent / Channel, as necessary. These relationships are continually nurtured and developed via a range of activities and dialogue.

When additional needs of children are identified, the school works with other agencies to provide a co-ordinated offer of early help and contributes to inter-agency plans.

The school co-operates with any child protection enquiries conducted by Children's Social Care and the school ensures representation at appropriate inter-agency meetings such as initial and child review child protection conferences, core group meetings and integrated support plan meetings.

Reports are produced, as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

The school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB (Local Safeguarding Children's Board). The school provides the LSCB with information as requested.

See our Information Sharing Policy

Policy responsibility: Full Governing Body

Appendix 1: **Glossary:**

Item	Definition
Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: a. protecting children from maltreatment b. preventing impairment of children's health or development c. ensuring that children are growing up in circumstances consistent with the provision of safe and effective care d. taking action to enable all children to have the best outcomes
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
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.

Item	Definition
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meets the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	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 Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Item	Definition
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: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate care-givers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Extremism	Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.
Young carer	A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).
Parent carer	A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility.
Education, Health and Care Plan	A single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND). See the Special Educational Needs and Disability Code of Practice 0-25 (2014).

Item	Definition
Local authority designated officer	County level and unitary local authorities should ensure that allegations against people who work with children are not dealt with in isolation. Any action necessary to address corresponding welfare concerns in relation to the child or children involved should be taken without delay and in a coordinated manner. Local authorities should, in addition, have designated a particular officer, or team of officers (either as part of multi-agency arrangements or otherwise), to be involved in the management and oversight of allegations against people who work with children. Any such officer, or team of officers, should be sufficiently qualified and experienced to be able to fulfil this role effectively, for example qualified social workers. Any new appointments to such a role, other than current or former designated officers moving between local authorities, should be qualified social workers. Arrangements should be put in place to ensure that any allegations about those who work with children are passed to the designated officer, or team of officers, without delay.
Safeguarding partners	A *safeguarding partner* in relation to a local authority area in England is defined under the Children Act 2004 as: (a) the local authority, (b) a clinical commissioning group for an area any part of which falls within the local authority area, and (c) the chief officer of police for an area any part of which falls within the local authority area. The three safeguarding partners should agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents. To fulfil this role, the three safeguarding partners must set out how they will work together and with any relevant agencies as well as arrangements for conducting local reviews.
Child death review partners	A child death review partner in relation to a local authority area in England is defined under the Children Act 2004 as (a) the local authority, and (b) any clinical commissioning group for an area any part of which falls within the local authority area. The two partners must make arrangements for the review of each death of a child normally resident in the area and may also, if they consider it appropriate, make arrangements for the review of a death in their area of a child not normally resident there. They must also make arrangements for the analysis of information about deaths reviewed under this section. The purposes of a review or analysis are (a) to identify any matters relating to the death or deaths that are relevant to the welfare of

Item	Definition
	children in the area or to public health and safety, and (b) to consider whether it would be appropriate for anyone to take action in relation to any matters identified.
County Lines	As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
Child criminal exploitation	As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Appendix 2: Additional Policy information

This policy should be read alongside the following other school policies:
Anti-Bullying Policy, Attendance Policy, Behaviour for Life and Learning Policy, Child Protection Volunteer Leaflet, Critical Incident Policy and Management Plan, Complaints Policy, Data Protection Policy, E-safety Policy, Freedom of Information and Publications, Information Sharing Policy, Intimate Care Policy, Medication for Pupils Policy, Positive Interventions Policy, Safe-guarding Policy, Safer Recruitment Policy, Security Policy, Sex and Relationships Education Policy, Single Equalities Policy, Special Educational Needs Policy, Use of Photography Policy and Whistle Blowing Policy.

This policy should be read alongside the following statutory national government policies

Safeguarding children and young people

Keeping children safe in education
5 September 2016   Statutory guidance

Working together to safeguard children
26 March 2015   Statutory guidance

Multi-agency statutory guidance on female genital mutilation
1 April 2016   Statutory guidance

Disqualification under the Childcare Act 2006
10 June 2016   Statutory guidance

Promoting the education of looked-after children
23 July 2014   Statutory guidance

Supervision of activity with children
10 September 2012   Statutory guidance

Children Act 1989: court orders
17 April 2014   Statutory guidance

Children Act 1989: care planning, placement and case review
3 July 2015   Statutory guidance

https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people

This policy should be read alongside the following national government guidance

Prevent duty guidance

23 March 2016, Guidance, Home Office

Prevent duty guidance for Scotland and England and Wales.

Protecting children from radicalisation: the prevent duty

17 August 2015, Guidance, DfE

Guidance for schools and childcare providers on **preventing** children and young people from being drawn into terrorism.

https://www.gov.uk/government/publications/prevent-duty-guidance

Child abuse concerns: guide for practitioners

26 March 2015   Guidance

https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Channel guidance

23 April 2015, Guidance, Home Office

Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

https://www.gov.uk/government/publications/channel-guidance

Child sexual exploitation: definition and guide for practitioners

From: Department for Education
Part of: Looked-after children and Safeguarding children
First published: 16 February 2017
Applies to: England

Definition of child sexual exploitation, potential vulnerabilities and indicators of abuse and appropriate action to take in response.

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Appendix 3: Further sources of information

Department for Education guidance

Safeguarding children and young people

Protecting children from radicalisation: the prevent duty
17 August 2015 Guidance

Drugs: advice for schools
10 September 2012 Guidance

School security
1 December 2012 Guidance

Child abuse concerns: guide for practitioners
26 March 2015 Guidance

https://www.gov.uk/government/collections/departmental-advice-schools#safeguarding-children-and-young-people