

# TITUS SALT SCHOOL



## Policy 03-005

### Child Protection and Safeguarding Policy



## 1.0 Introduction

Titus Salt School's Child Protection and Safeguarding Policy provides a secure framework for the school's workforce and ensures that all students who attend our school are safe and protected from harm.

Safeguarding at Titus Salt School is considered everyone's responsibility and as such our school aims to create the safest environment within which all students have the opportunity to achieve their potential. We recognise the contribution it can make in ensuring that all students feel that they will be listened to and appropriate action taken if concerns are raised. We do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need.

Staff, students, governors, visitors, volunteers and parents/carers are made aware of the expected behaviour and the school's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our students.

Our school recognises fully the contribution it can make to protect young people and support children in school. There are three main elements to our Child Protection and Safeguarding policy:

- **Prevention;** *through our positive school atmosphere, our teaching and pastoral support of all children under the age of 18*
- **Protection;** *by establishing and following agreed procedures and by ensuring staff are trained and supported to respond appropriately to all child protection concerns*
- **Support;** *for children who may have been abused and staff who may have been affected by disclosures.*

We recognise that child protection covers physical, emotional or sexual abuse, neglect, witnessing violence or radicalisation.

## 2.0 Our commitment

Titus Salt School takes account of the principles of **'Keeping Children Safe in Education'** (July 2015). It is acknowledged that the effective safeguarding arrangements are underpinned by key principles which are as follows:

- Safeguarding is everyone's responsibility
- Safeguarding requires a clear child centred approach
- Safeguarding incidents can happen anywhere, all staff must be alert to possible concerns being raised in school
- All staff may raise concerns directly with Children's Social Services:
  - During office hours (8.30am - 5.00pm Monday to Thursday, 4.30pm on Friday) call Children's Social Services Initial Contact Point - **01274 437500**
  - At all other times, Social Services Emergency Duty Team - **01274 431010**



## Child Protection and Safeguarding Policy

- o If you have reason to believe that a child is at **IMMEDIATE RISK OF HARM**, contact the police on **999**
- o For all general enquiries, please contact Children's Specialist Services on **01274 435182**
- o For more information visit the Bradford Safeguarding Children Board website <http://www.bradford-scb.org.uk/>

We recognise that for children high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- b) Ensure that children know there are adults in the school they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for Personal, Social and Health Education (PSHE) which equip children with the skills required to stay safe from all forms of abuse, including an awareness of e-safety and radicalisation.
- d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that all students are prepared for life in modern Britain.
- f) Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents/carers and colleagues from other agencies.
- g) Notify Social Care as soon as there is a serious concern.
- h) Support internal and external actions to address individual child protection issues.
- i) Provide continuing support to a child about whom there have been concerns who leaves the school, by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

### 3.0 Roles and responsibilities

#### 3.1 The Governing Body

Titus Salt School has a Governing Body and a Named Governor whose legal responsibility is to make sure that the school has an effective safeguarding policy and procedures in place and to monitor that the school complies with them. The Governing Body should also ensure that the policy is made available to parents and carers, if requested. The policy will also be available on our school website. It is also the responsibility of the Governing Body and the Headteacher to ensure that all staff and other professional agencies are properly checked to make sure they are safe to work with our students and that the school has procedures for handling allegations of abuse made against members of staff (including the Headteacher) or other appropriate adults.

The Governing Body and the Headteacher have appointed a Lead Designated Child Protection Officer (LDCPO) who has overall responsibility for safeguarding in



## Child Protection and Safeguarding Policy

school and three Designated Child Protection Officers (DCPO's) who have responsibility for dealing with the day to day safeguarding issues in our school.

### 3.2 Responsibilities of the Governing Body

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with an HR policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to 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 had they not resigned
- a senior leader has LDCPO responsibility
- on appointment, a DCPO undertakes interagency training and also undertakes DCPO 'new to role' and an 'update' course every two years
- all other staff have safeguarding training updated as appropriate
- any weaknesses in Child Protection are remedied immediately
- a member of the Governing Body, usually the Chair, is nominated to liaise with the Local Authority on Child Protection issues including an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE)
- the DCPOs who are involved in recruitment and at least one member of the Governing Body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every five years
- all members of staff and volunteers are provided with child protection awareness information at induction
- all members of staff are trained in and receive regular updates in e-safety and Prevent and reporting concerns
- all other staff and governors, have child protection awareness training, updated by a DCPO as appropriate, to maintain their understanding of the signs and indicators of abuse
- all members of staff, volunteers and governors know how to respond to a student who discloses abuse, through delivery of child protection training
- all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy
- community users organising activities for children are aware of the school's child protection guidelines and procedures
- will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer



## Child Protection and Safeguarding Policy

(LADO) for advice and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

### 3.3 Responsible Officers

The Lead Designated Child Protection Officer is **Richard Foster** (Deputy Headteacher - Academic and Pastoral Progress). The Designated Child Protection Officers are **Amanda Dutton-Taylor** (Assistant Headteacher – Behaviour and Welfare), **Sandy Docherty** (Student Welfare Officer) and **Kevin Bird** (Vertical Year Leader). Any safeguarding concerns can be raised through any of these designated persons. If in any doubt, or if the appropriate person is not available, then the Headteacher must be contacted. The named governor responsible for safeguarding is **John Cole**.

All Child Protection concerns need to be acted upon immediately. If there is a concern that a child may be at risk or is actually suffering abuse, staff must inform the LDCPO/DCPO without delay.

All adults have a duty to refer all known or suspected cases of abuse to the relevant agency including social services or the police. This may be done through the LDCPO/DCPO. Where a disclosure is made to a visiting staff member from a different agency, e.g. Connexions or School Nurse, it is the responsibility of that agency staff to formally report the referral to the LDCPO/DCPO. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the On-Site Senior Designated Person who will then make a formal notification to the LDCPO/DCPO and the most appropriate course of action will then be taken.

All staff (including supply staff) must sign the school's **ICT Acceptable Usage Policy** each year.

All staff must read and acknowledge they have read and understood the school:

- **03-005 Child Protection and Safeguarding Policy**
- **Keeping Children Safe in Education (July 2015) document Section 1 (Appendix 6)**

### 3.4 Responsibilities of the Lead Designated Child Protection Officer

The LDCPO or a delegated DCPO will ensure that:

- They act as a focal point for staff to discuss concerns
- all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency
- referrals are made in writing, following a telephone call, using the Multi Agency Referral Form (MARF3)



## Child Protection and Safeguarding Policy

- written records of concerns about a child are kept even if there is no need to make an immediate referral
- all such records are kept confidentially and securely and are separate from student records, until the child's 25th birthday and are copied on to the child's next school or college
- an indication of the existence of the additional file as above is marked on the student records
- they liaise with other agencies and professionals
- the school contributes to multi-agency discussions and assessments and is represented at appropriate conferences and core groups or meetings, or provides a report which has been shared with the parents/carers
- any student currently with a child protection plan who is absent from the educational setting, without explanation for two days, is referred to their key worker's social care team
- child protection induction and annual update training is organised
- ensure safeguarding training is provided at staff induction and whole school training is provided at least every two years for all school staff and appropriate adults who work with children and young people in school
- ensure that relevant staff access the appropriate level of supervision/support
- provide, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DCPOs and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- complete an annual Self-Review Assessment Report to demonstrate that the safeguarding arrangements in school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the named governor for safeguarding to ensure these improvements are implemented.
- seek support and guidance from Bradford Safeguarding Children Board (BSCB) if and when necessary.

### 4.0 Seeking professional advice and working with other agencies

The LDCPO/DCPOs may need to contact Social Services to find out if a child is known to social care, to seek advice about necessary action, to contact the child's assigned social work team or to make a referral to that team. Where the wellbeing and safety of a child is considered to be at risk, action **must** be taken. Where suspicions have been aroused, advice from the Initial Contact Point can be sought on what action to take. (See Appendix 2 – Named Persons: Procedures Flowchart).

Schools are not investigating agencies and it is essential that child protection issues are addressed through agreed procedures. However, schools continue to play a role after referral and need to develop strong links with partner agencies particularly social care. Titus Salt School recognises the importance of multi-agency working and will ensure staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.



#### 4.1 Prevent

##### What is Prevent?

**Prevent** is part of the Government's counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism. Prevent is an early intervention tool most commonly in the form of education, dialogue and mentoring, aiming to reduce the likelihood of terrorist or other violent actions in the future.

In an educational context Prevent is a safeguarding initiative for schools, aimed at supporting and protecting children and young people who are vulnerable and at risk of being radicalised. Prevent is about ensuring that they are diverted before any crime is committed and is described as a long term solution to the current threat of extremism.

##### The importance of the Prevent Strategy for education and schools

The Extremism taskforce report called 'Tackling Extremism in the UK' was produced in response to the 2013 attack on Fusilier Lee Rigby in Woolwich and to a lesser extent the far right attacks by Ukrainian student Pavlo Lapshyn in the West Midlands. The report has recommended extended responsibilities in schools, for example:

*"All schools in England, whether in the state or independent sectors, including those with a faith ethos, must expect that they will be inspected and assessed on their measures to protect their pupils from extremist material".*

##### Vulnerability to radicalisation or extreme view points

Titus Salt School recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experiences, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Titus Salt School will support our students and staff in the implementation of the Prevent agenda by:



- delivery of whole school staff training (WRAP3)
- students attending events through 'Upstanding Communities' and 'Digital Disruption'. These events are designed to identify causes and risks of radicalisation and the development of counter narratives.
- embedding the Prevent agenda through the curriculum in PSHE
- referring any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes
- ensuring staff and governors understand how to identify and respond to risks to children from extreme or radical views
- ensuring sixth form students and their families fully understand the potential risks of radicalisation at university/higher education and following life and career pathways
- providing a clear reporting structure for staff in cases of suspected radicalisation. (Appendix 5)

## 5.0 Handling information and confidentiality

If a child discloses information relating to abuse or neglect this should be handled sensitively. It is important that staff do not promise confidentiality in relation to serious allegations or concerns as staff have a duty of care to inform a DCPO. A disclosure from a child may be sudden and unexpected or it may arise from a normal enquiry into a particular incident. On other occasions, disclosure may be through stories or comments, possibly sparked by a particular lesson or TV programme. It is important that all staff are prepared to receive disclosures from children, to listen to and support them and to report the incident to a DCPO. (See Appendix 1 – Child Protection: Everyone's Responsibility)

Staff who have suspicions but no evidence of abuse or neglect should discuss their concerns with a DCPO; the DCPO may already be aware of that concern or hold other relevant knowledge. The DCPO may need to talk to other staff involved with the child in school, or with professionals working with the child to gain further information or to clarify the concern, e.g. School Nurse, Educational Psychologist and Education Social Worker. Information is only shared on a 'need to know' basis; in other words, where background knowledge of a child's difficulties aids staff to better support them.

Social workers occasionally need to seek information from school when allegations or concerns have been highlighted by other sources. Information about attendance, care and appearance, or changes in behaviour may be sought. It is important to work with children's social care in the best interests of the child.

In some cases a Common Assessment Framework (CAF) form needs to be completed. This enables all agencies working with a student to share information.

Normally, personal information should only be disclosed to the third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be





## Child Protection and Safeguarding Policy

reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children's social care. Information may be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. Titus Salt School follows the information sharing guidance provided by Bradford Children's Safeguarding Board (BCSB) when considering the sharing of personal information when there is a safeguarding concern.

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under section 47 of the Children Act 1989, statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or children's social care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation.

When a child/ren transfers to a new school, child protection information must be transferred with them.

### 6.0 Talking to parents/carers

The school's relationship with family is very important and in the interests of the child every effort must be made to retain a working relationship with the family. Wherever possible, school will seek to work with parents and carers and inform them of action taken. If it is deemed that by informing them of a referral this may put a child in danger, then the referral should go ahead without parental permission. Guidance from children's social care, as the lead agency, can be sought in such situations. (See Appendix 3 – Parental Consent)

### 7.0 Keeping written records

Careful and accurate written records must be made. Required details include: the date, child's name, date of birth, address, nature of any concerns and names of people with whom concerns have been discussed. All actions, advice and decisions, including those not to proceed with a referral, should be recorded. These notes must be made as soon as reasonably possible after an observation has been made. Written notes serve to build a full and accurate school record and may also be required as factual evidence in any subsequent Court proceedings.

### 8.0 Procedure flow charts

Procedures for reporting child protection concerns are set out clearly in the procedure flow charts (Appendices 1 -5).

### 9.0 Staff – providing a safe working culture

Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or



## Child Protection and Safeguarding Policy

misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to this guidance and policies. All the above includes expectations about staff behaviours including outside of the working environment, staff/learner relationships and communications including the use of social media. Any reason for staff to have personal, social contact with students at school must be explained to the LDCPO with the rationale for this and any safeguarding actions required will be recorded.

Staff are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards
- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Do not give children a lift in your car (unless specifically agreed by senior leadership)
- Do not leave students in isolation.

### 9.1 Support for staff

- We recognise that staff who become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting
- We will support such staff by providing an opportunity to talk through their anxieties with a DCPO and to seek further support as appropriate.

### 9.2 Allegations against staff

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents and carers to be conducted in view of other adults.
- All staff should be aware of staff conduct and professional ethos guidance on behaviour, and the school's Behaviour Management policy
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction of new members of staff
- We understand that a student may make an allegation against a member of staff
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or being made aware of the information, will immediately inform the Headteacher.
- The Headteacher, on all such occasions, will discuss the content of the allegation with DCPOs who will consult with the Local Authority Designated Officer (LADO)



## Child Protection and Safeguarding Policy

- If an allegation is made against the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO, without notifying the Headteacher first
- The school will follow the procedure outlined in 04-005 Managing Investigations (BMDC) for managing allegations against staff. Under no circumstances will the school send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Human Resources in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with the advice of the LADO and Human Resources.

### 10.0 Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
- All staff should be aware of their duty to raise concerns about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Confidential Reporting Code for Employees (PACT HR). See 04-008 Whistleblowing Policy.
- Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body.

### 11.0 Physical intervention

- Titus Salt School acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, may damage property/buildings or compromise the orderly operation of the school
- Such events should be recorded and signed by a witness
- Staff who are likely to need to use physical intervention will be appropriately trained in the *Positive Options* technique and will have read the Care and Control Policy (04-009)
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures
- We recognise that touch is appropriate in the context of working with children and all staff have been given 'Safe Practice' guidance through the Care and Control Policy (04-009) to ensure they are clear about their professional boundary.



## 12.0 Staff and governor training

Our school ensures that all staff and governors receive training appropriate to their role. Training courses on matters relating to child protection are undertaken regularly by each of the DCPO's. Other pastoral staff also receive additional training. Whole staff training is delivered annually and this information is shared with subsequent new staff including those undertaking Initial Teacher Education.

## 13.0 Staff recruitment

Key governors and senior staff involved in the recruitment and selection of new staff undertake Safer Recruitment training. Our procedures are in line with key recommendations and all new staff are only appointed subject to satisfactory enhanced DBS checks being received. A rolling three year programme to renew enhanced DBS checks is carried out for existing staff and governors.

## 14.0 Day to day procedures

### ID Badges

All staff, visitors (including governors), sixth form students and supply staff must wear their ID badges at all times whilst on the premises.

### Visitors

All visitors and supply staff must sign in at reception and collect the relevant badge and sign out at reception when leaving. Visitors who do not have an enhanced DBS check must wear a red visitor lanyard and ID badge, or a grey lanyard for parents and carers and all must be accompanied by a staff member at all times.

All volunteers and governors will be required to have an enhanced DBS check if they wish to access the school unaccompanied.

Visitors must remain in reception until collected by the relevant member of staff. Visitors are asked to read the guidance sheets on our evacuation, safeguarding and child protection procedures.

**NB: Evacuation procedures are printed on the reverse of the lanyard badges.**

### Access

All gates, except at the main entrance, are locked at 8.50am and re-opened at 3.00pm. This means the only access to the site is through the main visitor entrance. Refuse collection and deliveries only take place during lesson times and only via the FM entrance which is operated by Amey FM staff. During break and lunchtime the main student entrance and gates are staffed appropriately. Visitors can only access the main reception as the doors leading out of reception are swipe card operated.



## 15.0 Further information on types of abuse

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Schools can also access broad government guidance on the issues listed below:

### **Child Sexual Exploitation (CSE)**

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

### **Bullying including cyberbullying**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### **Domestic violence**

<https://www.gov.uk/domestic-violence-and-abuse>

### **Drugs**

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

### **Fabricated or induced illness**

<https://www.gov.uk/government/publications/safe-guarding-children-in-whom-illness-is-fabricated-or-induced>

### **Faith abuse**

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

### **Female Genital Mutilation (FGM)**

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### **Forced marriage**

<https://www.gov.uk/forced-marriage>

### **Gangs and youth violence**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

### **Violence against women and girls (VAWG)**

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

### **Radicalisation**

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

### **Sexting**

<http://ceop.police.uk/>

### **Teenage relationship abuse**

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

### **Trafficking**

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>



Appendix 1

Child Protection – Everyone’s Responsibility

Child Protection relates to children who are in need or at risk of abuse. Abuse relates to physical injury, sexual or emotional abuse, neglect or witnessing domestic violence.

What do I do?

If I suspect that a student is being abused

because of:

- Marks/bruising
- Behaviour
- Comments a child has written or said
- Hearsay from others.

Then it is **my responsibility to pass on my concerns:**

- Tell one of the Designated Child Protection Officers (DCPO) or the Year Team as soon as possible
- I do not need to question the child myself but may make an enquiry if they are clearly upset or their behaviour is of concern
- Maintain confidentiality – don’t tell others who do not need to know.

If a child tells me he/she has been subject to physical or sexual abuse, emotional abuse or neglect or has witnessed domestic violence

- Never agree to keep ‘secrets’/confidentiality even if the child is very persuasive
- Listen carefully to the child and allow them to say what they need to
- Use questions for clarification; avoid leading questions
- Reassure the child that they have done the correct thing by telling someone
- Tell the child that this information must be passed to a DCPO
- When the child has finished speaking, write down what has happened, including where possible, the exact words or phrases they used and hand your notes to a DCPO.

If I suspect/receive information about any adult who may be abusing a child/children

- Notify a DCPO
- Write down what you know and pass it on to a DCPO.

Designated Child Protection Officers

Sandy Docherty, CP and Welfare	<a href="mailto:dty@titussaltschool.co.uk">dty@titussaltschool.co.uk</a>	ext.113
Amanda Dutton-Taylor, Assistant Headteacher	<a href="mailto:dta@titussaltschool.co.uk">dta@titussaltschool.co.uk</a>	ext. 171
Kevin Bird, Vertical Year Leader	<a href="mailto:bir@titussaltschool.co.uk">bir@titussaltschool.co.uk</a>	ext. 152

In emergency (if none of the above is available) contact:

Richard Foster, Deputy Headteacher – Lead Designated Child Protection Officer ext. 116 or a member of the Senior Leadership Team.



Appendix 2

Designated Child Protection Officer - Procedure Flowchart

The Designated Child Protection Officer (DCPO) should take the following action upon being informed of a) suspicion of child abuse, or b) discovery of child abuse...



**A)** Where it is clear that a Child Protection Referral is needed, contact without delay:

Children's Social Care  
**01274 434343**

Emergency Duty Team (out of hours)  
**01274 530434 or 01274 431010**

**OR**

**B)** Where the DCPO is not sure if it is a child protection issue, or where the DCPO needs to check children's social care involvement seek advice from:

Initial Contact Point  
**01274 437500**

**OR**

**C)** If there is reason to believe that a child is in **immediate risk of harm** contact the police on: **999**



If asked to monitor the situation, the DCPO should make sure they are clear what is expected to be monitored, for how long and to whom information should be reported to.



**The DCPO must** keep a written record of all events and action taken; each entry to this record must be dated and signed. Records must be kept confidential and secure.



Appendix 3

Parental Consent

**Gaining parental consent may be waived...**

- If seeking consent places the child at risk of 'significant harm'.
- When the referring agency has made a professional judgement that a child is at risk of 'significant harm' and seeking consent, or the refusal of consent, is likely to increase the risks to the child, or potentially compromise a child protection investigation.
- To prevent or aid detection of a crime.
- When an authorised worker from a child protection agency wishes to check a child's 'Child Protection Plan'.
- Where professional judgement indicates the need to share information to build up a picture, to indicate that a child is at risk of 'significant harm'.
- Where the child is deemed to be '\*Fraser Competent' and is refusing consent (contrary to the wishes of their parent/carer) and such refusal places the child at risk of 'significant harm'.

Where a DCPO makes a referral without gaining consent of the parent/carer the reason for not doing so must be recorded.

*\* Fraser Competency is a legal term used to determine if a child is mature enough to make decisions. It is designed to help balance a child's rights and wishes with our responsibility to keep children safe from harm.*





Appendix 4

Framework of Legislation and Guidance

The school's Child Protection and Safeguarding Policy was developed in line with the following legislation and guidance.

UN Convention on the Rights of the Child 1989  
Ratified by UK in 1991

Education Act 2002

Children Act 1989

Children Act 2004

Sexual Offences Act 2003

Education and Inspections Act 2006

What to do if you're worried a child is being abused (2006)

Safeguarding Vulnerable Groups Act 2006

LSCB, LA & school child protection policies

Safeguarding Children and Safer Recruitment in Education

Working Together to Safeguard Children (2015)

Keeping children safe in education (2015)



Appendix 5 Identifying Radicalisation/Extremism

**Information/Observation**

- Change in behaviour
- Change in appearance
- Undermining British Values
- Political challenge
- Withdrawn/Isolation
- Attendance an issue

Please note the above are examples and this list is not exhaustive

Does it require immediate attention/action?

NO

YES (Emergency)

Record on SIMS under 'other' and type **CONCERN** in capitals in the details box followed by the details of any of the following:

- Change in behaviour
- Change in appearance
- Undermining British Values
- Political challenge
- Withdrawn/Isolation
- Attendance an issue

Please note the above are examples and this list is not exhaustive.

Contact: PC Beardsley (1669) on 07904 144739, in consultation with FST/PUN if possible.  
In the absence of any of the above - contact 101 or 999.

Is it out of character?

NO

Check and share with Year Team / appropriate staff. Further help required?

YES

YES

Inform school points of contact (FST/ PUN)

Use vulnerability check below – is this a trigger for change in behaviour?

Refer to PC Beardsley

Refer to Behaviour or Welfare Intervention

YES

NO

No further action required

Log and record all details/conversations on SIMS

**Vulnerabilities:** Family upheaval/circumstances, drugs and crime, low self-esteem, lack of knowledge, i.e. perceptions of Hitler, Bin Laden etc., Media, i.e. news/video games, social exclusion, lack of boundaries, mental health etc.  
**Advice documentation reference:** DfE Promoting Fundamental British Values as part of SMSC in Schools, Nov 2014.



## Appendix 6 Keeping children safe in education: Statutory guidance for schools and colleges (extract)

### Part one: Safeguarding information for all staff

#### What school and college staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.<sup>2</sup> Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.<sup>3</sup>

#### The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

#### The role of school and college staff

6. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>4</sup>
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

#### What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.
11. All staff members should also receive appropriate child protection training which is regularly updated.



## Child Protection and Safeguarding Policy

### What school and college staff should look out for

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options.<sup>5</sup> One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

### What school and college staff should do if they have concerns about a child

16. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead will usually 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 would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require 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, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

**17. 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.**

**18. Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM). Further details can be found on page 14.**

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.<sup>6</sup>

20. The Department for Education has produced advice **What to do if you are worried a child is being abused 2015-Advice for practitioners** to help practitioners identify child abuse and neglect and take appropriate action in response.

### What school and college staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of this guidance.



## Child Protection and Safeguarding Policy

### **What school or college staff should do if they have concerns about safeguarding practices within the school or college**

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.<sup>7</sup>

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<sup>2</sup> Such action might be taken under section 47 and section 44 of the Children Act 1989.

<sup>3</sup> Such action might be taken under section 17 of the Children Act 1989.

<sup>4</sup> The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012

<sup>5</sup> Department for Education training materials on neglect

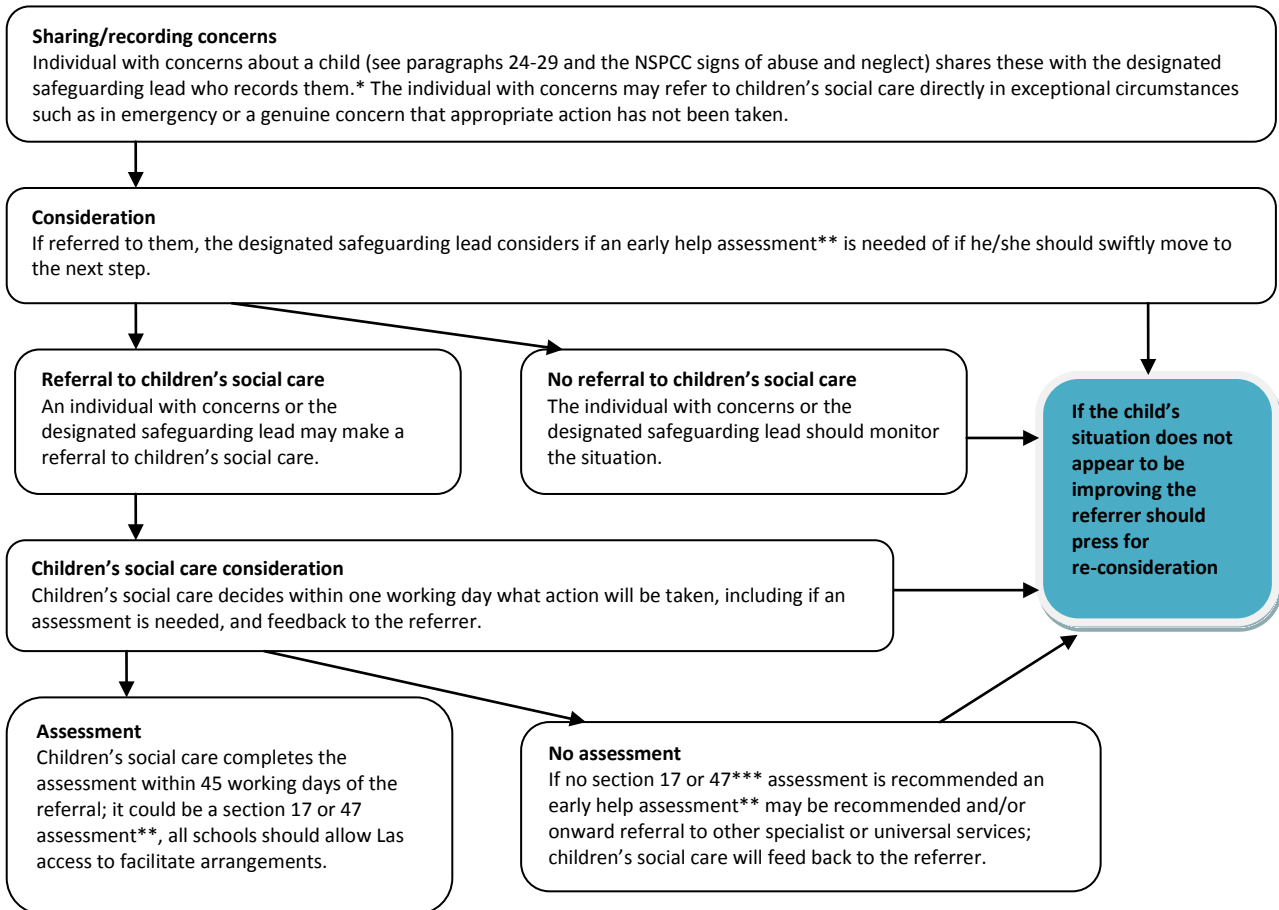
<sup>6</sup> Brandon et al- Learning from Serious Case Reviews (SCRs)

<sup>7</sup> Advice on whistleblowing



Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. 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.**



\*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

\*\* Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require 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, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.



### Types of abuse and neglect

24. **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. They may be abused by an adult or adults or another child or children.

25. **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.

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

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

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

### Specific safeguarding issues

29. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education – and see page 13
- child missing from home or care
- child sexual exploitation (CSE) – and see page 14
- bullying including cyberbullying
- domestic violence
- drugs • fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and see page 14
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)



## Child Protection and Safeguarding Policy

- mental health
- private fostering
- preventing radicalisation – and see page 15
- sexting
- teenage relationship abuse
- trafficking

### Further information on a Child Missing from Education

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

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

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

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers<sup>8</sup>.

All schools must inform their local authority<sup>9</sup> of any pupil who is going to be deleted from the admission register where they:

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

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)<sup>10</sup>.**





### Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

#### *Indicators*

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 on pages 16-17 of the **Multi-Agency Practice Guidelines**, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

#### *Actions*

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

#### *Mandatory Reporting Duty*

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers<sup>11</sup>, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. 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 children's social care as appropriate.



## Child Protection and Safeguarding Policy

### Further information on Preventing Radicalisation

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism<sup>12</sup>. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

### *Prevent*

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard<sup>13</sup> to the need to prevent people from being drawn into terrorism"<sup>14</sup>. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies **must have regard to statutory guidance issued under section 29 of the CTSA 2015** ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

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

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

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



### *Channel*

School staff should understand when it is appropriate to make a referral to the Channel programme.<sup>15</sup> Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels<sup>16</sup>.

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<sup>8</sup> Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006

<sup>9</sup> Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006

<sup>10</sup> Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006

<sup>11</sup> Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term 'teacher'.

<sup>12</sup> Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

<sup>13</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>14</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

<sup>15</sup> Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

<sup>16</sup> Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 201