



Kepier
Believe in you

Policy Statement

Child Protection

- **Produced By: Mrs S Prest**
Adopted from Sunderland
Children Safeguarding Board
- **Ratified By: F&GPC**
- **Review Date: Spring Term 2016**

Purpose and aim

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.

Kepier's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Introduction

Kepier fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Kepier's Child Protection Policy:

1. **prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families)
2. **protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and is supported to refer their concerns to the Designated Safeguarding Lead or the MASH directly IF NECESSARY).
3. **reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no change to a child's circumstances)
4. **support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances)

This policy applies to Kepier's whole workforce.

Framework and Legislation

Schools do not operate in isolation. Keeping Children Safe from Significant Harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Safeguarding Children Board which includes the partnership of several agencies who work with children and families across the City.

Kepier is committed to respond in accordance with Sunderland Safeguarding Children Board and partner agencies in all cases where there is a concern about significant harm.

Significant Harm

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the Impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person
(Adoption and Children Act 2002)

A child going missing from an education setting is a potential indicator of abuse or neglect. School and college staff members should follow their procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

See Appendix 1: Further information on types abuse, CSE and FGM and CME guidelines.

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The MASH undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education June 2015 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2013 (with updates March 2015) which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect children. Within Kepier the following individuals have special responsibilities:

Mrs Donna Walker (Designated Safeguarding Lead), Mr Ronnie Lynn (Nominated Deputy), Mr Chris Aitken (Nominated Deputy), Miss Victoria Shaw (Nominated Deputy) and Mr Dave Brennan (Nominated Deputy) - Role: to co-ordinate all matters relating to safeguarding issues.

Mr Andrew Slassor (school governor with special responsibility for safeguarding) - Role: to liaise with the Designated Safeguarding Lead on matters relating to Safeguarding issues and participate in the annual review of policy.

Details of the Designated Safeguarding Lead, the Nominated Deputies and Safeguarding Governor are displayed in the school foyer and are included in information for parents in relevant documentation and on the website.

Roles and responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL 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. This includes everyone under the age of 18

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff have a particularly important role as they are in a position to identify concerns early and provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report any concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to MASH if necessary).
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies.
- Ensure that they maintain an attitude **of 'it could happen here'** and report any concerns regarding the behaviour of an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they attend regular training/updates to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of risk to the child.

Keper will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

Governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of Designated Safeguarding Lead. This should be explicit in the role-holder's job description (see below from Keeping Children Safe in Education 2014 which describes the broad areas of responsibility). This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Role of the Designated Safeguarding Lead

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

See appendix 2: Designated Safeguarding Lead – detailed role.

The broad areas of responsibility for the designated safeguarding leads are identified here.

Managing Referrals

- Refer all cases of suspected abuse to MASH (Multi Agency Safeguarding Hub).
- The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member).
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Headteacher or Principal to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The Designated Safeguarding Lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The Designated Safeguarding Lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school's or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

Governing Bodies Role and Responsibilities

- Best practice would suggest that Governing Bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure a member of the Governing Body, usually the Chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of Governing Body of an independent school.
- In the event of allegations of abuse being made against the Headteacher where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Local Authority.

- Best practice would advise that a Safeguarding Governor is appointed to support the DSL in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the DSL report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

Information for Parents

Parents/carers should be aware that the school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Sunderland Safeguarding Children Board Procedures and inform MASH (Multi Agency Safeguarding Hub) or Police of their concern.

Procedures

The Designated Safeguarding Lead will be informed immediately by an employee of the school, pupil of the school, parent of the school, other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

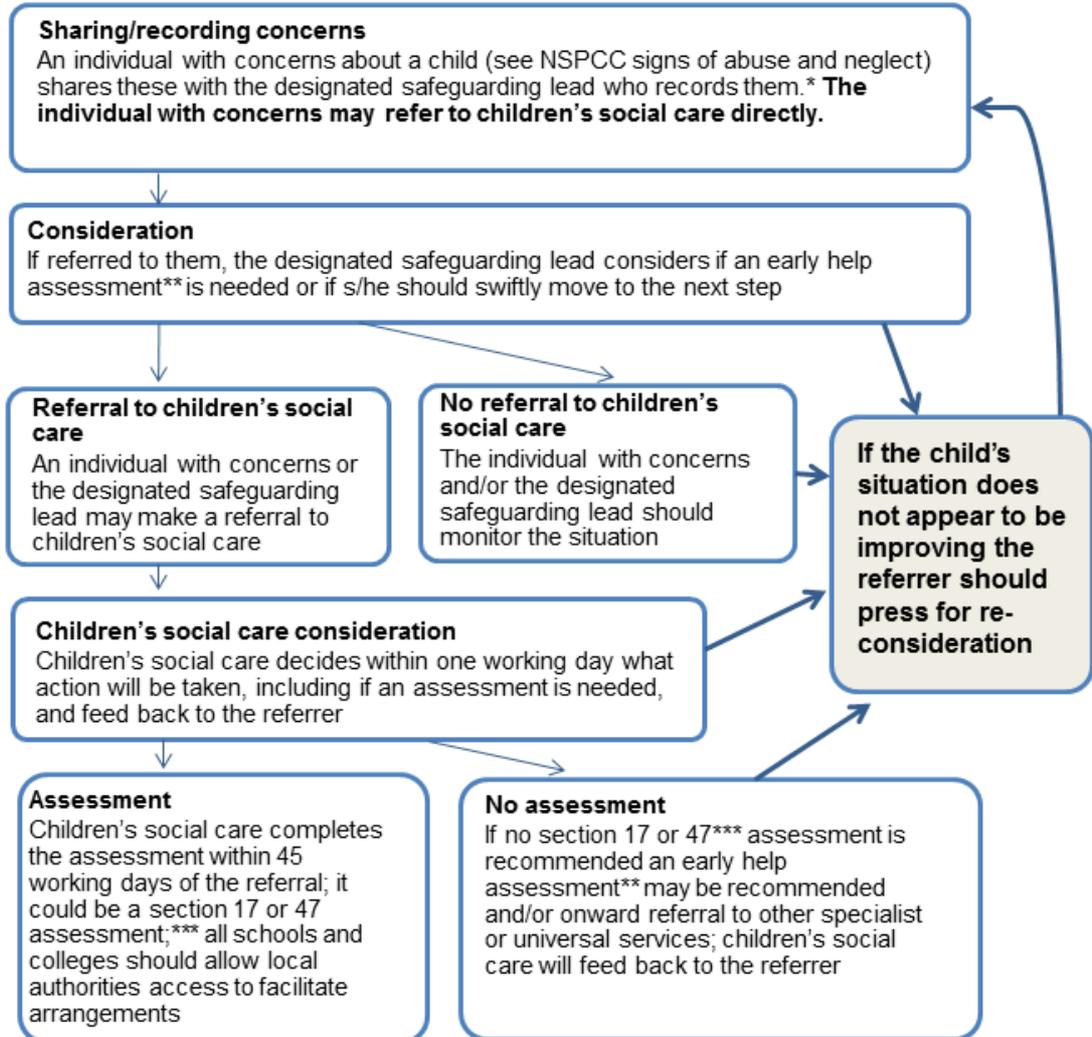
The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to MASH if necessary. The Headteacher will be kept informed at all times.

If staff members have concerns about a child they should raise these with the school's Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members. 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. 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.

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 when 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 a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

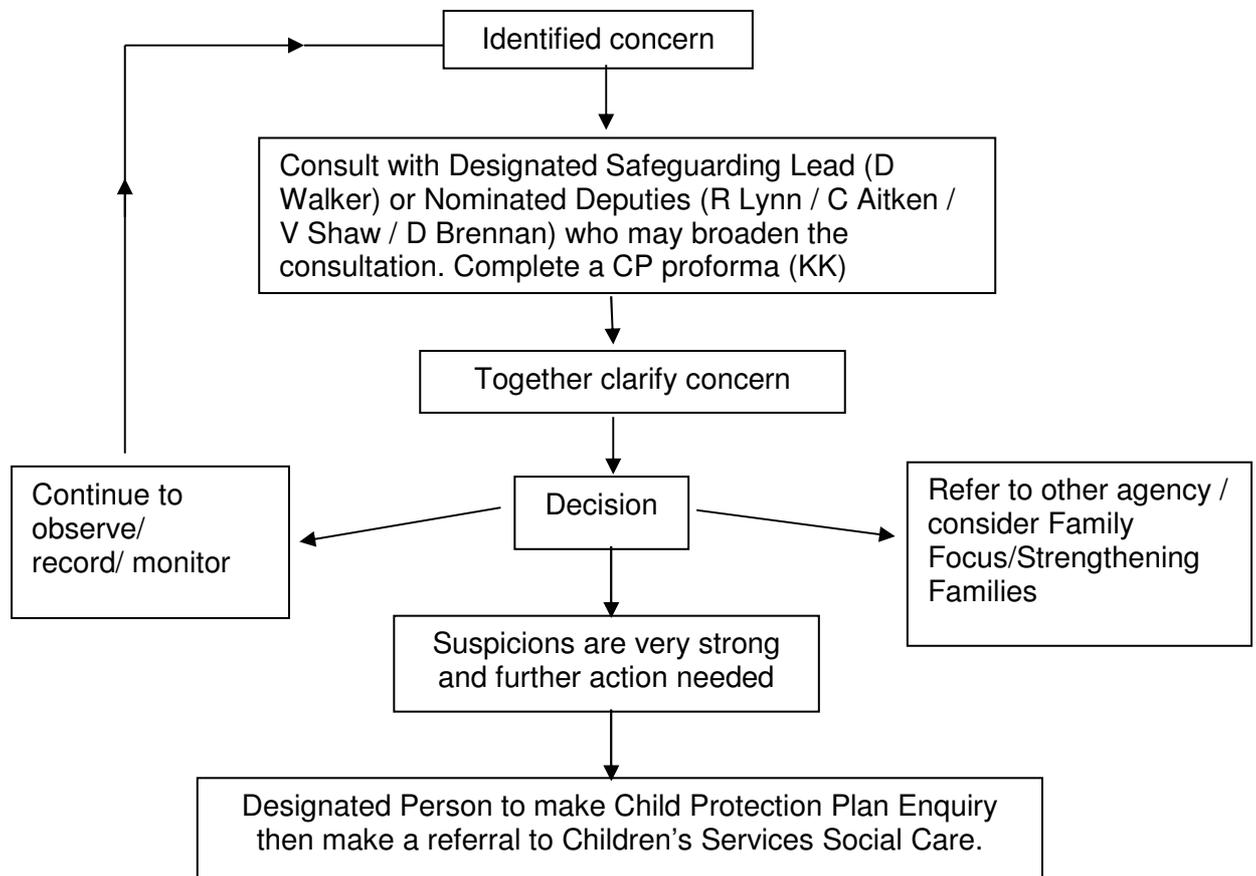
** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention 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.

** If unhappy about the outcome of the referral to Children's Services Social Care/Police, consider the Professional Differences Procedure in Chapter 3 of The SSCB Safeguarding Children Procedures which can be found at www.sunderlandscb.com

**** Keeping Children Safe in Education flow diagram page 7

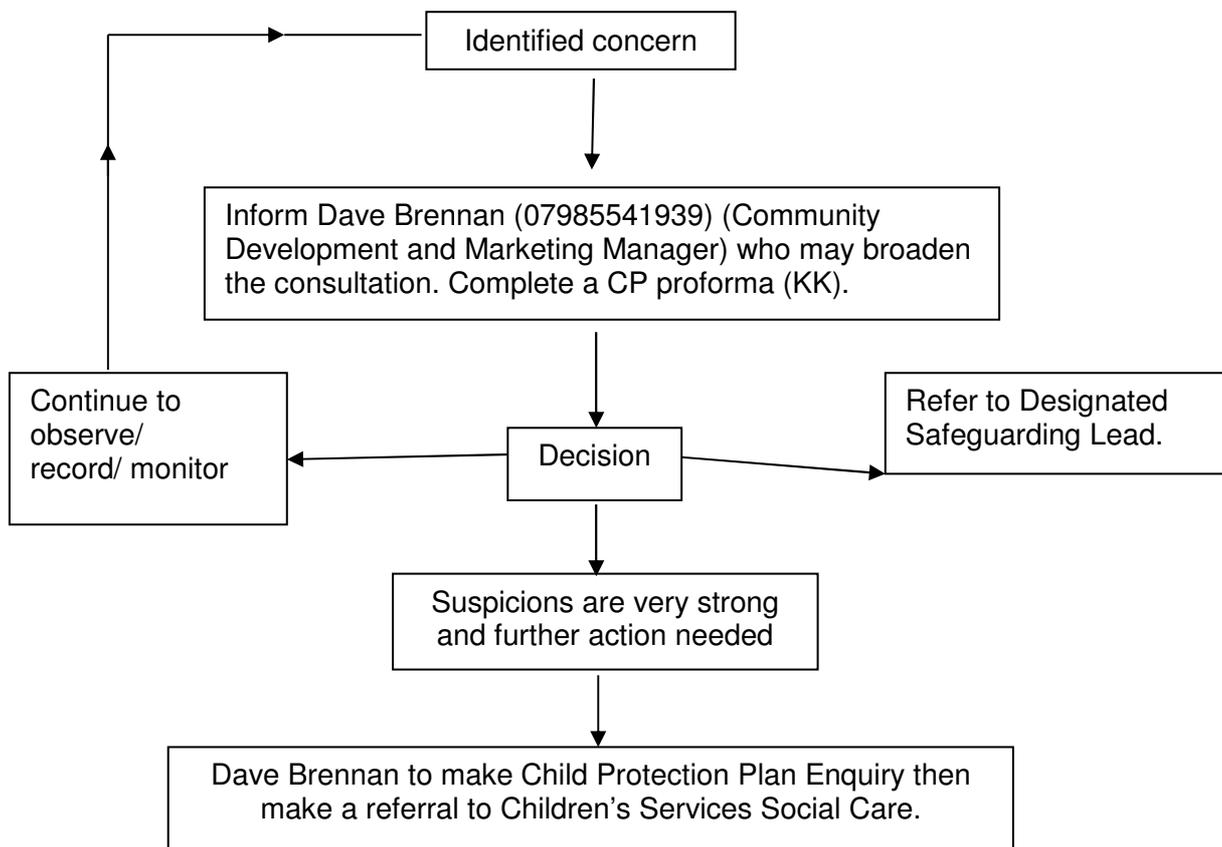
Kepier:
Suspected Child At Risk Action to take



Commissioned Services (Football Academy and Springboard to learning)

During normal school hours, Commissioned Services follow the above flow chart.

Kepier:
Suspected Child At Risk Action to take (Out of school hours)



Commissioned Services (Football Academy and Springboard to learning)

Out of normal school hours, Commissioned Services follow the above flow chart.

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies/procedures which must be read in conjunction with this policy.

Whistle Blowing/Confidential Reporting

Kepier's Whistle Blowing/Confidential reporting Policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints/Allegation Management Towards or with a Child or Adult

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the next most senior member of staff must be informed and the Chair of Governors. Consultation without delay with the LADO Sarah Storer Tel 561 7097 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/ senior member of school staff must attend this meeting, which will be arranged by the LADO. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

Training and Support

All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's Child Protection Policy; the school's staff behaviour policy (sometimes called a code of conduct); safer working practice document and the designated safeguarding lead and their cover or nominated deputy.

All staff members should also receive appropriate child protection training which is regularly updated. The Governing Body in consultation with SSLB will decide the frequency and content of this CPD.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Kepier recognises that the only purpose of confidentiality in this respect is to benefit the child. (See Chapter 1 of the Sunderland Safeguarding Children Board (SSCB) Safeguarding Children Procedures (www.sunderlandscb.com)).

Records and Monitoring

Well-kept records are essential to good Safeguarding practice. Kepier is clear about the need to record any concerns held about a child or children within its care.

Attendance at Safeguarding Conferences

In the event of Kepier being invited to attend Child Protection Conferences, the Designated Safeguarding Lead will represent the school and/or identified the most appropriate trained member of staff to provide information relevant to Child Protection Conference (Initial/Review). Using the proforma in Sunderland Safeguarding Children Board Procedures -which can be found at www.sunderlandscb.com.

Supporting Children

Kepier recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Kepier may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour. Kepier also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

Kepier will endeavour to support all its pupils through:

- The curriculum; to encourage self-esteem, self-motivation, self- protection.
- The school ethos; which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Kepier recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a an Education Health Care Plan or have a medical condition as these can mask safeguarding issues and must not be dismissed.

Kepier also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include (for example)

- Robust School Recruitment and Selection policy-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the vetting checks (identity qualifications prohibitive order, right to work in the UK), for the workforce who are in regulatory activity DBS, children's/adult barred list and

supervision of those who don't meet this requirement. Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments induction and an on-going culture of vigilance. Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school. School Staffing (England) Regulations 2009, Regulation 9: at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in statutory guidance in Keeping Children Safe and Working Together 2015.

- Staff Behaviour Policy (Code of Conduct) Sunderland's Guidance for Safer Working Practices for Adults who Work with Young People. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- Behaviour & Discipline Policy – inclusive of the Use of Reasonable Force.
- Anti-Bullying Policy/Cyber Bullying/e Safety.
- Inclusion & Special Education Needs Policy.
- The Schools Educational Visits/Off Site Policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- Alternative Offsite Provision Policy.
- Photographic and Digital Imagery Policy with parental consent forms annually signed.
- Administration of Medicines Policy and Procedures with trained staff who manage this.
- Pupils with Medical Needs and Care Plan Procedures and implications for your workforce pupils and partnership with parents.
- Attendance Management.
- Missing Children Procedure – inclusive of runaways, missing, and missing from education. (See appendix
- Children in Care (Looked after Children Policy) inclusive of named LA teacher whose role is to champion the achievement of CiC in school and work closely with the DSL.

- Equality Duty.

This template was originally developed by members of CAPE (National Group of Education Leads for Safeguarding and Child Protection across the North West/East) Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional needs. In 2014 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools In light of the new statutory DfE guidance 'Keeping Children Safe in Education'. Approved by SSCB policy and procedure sub-group.

This policy has been informed by the following legislation and national & local guidance:

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Keeping Children Safe in Education April 2014/July 2015

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Framework for the Assessment of Children and Families

<http://www.safeguardingchildren.co.uk/appendix-4.html>

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working Together to Safeguard Children DOH March 2015

<http://www.workingtogetheronline.co.uk/documents/Working%20TogetherFINAL.pdf>

Sunderland Safeguarding Children Board Procedures www.sunderlandscb.com

Strengthening Families Referral Form

http://www.sunderlandscb.com/user_controlled_lcms_area/uploaded_files/Strengthening%20Families%20referral%20form%2017%202%2014.doc

CP Referral Form

http://www.sunderlandscb.com/reporting_concerns.html

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy on Child Protection

Children and Young People

School: Kepier

Academic Year	Designated Person	Nominated Deputy Designated Person	Nominated Safeguarding Governor
2013/4	Susan Prest	Chris Aitken Victoria Welburn	Andrew Slassor

Academic Year	Designated Safeguarding Lead	Nominated Deputies	Nominated Safeguarding Governor
2014/5	Susan Prest	Chris Aitken Victoria Shaw	Andrew Slassor
2015/2016	Donna Walker	Ronnie Lynn Chris Aitken Victoria Shaw	Andrew Slassor

Review Date	Changes made	Ratification Date by Governing Body
Spring 2013	Revised April 2013	25 th April 2013
Spring 2014	Revised Spring 2014	26 th March 2014
	Revised October 2014	
Spring 2015	Revised June 2015 Revised September 2015	

Appendix 1:

Types of abuse and neglect

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.

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.

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.

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.

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

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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation

Female Genital Mutilation (FGM): 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 child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

Forced marriage is a crime – it is a form of child/ adult/ domestic abuse and has to be treated as such; ignoring the needs of victims should never be an option; forced marriage affects people from many communities and cultures.

If we have any concerns they will be addressed using all of our existing structures, policies and procedures designed to safeguard children and young adults, this includes a referral to children's services child protection team.

Appendix 2:

The Counter Terrorism and Security Act 2015 and Prevent Duty

Extremism and Radicalisation

Keper has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include:

- Becoming distant.
- Showing loss of interest in friends or activities.
- Possession of materials or symbols associated with an extremist cause.

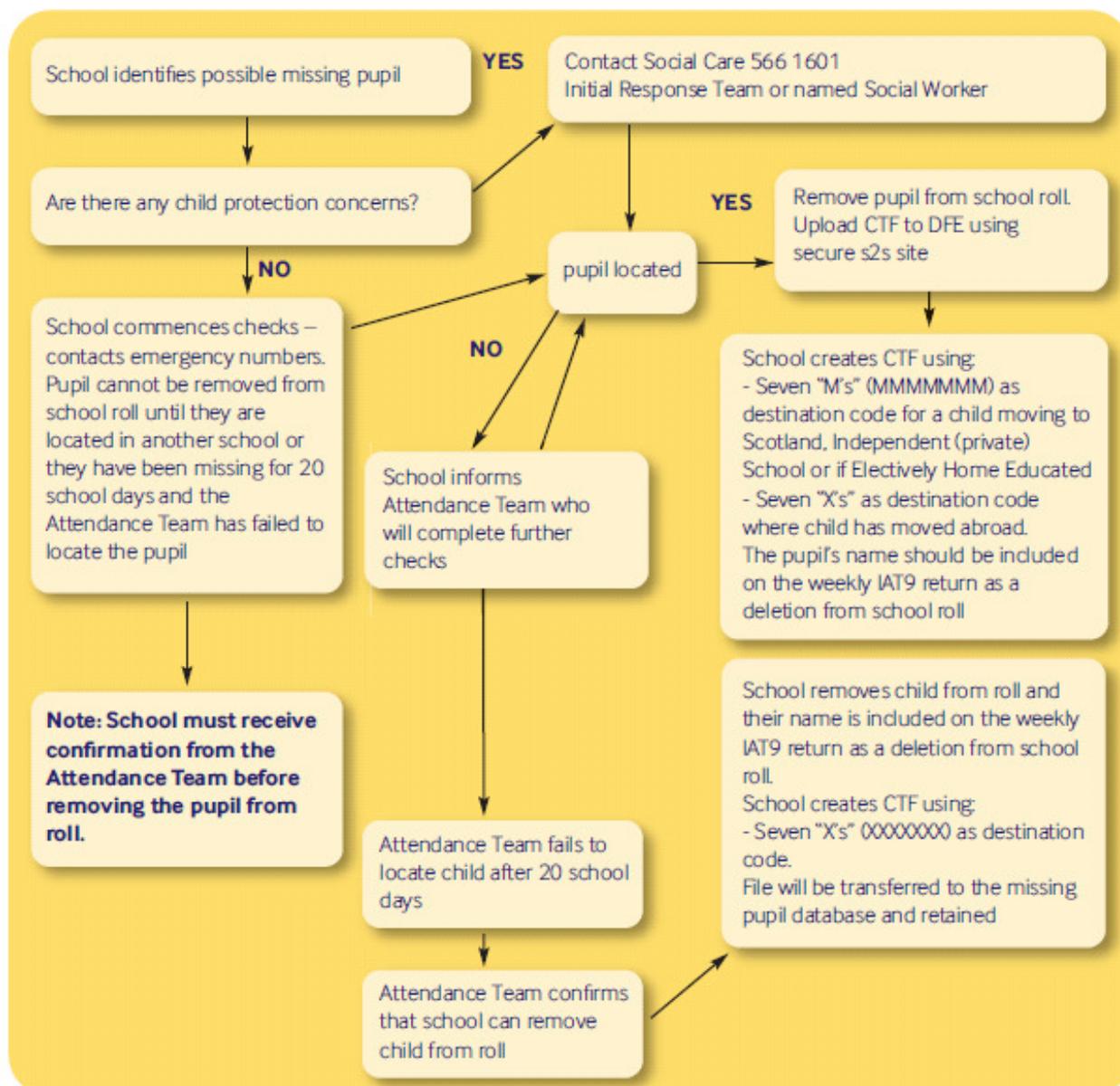
Staff are expected to be vigilant in protecting learners from the threat of radicalisation and refer any concerns to the Designated Safeguarding Lead. Staff will receive appropriate training to ensure that they have the knowledge and confidence to identify learners at risk, challenge extremist ideas and know how to refer concerns.

Appendix 3:

Children Missing From Education

This section should be read in conjunction with the Attendance Policy.

Locating missing pupils



If a child arrives at your school and does not appear to have a school history, please contact the Attendance Team on 0191 561 5601. The DFE Missing Pupil Database will be searched as the child could be missing from another local authority.

This includes children who are returning from abroad, as a CTF file may exist within the DFE database. All pupils admitted to your school should be included in weekly IAT9 return.

Appendix 4:

Designated Safeguarding Lead - Sunderland City Council Agreed Role

- To have a sound knowledge of, and to respond in accordance with, SSCB Safeguarding Children Procedures.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral by liaising with relevant agencies.
- Ensure that all staff report any welfare concerns/suspicion of child abuse to the Designated Safeguarding Lead or cover nominated deputy in their absence (liaison with Headteacher is essential if this person does not hold this key responsibility).
- Encourage a culture of listening to children and taking account of their wishes and feelings in order to protect them.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Make referrals of all cases of suspected child abuse to the MASH (Multi Agency Safeguarding Hub).
- Liaise with other agencies and co-ordinate the **most appropriate school representative** to attend/contribute at child protection meetings.
- Monitor the transfer of pupils, alerting the Attendance Team of any concerns immediately. Maintain contact with other relevant schools where there is more than one child in the family.
- When children leave the establishment ensure child protection files are copied and the copied files transferred to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school and kept until the child's 25th birthday.
- Be able to keep detailed accurate secure written records of referrals/concerns.
- Receive appropriate training every 2 years to:
 - Understand the assessment process for providing early help and intervention.
 - Have working knowledge of CP conferences and reviews be able to attend and effectively contribute.

- Ensure whole workforce understands the child protection policy in practice and their new role within this.
 - Attendance at safeguarding lead termly briefings/or alternative CPD.
- Ensure all staff have induction training covering safeguarding/child protection and are able to recognise and report any concerns immediately as they arise.
 - Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
 - Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
 - Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
 - Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
 - Ensure the Child Protection Policy is updated and revised annually and work with Governing Bodies/proprietors regarding this.
 - Ensure whole workforce read Part 1 of Keeping Children Safe in Education and are clear of their role in your school.
 - Ensure the child protection policy is publicised on your school website. The policy alerts them to the fact that referrals about suspected abuse or neglect may be made and the schools/colleges role in this.