



LADY MARGARET SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

Reviewed: 7th November 2023

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PART 1: GENERAL

1 INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people, the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

2 Schools and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

3 To this end, the Governors and school staff are committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This includes communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

4 AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection

seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;

- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

5 **GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding
- The school will in all cases follow the current DfE and other government guidance on safeguarding and the Prevent Duty, in particular "Keeping children safe in education" (1st September 2023) and "Prevent duty guidance: England and Wales 2023"

- 6 Staff will also bear in mind the guidance at paras 21 to 25 of "Keeping children safe in education", including in particular the guidance that safeguarding incidents and behaviours can be associated with factors outside the school and family. They will also bear in mind the indicators of abuse and neglect in paragraphs 26 to 30 of "Keeping children safe in education".

7 **CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES**

This Policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying, use of restraint and equality policies.

8 **COVID-19**

Issues concerning Covid-19 were formerly dealt with in a separate Annex to this policy. That Annex is revoked. Pending further guidance from HM Government the school will treat issues concerning Covid-19 in the same way as it treats issues concerning any other infectious disease.

PART 2: CURRICULUM

- 9 The Governing Body believes that the school curriculum is important in the protection of children. It will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE curriculum):
- Developing pupil self-esteem;
 - Developing communication skills;
 - Informing about all aspects of risk;
 - Developing strategies for self-protection;
 - Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
 - Developing non-abusive behaviour between students to safeguard against child on child abuse.
- 10 As part of the provision of a broad and balanced curriculum, students will be taught about safeguarding, including online safety. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education). The Governors note that the Government has made regulations which make the subjects of Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

PART 3: RESPONSIBILITIES OF THE DESIGNATED SAFETY LEAD (DSL)

- 11 Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.
- 12 The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.
- 13 The responsibilities of the DSL include the following:
- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
 - To ensure all staff receive training in the above, including staff who are temporary or start mid-year
 - To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
 - To be aware of all children within the school who are the subject of a Child Protection

Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;

- To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- To follow as appropriate recommendations made by the school's safeguarding partners (the local authority, an-integrated care system for an area within the local authority and the chief officer of police for the police area in the local authority area);
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection;
- To support and advise staff on child protection issues generally and arrange training.
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors , learning mentors;
- To communicate child protection policies and procedures effectively to parents/carers and students by placing this policy on the school website and by such other means as they consider appropriate;
- To maintain one central record of child protection matters, including copies of relevant documents kept in other files, and otherwise to maintain accurate and secure child protection records;
- To send on child protection records to new schools (where relevant)
- To take lead responsibility for safeguarding and child protection
- Promoting supportive engagement with parents and carers
- Promoting educational outcomes of children in need by knowing and helping to address issues they're experiencing or have experienced, by:
 - Ensuring the school or college knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising the lasting impact there can be on children's educational outcomes
- To work with the Headteacher and relevant strategic leads
- On information sharing:
 - Understanding the importance of information sharing with other schools on transfer, including in-year transfers and between primary and secondary education
 - Ensuring information in child protection files is kept confidential and stored securely
 - Clarifying that the child protection file should be transferred to a new school or college within 5 days for an in-year transfer or within first 5 days of the start of a new term
 - To understand filtering and monitoring systems in place and to lead on CPD for all staff on this aspect of safeguarding.

PART 4: RESPONSIBILITIES OF SCHOOL STAFF

14 Part 1 of "Keeping children safe in education" must be read and understood by all members

of the staff working directly with children. Members of staff who do not work directly with children must read and understand the condensed version of Part 1 in annex A of “Keeping children safe in education”.

- 15 All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the DSL and other senior staff members.
- 16 Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- 17 All school staff are expected to:
 - Be able to identify signs and symptoms of abuse
 - Report concerns (including concerns about other staff/professionals) to the Designated Safety Lead (DSL) or other senior staff members as appropriate
 - Be aware of the relevant local procedures and guidelines
 - Monitor and report as required on the welfare, attendance and progress of all pupils
 - Keep clear, dated, factual and confidential records of child protection concerns.
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).
 - Reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims should not be given the impression that they are creating a problem or made to feel ashamed for making a report
 - Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
 - Be vigilant as multiple safeguarding issues will overlap with one another
 - Be aware of the risk factors that increase the likelihood of involvement in serious violence
 - Understand their expectations, roles and responsibilities around filtering and monitoring systems

PART 5: APPOINTMENT OF STAFF

- 18 The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the current DfE guidance on safeguarding (in particular “Keeping children safe in education” (1st September 2023) and will observe the following safeguards:
 - That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
 - That all references will be taken up and verified by telephoning referees;
 - That a reference will always be obtained from the last employer;
 - That at interview candidates will be asked to account for any gaps in their career/employment history;
 - That candidates will be made aware that all staff are subject to an enhanced DBS check.

- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary.

- 19 The Governors draw particular attention to the provisions in Part 3 of “Keeping children safe in education” (1st September 2023) relating to pre-employment checks and agency staff.

PART 6: OTHER STAFF MATTERS

20 ALLEGATIONS AGAINST STAFF

The Governing Body adopts the procedures set out in Appendix 1 to this Policy.

21 STAFF CONTACT WITH PUPILS

As adults in positions of trust all school staff will adhere to the school’s expectations regarding professional conduct and should familiarise themselves with the current DfE Guidance regarding reasonable force, in particular “Use of reasonable force in schools” (17 July 2013) and paras 163 to 165 of “Keeping children safe in education”. A summary of the guidance follows.

- 22 There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff involving a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

- 23 When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the school will carefully recognise the additional vulnerability of these groups. It will also consider its duties under the Equality Act 2010 in relation to making reasonable adjustments and its Public Sector Equality Duty. It will plan positive and proactive behaviour support, for instance individual behaviour plans for more vulnerable children.

24 STAFF TRAINING AND SUPPORT

The Governing Body recognises the importance of child protection training for DSLs and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.

- 25 All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

- 26 The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the DSL.
- 27 Induction training will include the school's behaviour policy and the school's procedures for managing children who are missing education as well as the staff code of conduct and the child protection policy.
- 28 Regular safeguarding training for staff should:
- Be integrated, aligned and considered as part of the whole school safeguarding approach
 - Have regard to the Teachers' Standards, with the expectation that teachers manage behaviour effectively for a safe environment
 - Include online safety
- 29 The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

PART 7: PARTICULAR SAFEGUARDING CONCERNS

- 30 The Governors deal with particular safeguarding concerns in alphabetical order.
- 31 **CHECKS OF INDIVIDUALS TAKING PART IN MANAGEMENT**
The Governing Body notes that the Secretary of State has made directions prohibiting certain individuals from taking part in independent school management under section 128 of the Education and Skills Act 2008. Individuals taking part in "management" include individuals who are members of proprietor bodies (including governors) and the following staff positions: head teacher, any teaching positions on the senior leadership team, and any teaching positions which carry a department headship. Whether other individuals such as teachers with additional responsibilities could be prohibited from 'taking part in management' will depend on the facts of each case. Therefore the school will carry out DBS checks of such persons.
- 32 **CHECKS IN THE CASE OF EXCHANGE VISITS**
The Governors will follow the guidance in Annex D ("Host families - homestay during exchange visits") to "Keeping children safe in education". An enhanced DBS check of the adults in the host family is necessary. If there are other people in the family aged over 16, then the school will decide on a case to case basis whether to do an enhanced DBS check for those 16 and 17 year olds who live in the household.
- 33 **CHECKS OF VOLUNTEERS**
The Governing Body will follow the guidance about volunteers at para 279 and following of "Keeping children safe in education" and draws the attention of staff to this guidance, which is summarised below.
- 34 Under no circumstances will a volunteer in respect of whom no checks have been obtained

be left unsupervised or allowed to work in regulated activity. Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school will obtain an enhanced DBS certificate (which should include barred list information) for all volunteers in regulated activity.

- 35 The school or college will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they will consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check.

- 36 The DBS cannot provide barred list information on any person, including volunteers, who are not in, or seeking to engage in regulated activity.

37 **CHECKS WHERE CHILDREN ARE RECEIVING ALTERNATIVE EDUCATIONAL PROVISION**

Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

38 **CHILD CRIMINAL EXPLOITATION AND SEXUAL EXPLOITATION**

The Governors draw the staff's attention to para 36 and following of "Keeping children safe in education". Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. Child sexual exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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.

- 39 Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education

- 40 Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and

- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

41 **CHILD CRIMINAL EXPLOITATION: COUNTY LINES**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”.

42 A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some children are at greater risk of harm than others, both online and offline. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

43 **CHILD ON CHILD ABUSE**

The governors will follow the guidance contained in “Keeping children safe in education” and in particular the guidance in Part 5 commencing at para 447.

44 Staff should recognise that children are capable of abusing their peers. This is most likely to include, but may not be limited to

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting; and
- initiation/hazing type violence and rituals.

The rule in this School is that abuse is abuse and that it will never be tolerated or passed off as “banter” or “part of growing up”. Teachers can sanction students whose conduct falls below the standard reasonably expected from them.

45 Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- 46 One of the most serious forms of peer on peer abuse is child on child sexual violence and sexual harassment. The Governors draw attention to Part Five of “Keeping children safe in education”, which sets out detailed procedures.
- 47 The school’s procedures to minimise the risk of peer on peer abuse and the manner in which allegations of peer on peer abuse will be investigated and dealt with are set out in the School’s Behaviour, Complaints and E-safety Policies and within this document.
- 48 Victims of peer on peer abuse will be supported by the School’s pastoral care system
- 49 **CHILDREN AND THE COURT SYSTEM**
The Governors draw attention to page 144 of KCSIE. Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
- 50 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.
- 51 **CHILDREN MISSING EDUCATION**
Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. It is important the school or college’s response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children’s social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:
- schools’ duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the Department’s statutory guidance: Children Missing Education.
 - general information and advice for schools and colleges can be found in the Government’s Missing Children and Adults Strategy.
- 52 **CHILDREN POTENTIALLY AT GREATER RISK OF HARM**
The Governors draw attention to paras 170 to 174 of “Keeping children safe in education”.
- 53 Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

- 54 Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- 55 **CHILDREN WITH FAMILY MEMBERS IN PRISON**
Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on children of offenders (“NICCO”) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
- 56 **COMMUNICATING POLICY TO PARENTS AND PUPILS**
The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the local arrangements made by its three safeguarding partners (the local authority, an integrated care system for an area within the local authority and the chief officer of police for the police area in the local authority area) for reporting suspected abuse to the Family and Children’s Services Department. Pupils and parents should know how the school’s child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.
- 57 **CONFIDENTIALITY AND INFORMATION SHARING**
The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.
- 58 However, the Governing Body draws the staff’s attention to paras 391 to 399 of “Keeping children safe in education” and to the vital importance of Information sharing in identifying and tackling all forms of abuse and neglect. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. **Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**
- 59 **DOMESTIC ABUSE**
The Governors draw attention to pages 146 to 147 of “Keeping children safe in education”.
- 60 The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

- 61 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- 62 Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.
- 63 The Governors draw attention to the support available to children and schools, in particular Operation Encompass and the National Domestic Abuse Helpline
- 64 **EMERGENCY CONTACTS FOR CHILDREN**
Parents or guardians must provide the school with at least two emergency contacts for their child for use in emergencies and in case there are welfare concerns at the home.
- 65 **FEMALE GENITAL MUTILATION (FGM)**
The Governing Body notes the guidance about female genital mutilation (“FGM”) in “Keeping children safe in education” (pages 154 - 157) and draws the attention of staff to this guidance. The following summary may be helpful.
- 66 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is a criminal offence in the UK and is a form of child abuse with long-lasting harmful consequences.
- 67 Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found at Annex B of the Multi-Agency Statutory Guidance on Female Genital Mutilation (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016817/6.7166_HO_FBIS_BN_O__Leaflet_A4_FINAL_080321_WEB.pdf). They are set out at Appendix 3 below.
- 68 If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and local authority children’s social care. Notwithstanding the commencement of mandatory reporting in October 2015 these procedures remain when dealing with concerns regarding the potential for FGM to take place.
- 69 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they

discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve local authority children's social care as appropriate.

70 FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

- 71 The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk.

72 HOMELESSNESS

The Governors draw the staff's attention to page 148 of "Keeping children safe in education".

- 73 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

74 HONOUR BASED ABUSE

The Governing Body notes the guidance about honour based abuse ("HBA") at pages 154 to 156 of "Keeping children safe in education" and draws the attention of staff to this guidance.

- 75 So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be

handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

76 LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

77 In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

78 A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

79 MENTAL HEALTH

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

80 More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience.

81 The Governors draw attention to the guidance at pages 148 and 149 of "Keeping children safe in education".

82 MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

The Head Teacher will report to the Governing Body annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year. The Head Teacher, DSL or Deputy DSL will also report on safeguarding at every meeting of the Governors' Staffing and General Purposes Committee.

83 MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

The Governing Body expects the Head Teacher and DSL to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children

in Need will be provided in a timely fashion to Family and Children's Services staff.

84 **MULTI-AGENCY WORKING**

The Governors note para 107 and following of "Keeping children safe in education" and the statutory guidance "Working Together to Safeguard Children". The school will make itself aware of and follow the local arrangements made by its three safeguarding partners (the local authority, an integrated care system for an area within the local authority and the chief officer of police for the police area in the local authority area)

85 **ONLINE SAFETY**

The governors will follow the guidance contained in Paras 135 and following of "Keeping children safe in education".

86 The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

87 The school will do all that it reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, appropriate filters and monitoring systems have been put in place.

88 Whilst filtering and monitoring are an important part of the online safety picture, it is only one part. There is therefore a whole school approach to online safety. This includes a clear policy on the use of mobile technology in the school. The governors note that many children have unlimited and unrestricted access to the internet via 3G and 4G in particular.

89 The governors also note that the school should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

90 **RADICALISATION AND THE PREVENT DUTY**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. The Governing Body, Head Teacher and staff will follow current DfE and other guidance on safeguarding and the Prevent Duty, in particular pages 149 to 152 of "Keeping children safe in education" and paras 57 to 76 of the "Prevent duty guidance: England and Wales 2023".

- 91 The vulnerability of students to being seduced by extreme ideological positions is something we take very seriously. It may be helpful to include here a summary of the Prevent Duty for those working in education.
- 92 Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote fundamental British values, all staff have a statutory duty to have due regard to the need to prevent students from being drawn into terrorism. In interpreting what is meant by 'due regard', we take guidance from the government's Prevent strategy, including the Channel programme, which aims to ensure that vulnerable students of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism. Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.
- 93 Without undermining the fundamental values of freedom of speech and mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views. 'Extremism' is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas. It also includes the notion of non-violent extremism, which can create an atmosphere conducive to terrorism and popularise views which terrorists exploit. Extremism can take many forms whether ideological, political or religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media. These channels exploit aspirational images of success, status and belonging, and personal and moral duty which can capture the imagination of young minds.
- 94 Our classrooms are safe spaces where students can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for students to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge fundamental British values. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable students and, if appropriate, must seek further guidance. Over-simplified assessments can increase, rather than reduce risk.
- 95 There are five dimensions to the actions we take in response to the Prevent Duty:
- Risk assessment
 - Working in partnership with local authorities
 - Awareness raising amongst staff.
 - Protection from terrorist and extremist material when accessing the internet in school/college
 - Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development.

- 96 This is a complex and sensitive area where respect for freedom of speech and the personal autonomy of students must be held in balance with our duty to protect them against this form of abuse.
- 97 **Specific tasks for the Designated Safeguarding Lead (“DSL”) relating to the Prevent Duty**
 The DSL should establish appropriate and proportionate measures to raise awareness of the Prevent Duty amongst staff and to achieve the following:
- assess the risk of students being drawn into terrorism. Document the risk assessment and any subsequent action plan. Examples of a Prevent Self-Assessment Template, and Prevent Duty Action Plan, are available here:
<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Educationtoolkit.pdf>
 - ensure that safeguarding arrangements take into account the Prevent policies and procedures of the school’s safeguarding partners
 - ensure that staff, including newly inducted staff, have training that gives them the knowledge and confidence to identify students at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. As a minimum, the DSL should attend training where available, and be aware of the process for referring individual cases of vulnerability to the Channel programme, as opposed to local Children’s Services in the normal way
 - ensure that there is appropriate supervision of visiting speakers to the school/college to prevent presentations (including the distribution of materials) which are not contrary to fundamental British values
 - the incorporation of any necessary syllabus amendments (e.g. in citizenship, history, politics, religious education)
 - protection for students from terrorist or extremist material when accessing the internet
 - ensure that there are clear referral procedures for staff to raise concerns to the Child Protection leads within the school and by external referral to the local authority
- 98 Guidance for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq is available here:
<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>.
- 99 For details of measures to minimise the risk of internet exposure to harmful material, refer to the ICT policy.
- 100 Where appropriate, staff should familiarise themselves with general risk indicators for vulnerability to being drawn into terrorism set out in Appendix 2 below.
- 101 **RECORD KEEPING AND REPORTS AND INFORMATION SHARING ARRANGEMENTS**
- (1) The Governing Body expects all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
 - (2) The Governing Body further expects school staff to assist Children’s Services by

providing information to contribute to child protection enquiries and for child protection case conferences as required.

102 **SEARCHING, SCREENING AND CONFISCATION**

The Governors draw attention to the DfE guidance “Advice for schools Searching, Screening and Confiscation” (July 2022).

103 Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

104 Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in the next paragraph or any other item that the school rules identify as an item which may be searched for, such as e-cigarettes or vapes.

105 The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images
 - vapes
 - e-cigarettes.

106 Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

107 Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

108 **SERIOUS VIOLENCE**

The Governors draw the staff's attention to pages 152 to 153 of “Keeping children safe in education”.

109 All staff should be aware of indicators, which may signal that children are at risk from, or are

involved with serious violent crime. These may include

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault or unexplained injuries

110 Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

111 All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's "Preventing youth violence and gang involvement" and its "Criminal exploitation of children and vulnerable adults: county lines guidance".

112 **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

The Governing Body recognises that children with special educational needs and disabilities ("SEND") may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

113 There are additional safeguarding challenges for children with SEND including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication
- The need to consider extra pastoral support for children with SEN and disabilities

114 The Governing Body recognises that there can be a tendency to look at special educational or disability needs first and the potential for abuse second. If children are behaving in particular ways, or looking distressed or their behaviour, or their demeanour is different from in the past, staff should remember that this may be a sign of abuse and not simply part of their disability or special educational needs.

115 Children with SEND have a higher risk of being left out, of being isolated from their peers and they are disproportionately affected by bullying. The staff is encouraged to make sure that children with SEN and disabilities have access to greater availability of mentoring and support.

116 The DSL will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

PART 8: PROCEDURE FOR STAFF REPORTING OF SAFEGUARDING CONCERNS

- 117 The Governors recognise that procedures for staff reporting of safeguarding concerns are, in many respects, administrative matters for the SLT and DSL and that the SLT and DSL may have to modify them in the light of experience. Provided that they comply with this Policy and the relevant Government guidance, the SLT and DSL may from time to time adopt such procedures as they judge best calculated to keep our students safe.
- 118 The Governors note and endorse the current staff reporting procedure set out in the following paragraphs.
- 119 If a member of staff has any safeguarding concerns regarding students they must complete the online Safeguarding Concern Form by means of CPOMS. If a member of staff has had a safeguarding disclosure made to them, they should act immediately to inform the DSL or member of SLT.
- 120 Once the DSL, Deputy DSL or member of SLT has reviewed the concerns, actions can be set.
- 121 If the concerns lead to further agency involvement, all future documents will be stored in the safeguarding file opened for the student in question.

APPENDIX 1: PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- 1 The Governing Body recognises that because of their daily contact with children in a variety of situations, including the caring role, teachers (including supply staff) and other school staff and volunteers are vulnerable to accusations of abuse.
- 2 The Governing Body further recognises that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff and volunteers. These procedures are set out below.
- 3 The school will also follow the statutory guidance contained in “Keeping Children Safe in Education” and, in particular, Part 4 of that document.
- 4 Section 1 of Part 4 of the guidance (allegations that may meet the harms threshold) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors, has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 5 If a concern or allegation is raised by a parent, the DSL will meet with the parent immediately, recording full details of the conversation. The DSL will advise the parent that an investigation will be carried out immediately and the parent kept informed of the actions taken.
- 6 Parents will be asked to keep matters confidential whilst the investigation is conducted, bearing in mind that a breach in confidentiality might jeopardise the investigation and have legal implications for those involved.
- 7 The DSL will carry out an immediate risk assessment in relation to the staff member who is the subject of the allegation and the students/adults involved and put in place any protective measures that might be appropriate.
- 8 The DSL will immediately consult with the Local Area Designated Officer for Safeguarding (“LADO”) and inform the LDBS and Ofsted in all cases. If the allegation is made against a professional employed by an external organisation working in the school, the Lead Officer will inform their line manager of the action taken.
- 9 The same process will apply if the allegation is made by a student, another member of staff or any other third party. Any student making a disclosure will be fully supported. Her parents will be informed of the matter following consultation with the Local Authority Safeguarding Team.
- 10 On being informed of an allegation against staff, the LADO will be contacted. A decision will be made by the Head Teacher, in consultation with the LADO and the Chair of the Governing

Body, as to whether the member of staff should be

- a. suspended or
- b. continue working,

while the investigation is being carried out.

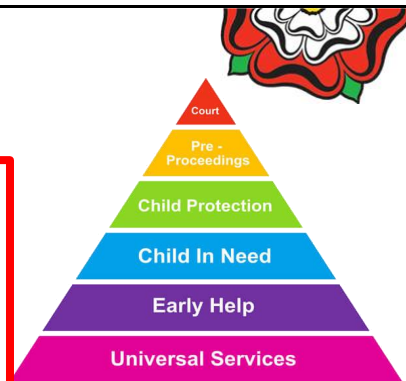
- 11 In many cases, an inquiry can be resolved quickly and without the need for suspension. The Head Teacher should be as inventive as possible to avoid suspension.
- 12 The parent and, as appropriate the student, will be interviewed. The member of staff concerned will then be informed of the nature of the allegation and given the opportunity to respond.
- 13 The school's disciplinary policy will apply to any member of staff, student or volunteer under investigation for alleged abuse.
- 14 The DSL will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- 15 In the event that an allegation is made about the DSL, the Chair of the Governing Body will be informed. He will then contact the LADO and Ofsted and perform the other functions given by this document to the Lead Teacher.
- 16 The DSL will keep this procedure under review and may make amendments to it in writing with the consent of the Head Teacher. Such amendments will be reported to the Staffing & General Purposes Committee of the Governing Body.
- 17 Section 2 of Part 4 of the guidance (concerns that do not meet the harm threshold) should be followed where there are low level concerns. Examples of such concerns could include, but are not limited to:
 - being over friendly with children;
 - having favourites;
 - taking photographs of children on their mobile phone;
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
 - using inappropriate sexualised, intimidating or offensive language.
- 18 A Quick Guide to Children Services

What happens when you make a referral to the safeguarding team at Lady Margaret School?

- Teacher completes safeguarding referral form
- Receipt of the referral is confirmed to teacher by DSL/DDSL
- DSL/DDSL will discuss case

As DSL it is my role to ensure an overview of student concerns. This helps to build a picture to put any disclosures or concerns into an appropriate context.

All aspects of the school are considered when discussing best possible support for a student.

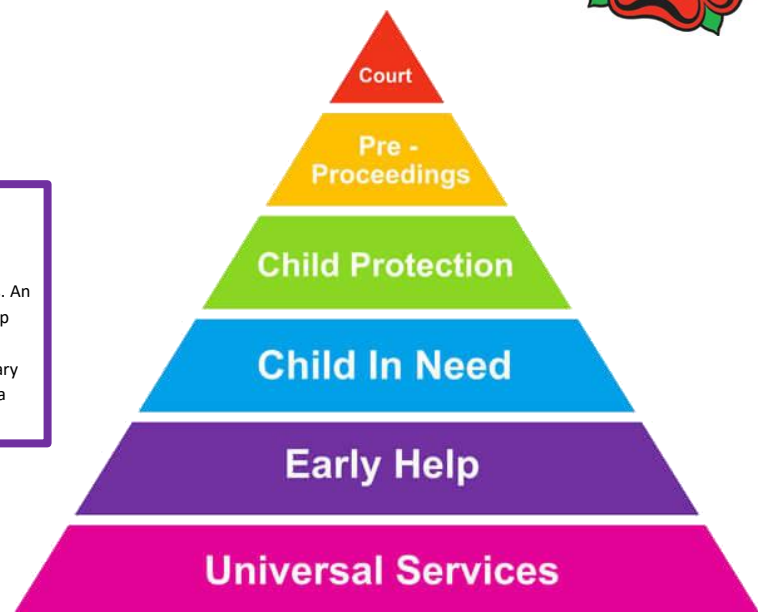


Universal Services

Support open to all students. Here at LMS it could be seen in the role of form tutor, admin support, nurse Polly, Heads of Year and all teachers,

Early Help

means providing extra support as soon as a problem emerges. An early help assessment can be carried out and examples of help include speech therapy, counselling services, young carers' groups, family support workers, health visitors. This is voluntary but if problems continue and we are worried for the student a referral would be made to children's services.



Child and Adolescent Mental Health Services



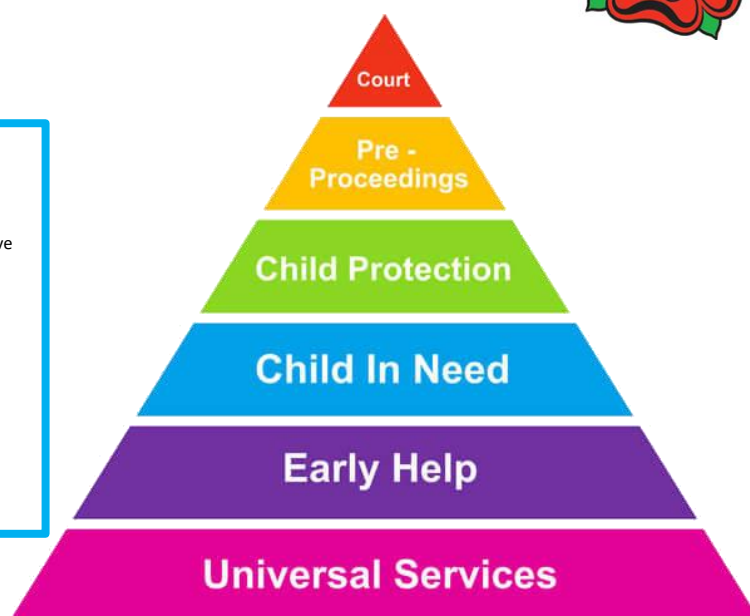
- What is CAMHs?
- Currently 16 week waiting list for assessment
- Deals with a range of mental health and emotional concerns.

Child In Need

more significant or complex needs. A 'child in need' will receive extra help/services from children's services.

The aim is to keep the child safe, well cared for and, at home wherever this is in their best interests. Examples of extra help that may be offered to the family of a 'child in need' include:

- Parenting classes or courses
- A family support worker or other practical help at home
- Help with housing
- A plan to help a child in need can also include help that is provided by people working in health and education



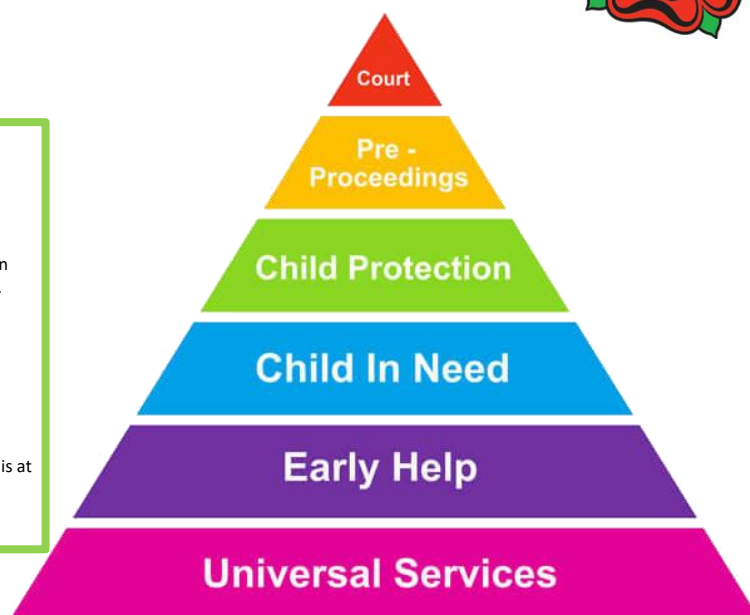


Child Protection

Children's services must investigate if they receive information that makes them suspect a child is at risk of 'significant harm'. They have to do this by law.

If a child is thought to be at risk of significant harm then a meeting will take place between children's services, other professionals, parents and other key family members. This meeting is called an 'initial child protection conference'.

If the conference thinks a child has been abused or injured or is at risk of harm, a child protection plan will be drawn up.



Important contact information (H&F)



Initial Consultation and Advice Team (ICAT)

Anyone can contact ICAT if they are worried that a child may be at risk. Our family services Front Door service, ICAT, can be contacted about cases of possible abuse or neglect by teachers, doctors, health visitors and members of the public. Parents needing support or other family members concerned about a child's welfare can also contact the service as well as children themselves.

ICAT can also help with any queries you may have about support for children in the borough. Regardless of who contacts ICAT, we will take the information seriously.

If you have a concern about a child or young person you can contact ICAT on:

020 8753 6600

Fax: 020 8753 4209

familyservices@lbhf.gov.uk

Out of hours service: 020 8748 8588

If you have an immediate concern for the wellbeing of a child or young person, call the police on 999.

Local Authority Designated Officer (LADO):

A Designated Officer from the Local Authority (LADO Service) can intervene when allegations are made within any role for professionals or volunteers involved in working with children, ages from 0 to 18.

The allegations usually occur within education, social care, health and sporting/leisure areas, but are also relevant to professionals employed in the voluntary sector who may not be attached to any organisation.

To make a referral:

Please email LADO Referrals: LADO@lbhf.gov.uk (monitored M-Fri 9-5)

OR telephone: Duty Admin: 020 8753 5125 (answered M-Fri 9-5)

Manager details:

Megan Brown, Safer Organisations (LADO) and Safeguarding in Education Manager

07776-673020

megan.brown@lbhf.gov.uk

APPENDIX 2: RISK INDICATORS OF BEING DRAWN INTO TERRORISM

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 student 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 student is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the student frequent, or is there evidence to suggest that she is 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 student has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the student 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 student sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the student 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 student encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the student from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the student resulting in a noticeable change in 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 student's behaviour or outward appearance that suggests a new social/political or religious influence?

- Has the student come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the student vocally support terrorist attacks; either verbally or in her written work?
- Has the student witnessed or been the perpetrator/ victim of racial or religious hate crime?

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 student travelled for extended periods of time to international locations known to be associated with extremism?
- Has the student employed any methods to disguise their true identity? Has the student used documents or cover to support this?

Social Factors

- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student experience a lack of meaningful employment appropriate to their skills?
- Does the student display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the student demonstrate identity conflict and confusion normally associated with youth development?
- Does the student have any learning difficulties/mental health support needs?
- Does the student demonstrate a simplistic or flawed understanding of religion or politics?
- Does the student have a history of crime, including episodes in prison?
- Is the student a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the student have insecure, conflicted or absent family relationships?
- Has the student 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 student's life has extremist view or sympathies?

Other 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 3: FEMALE GENITAL MUTILATION RISK FACTORS AND INDICATORS

1 Potential risk factors may include:

- a female child is born to a woman who has undergone FGM;
- a female child has an older sibling or cousin who has undergone FGM;
- a female child's father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl/family has limited level of integration within UK community;
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
- a girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.3 of the Multi-Agency Statutory Guidance on Female Genital Mutilation for the nationalities that traditionally practise FGM);
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it – it is important to take into account the context of the discussion;
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- sections are missing from a girl's Red book; and/or
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

2 There are a number of indications that a girl has already been subjected to FGM:

- a girl asks for help;
- a girl confides in a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a family/child is already known to social services in relation to other safeguarding issues;
- a girl has difficulty walking, sitting or standing or looks uncomfortable;
- a girl finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl spends longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman has frequent urinary, menstrual or stomach problems;
- a girl avoids physical exercise or requires to be excused from physical education (PE)

- lessons without a GP's letter;
- there are prolonged or repeated absences from school or college
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl is reluctant to undergo any medical examinations;
- a girl asks for help, but is not be explicit about the problem; and/or
- a girl talks about pain or discomfort between her legs.