

R U N S H A W C O L L E G E

POLICY TITLE: Child and Vulnerable Adult Protection Policy		
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POLICY OWNER: Marie Fairhurst	POSITION: Assistant Principal	VERSION: 12
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1. Introduction and Purpose

This policy defines the responsibilities, processes and procedures relating to the protection of children under the age of 18 and those over 18 who are considered to be vulnerable adults.

2. Scope

This policy covers the responsibilities for reporting and recording incidents, and college procedures that will be followed following disclosure.

3. Statutory Obligations

The College recognises its statutory obligations to safeguard and promote the health and welfare of children/young people and vulnerable adults. This document offers guidance and outlines procedures that should be followed in all cases of suspected abuse and situations of serious risk.

This policy updates all previous policies and is in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

- Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (May 2016)
<http://panlancashirescb.proceduresonline.com/index.htm>
- Keeping Children Safe in Education (KCSIE) (DfE September 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_child_safe_in_education_guidance_from_5_September_2016.pdf
- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015);
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What To Do If You're Worried A Child Is Being Abused (DfE 2015)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Disqualification under the Childcare Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- The Children Act 1989
- The Children Act 2004

4. Other Related Policies and Codes of Conduct

- Attendance Policy
- Data Protection Policy
- Dealing with Allegations of Abuse made against Staff, Volunteers and Governors Policy
- Events, Trips & Residential Policy
- Experience of Work Policy
- Freedom of Expression
- Fitness to Study and Special Admissions Policy
- Guidelines on Professional Practice
- Health, Safety and Wellbeing Policy
- IT Access, Usage & On line-Safety Policy
- Prevent Policy
- Recruitment and Selection Policy
- Recruitment of Ex-Offenders Policy
- Safer Recruitment and Engagement Policy
- Staff Code of Professional Conduct
- Learner Harassment and Bullying Policy
- Volunteering Policy

5. Definitions

Abuse - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children". to hurt or injure by maltreatment, to force sexual activity on, to cause upset through the use of coarse or insulting words.

Child – any person under the age of 18.

Disclosure and Barring Service (DBS) - an executive agency of the Home Office which vets applications for people who want to work with children/young people and vulnerable adults.

Designated Safeguarding Lead (DSL) – a member of staff responsible for child and vulnerable adult protection.

Local Authority Designated Officer (LADO) – the person responsible for managing allegations against people who work with young children/or vulnerable adults.

Vulnerable Adult – any person of 18 years of age or older who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or be unable to protect him or herself against significant harm or exploitation.

6. Policy

- 6.1 Runshaw College holds as one of its highest priorities the health, safety and welfare of everyone involved in activities that come under the responsibility of the College. Examples include, events, external guest speakers, trips, residential and work placement.
- 6.2 The College has a duty to ensure that staff and volunteers fulfill their responsibilities to prevent child and vulnerable adult abuse and to report any abuse discovered or suspected.
- 6.3 The College's child protection and vulnerable adult arrangements are included in the induction programme for new staff and differentiated Child Protection training is part of the College professional development programme. As part of induction, all staff and volunteers, will be given a copy of the college safeguarding Induction pack. Staff will also receive at least annually regular safeguarding updates via Staff communications, briefings and/or meetings.

The College will advise parents/guardians/carers of learners under 18 of the existence of the College's Child Protection and Vulnerable Adults Policy and associated procedures, and the fact that this may require cases to be referred to the investigative agencies in the interests of the young person.

- 6.4 The College will work with appropriate local agencies, and in particular the Local Safeguarding Children's Boards, Child and Adult Social Care Services and the Police Child Protection Team, to ensure that children and vulnerable adults are safeguarded through the effective operation of the College's child protection and vulnerable adult protection procedures.
- 6.5 The College recognises that any child or vulnerable adult can be subject to abuse and all allegations of abuse will be taken seriously and treated in accordance with the College's procedures.
- 6.6 The College recognises that it is the responsibility of all staff to act upon any concern no matter how small or trivial it may seem.
- 6.7 The College recognises its responsibility to implement, maintain and regularly review the procedures that are designed to prevent or notify suspected abuse.
- 6.8 The College requires all staff to follow the policy on child and vulnerable adult protection, which is included in this policy document.
- 6.9 The College is committed to supporting, resourcing and training those who work with, or who come into contact with, children and vulnerable adults and to providing appropriate supervision.

7 Designated Safeguarding Lead

- 7.1 The senior member of the college's leadership team with lead responsibility for child and vulnerable adult protection issues is:

Child and Vulnerable Adult Protection Policy September 2017

Janet Hodgson

Marie Fairhurst
Assistant Principal
Room M301C
Langdale Rd
Tel: 01772 644377

7.2 The Designated Safeguarding Lead (DSL) with responsibility for child and vulnerable adult protection issues is the Head of Student Support who is responsible for co-coordinating action within the College and liaising with other agencies is:

Janet Hodgson
Student Support Manager
Room M301G
Langdale Rd
Tel: 01772 644377

7.3 In the absence of Janet Hodgson, Liz Carthy will act as the DSL for child and vulnerable adult protection issues:

Liz Carthy
Counsellor
Room M303
Langdale Rd
Tel: 01772 644377

7.4 There are also four other members of the Senior Management Team (SMT) and one of the college counsellors and 2 other CMT members who are DSL trained and form, with the other DSLs, and the safeguarding referral co-ordinator the College Safeguarding Team. These staff are referred to as Runshaw Safeguarding Leads (RSLs)

7.5 The DSLs and RSLs know:

- how to identify the signs and symptoms of abuse and when to make a referral
- the Local Safeguarding Children's Board's child protection procedures and multi-agency adult protection procedures and the child and vulnerable adult protection manager's role within them
- how to refer cases to the Channel programme where there is a radicalisation concern
- the role and responsibilities of the investigating agencies and how to liaise with them
- the requirements of record keeping.

They will also:

- follow the laid down procedures
- report allegations and suspicions to Children's and Adult Social Care Services/ Channel programme
- notify, as appropriate, the Principal as soon as practical, and in any event within 24 hours
- keep a record of allegations reported to them
- act as a pivot for information and advice, relating to abuse or potential abuse for those under 18 or those over 18 who are considered to be 'vulnerable adults'.

- DSLs will attend DSL training every 2 years
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- the main DSL will undertake Prevent awareness training

7.6 In the case of a report involving school pupils under the age of 16 attending college, the DSL will liaise with the relevant school and ensure that appropriate arrangements are in place to safeguard the children.

8 Categories of Abuse

8.1 There are various categories of abuse:

- Emotional
- Neglect
- Physical
- Sexual Abuse

8.2 Additional forms of abuse relevant to vulnerable adults are:

- Financial Abuse
- Discriminatory abuse

Young people can be exposed to a range of issues, whether that be in their home environment or communities, examples of these would be where there is domestic abuse, drug or alcohol misuse, parental mental ill health issues, children vulnerable to violent extremism (radicalisation), female genital mutilation, honour based violence, child sexual exploitation and gang activity, and be particularly vulnerable and in need of support or protection. The procedures relating to these issues and others are detailed in the LSCB procedures.

Keeping Children Safe in Education in Part 1, lists a range of specific safeguarding issues and these are encompassed in Lancashire Safeguarding Children's Board Procedures, within section 5 (Children in Specific Circumstances) :-

8.3 Children Missing from Education

Children missing from education can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones. Schools have specific duties in relation to children who go missing from education whilst still in compulsory education. The same legislation does not apply to post 16 education setting but as part of the college safeguarding procedures we would investigate any unexplained absences and refer to the appropriate external agencies to ensure the wellbeing and safety of a student.

For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officer and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:

8.4 Child Sexual Exploitation (CSE)

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

Staff will raise awareness around positive healthy relationships via the curriculum and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns regarding CSE will be reported to the DSL who will follow the LSCB procedures

8.5 Female Genital Mutilation (FGM)

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/young person abuse with long-lasting harmful consequences.

Professionals in all agencies including colleges, 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. It is a legal requirement that all college staff who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 will immediately report this themselves to the police. Unless they have a good reason not to, they should still discuss any such case with the college's designated safeguarding lead and involve children's social care as appropriate. (Statutory duty to report from October 2015 – section 5B of the FGM Act 2003 (s74 as inserted – Serious Crime Act 2015).

8.6 Forced Marriages

Forced marriage is different from, and should not be confused with, an arranged marriage. To force a person to marry someone against their will is abuse and a criminal offence. If you suspect that a learner is being placed in a potential forced marriage position refer to the DSL immediately.

8.7 'Honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

8.8 Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including colleges, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including colleges) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA

8.9 On-line safety

College is committed to keeping students safe online. We therefore ensure that:

- ALL staff and volunteers understand that young people can be harmed online via hurtful and abusive messages, enticing young people to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behavior
- The college's **IT access, Usage and Online Safety Policy** details how we keep young people safe when using the internet and mobile technology
- Online bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Student Harassment and **Bullying Policy and the Student Disciplinary policy**
- When college become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the college's IT access, Usage and **Online Safety Policy**

8.10 Peer on Peer Abuse

Peer on Peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

- ALL staff and volunteers understand that young people can abuse other young people
- ALL staff and volunteers will inform the DSL of suspected peer abuse
- Peer on peer abuse will be taken as seriously as any other form of abuse
- Physical abuse between peers will be managed under the college's **Harassment and Bullying Policy**
- Emotional abuse between peers will be managed under the college's **Harassment and Bullying Policy**
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk.
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met

8.11 Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. 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.

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. College staff will use their professional judgement in identifying children who might be at risk of radicalisation and refer to the DSL for advice and guidance. Further information can be found in the college's Prevent policy.

9 Governing Body Responsibilities

The Governors of Runshaw College have a responsibility to ensure:

- There is a clear accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children and vulnerable adults.
- There is a Designated Governor, who is assigned to act upon child and vulnerable adult protection concerns if necessary i.e. allegations against senior managers. This is the Principal for Senior Managers and the Chair of Governors, for allegations made against the Principal.
- A child and vulnerable adult protection policy is in place and available and is communicated to all staff – including temporary staff and volunteers on induction. The policy is in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the LSCB, is updated annually, and available publicly via the college website, VLE or by other means.
- All staff read at least part one of DfE statutory Guidance *Keeping Children Safe in Education*
- All staff undertake appropriate child/young person protection training
- A senior member of the college's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead) and this is explicit in the DSL's job description
- The DSL has the appropriate authority and 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.
- Children's/Adult Social Care Services and Police are notified where there is a cause for concern, so that they can investigate and take necessary action.
- There is a designated member of staff to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

- The college has a staff behaviour policy (code of conduct) provided to all staff – including temporary staff and volunteers, on induction.
- The college has written recruitment and selection policies and procedures in place at least one person on any appointment panel has undertaken safer recruitment training.
- The college operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.
- The college has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- A governor is nominated to be responsible for liaising with the Local Education Authority and/or partner agencies in the event of allegations of abuse being made against the Principal.
- There are procedures in place 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 been had they not resigned.
- It considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- There are procedures in place to handle allegations against other children.
- Where services or activities are provided on the college premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the college on these matters where appropriate.
- There is an annual report on policies, procedures and safeguarding arrangements and this is presented to the governing body.
- Without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

10. Safer Recruitment

College is committed to keeping students safe by ensuring that adults who work or volunteer in college are safe to do so. We therefore ensure that:

- There is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff
- There are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
- ALL staff will monitor the conduct of all adults who come into contact with young people at college and report any concerns to the DSL, Head of School or the Director of Human Resources as appropriate

- Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the college
- A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school
- The SCR is stored securely and only accessed by designated staff
- The Director of Human Resources should evidence regular oversight/scrutiny of the SCR using the **SCR Audit Sheet**
- Evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in college
- individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment

11 Procedures

11.1 Procedures, detailed in this policy, should be read in conjunction with information and guidance found on the College VLE.

11.2 It is the responsibility of all staff and volunteers working within the College to record and report child and vulnerable adult protection concerns, i.e. where they believe a child/vulnerable adult has been or is at risk of abuse, neglect or significant harm. This responsibility extends to all staff and volunteers and not just those specifically working with under 18s. Details of reporting procedures and contact numbers form part of the mandatory training for all staff and volunteers.

It is not the College's responsibility to investigate abuse but to support and refer as appropriate.

12 Individual Staff Responsibilities

12.1 All staff have a responsibility to follow the College safeguarding procedures. If a learner tells them about abuse, or they suspect or know of any abuse of any child or vulnerable adult, they must report this immediately via the Safeguarding Helpline. Even if they have only heard rumours of abuse, or they have a suspicion but do not have firm evidence, they should still report this to discuss their concerns.

Online Safety - The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: learners being exposed to illegal, inappropriate or harmful material
- contact: learners being subjected to harmful online interaction with other users
- conduct: learner's personal online behaviour that increases the likelihood of, or causes, harm

If staff have any concerns about on-line safety they must report this immediately via the Safeguarding Helpline.

12.2 This means:

- Taking all complaints, allegations or suspicions seriously.
- Not promising confidentiality. Even if the child or vulnerable adult is not at risk there may be other younger children or vulnerable adults who are and therefore staff cannot promise confidentiality. The College complies with the requirements of the Data Protection Act 1998 and the Human Rights Act 1998, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child/young person.
- Keeping questions to a minimum.
- Recording as soon as possible what has been said using the Safeguarding Referral Form (Appendix 1), also found on the College VLE. This will detail:
 - The time
 - The date
 - The place where the alleged abuse happened
 - The staff member's name and the names of those present
 - The name of the complainant and, where different, the name of the child/learner who has allegedly been abused
 - The nature of the alleged offence
 - A description of any injuries observed
 - A factual account that was given of the allegations
- Without stopping a learner telling about the abuse, staff must, as soon as reasonably possible, contact the DSL.

12.3 The DSL acts as a pivot for College information, and the Schools Safeguarding Officer, Lancashire County Council acts as a central point of information. Therefore even if the incident doesn't seem serious it must be reported as it may be a small part of a much larger picture.

12.4 Where there is any doubt, the DSL may contact the Schools Safeguarding Officer, Lancashire County Council for guidance without revealing names.

12.5 The DSL will speak to the learner and will take overall responsibility for recording essential information about each case and for collecting reports and notes as appropriate.

12.6 Any detailed information about a case will be held securely with the main DSL for the College.

- 12.7 If contact cannot be made with any of the DSLs within 2 hours staff must refer to the Lancashire Local Safeguarding Children's Board website for details of how to report concerns about the safety or welfare of a child/young person or vulnerable adult or CSC - Appendix 2.
- 12.8 In the above case, staff should notify the DSL as soon as possible.
- 12.9 These procedures are designed to be simple and clear but inevitably cannot cover all eventualities. Any queries should be addressed to the DSL or one of the other named people in this document.

13 Review

- 13.1 The Governors will review the policy annually.

SAFEGUARDING/CHILD/YOUNG PERSON PROTECTION/PREVENT REFERRAL FORM

PART 1: INTERNAL NOTIFICATION of SAFEGUARDING/CHILD/YOUNG PERSON PROTECTION/PREVENT CONCERN TO THE DSL	
Name(s) of Learner:	
D.O.B.	
Course/ Year	
What is the nature of your concern	
<ul style="list-style-type: none"> • What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, Self-harm, bullying, radicalisation, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, on line safety issues, other • Any evidence of impairment of health or development? • Any evidence of ill-treatment? • Why are you reporting this concern <u>now</u>? • Have you had any previous concerns about this learner? If so, what, when, action? 	
Detail	
Any action already taken	
Signed	
Name Job title Contact phone number	
Time/Date	
<i>If you have received a 'disclosure' from or about a learner please complete Part 2</i>	

PART 2: DETAILS OF INFORMATION DISCLOSED FROM / ABOUT A LEARNER

**It is not advisable to try and complete this record whilst talking to the learner but within 2 hours of disclosure. The important thing is to listen actively and carefully and reassure the learner!*

Name of person making the 'disclosure'	
Position / relationship with learner	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
Summary of Information Disclosed	
1. WHO is said to be involved	
2. WHAT is said to have happened / be happening?	
3. WHERE is this said to have happened / be happening?	
4. WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?	
5. WHO else may have witnessed what happened?	
6. HOW and where is the learner now?	
CONTINUATION SHEET ATTACHED Y/N	
Note: <ul style="list-style-type: none"> - <i>Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible!</i> - <i>if you have used quotes please ensure that they are accurate</i> - <i>make a note of any open questions asked or minimal prompts used</i> - <i>Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court</i> 	

Appendix 2:

Lancashire Safeguarding Child/young person/young people Board 'Safeguarding Child/young person/young people Procedures' (May 2015)

<http://panlancashirescb.proceduresonline.com/index.htm>

Child/young person/young people's Social Care Referrals Lancashire

The Customer Service Centre	0300 123 6720	
email address for referrals	cypreferrals@lancashire.gov.uk	
Emergency Duty Team EDT (Out of Hours)	0300 123 6721/3	EDT (Out of Hours)

Customer Service Contact Numbers in neighbouring Local Authorities:-

Blackburn with Darwen 01254 666400 01254 587547

Blackpool 01254 477299 01253 477600

Bolton-: 01204 337777

North Bolton; Astley Bridge, Bradshaw, Brightmet, Bromley Cross, Tonge Moor
01204 337408 or 01204 331505

South Bolton; Burnden, Daubhill, Farnworth, Harper Green, Kearsley, Little Lever
01204 337729 or 01204 337730

West Bolton; Blackrod, Deane, Heaton, Halliwell, Derby, Smithills, Hulton Park, Horwich, Westhoughton
01942 634625

St Helens 01744 676600 or 0300 6500 148 0845 0500 148

Sefton 0845 140 0845 0151 920 8234

Wigan 01942 828300 0161 834 2436



Department
for Education

Keeping children safe in education

**Part 1: Information for all school and college
staff**

September 2016

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Summary

Keeping children safe in education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and
- management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** read at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every 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.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage

¹ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.
11. 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.²

What school and college staff need to know

12. **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 should include:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989³ that may follow a referral, along with the role they might be expected to play in such assessments.⁴

² 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.

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.
18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.
19. 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 **best** interests of the child.
20. 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.

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

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

³ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁴ Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.
23. See page 9 for a flow chart setting out the process for staff when they have concerns about a child.
24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
27. If a **teacher**⁵, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

⁵ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term "teacher": "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Why is all of this important?

30. 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.⁶

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

31. 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. 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 designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

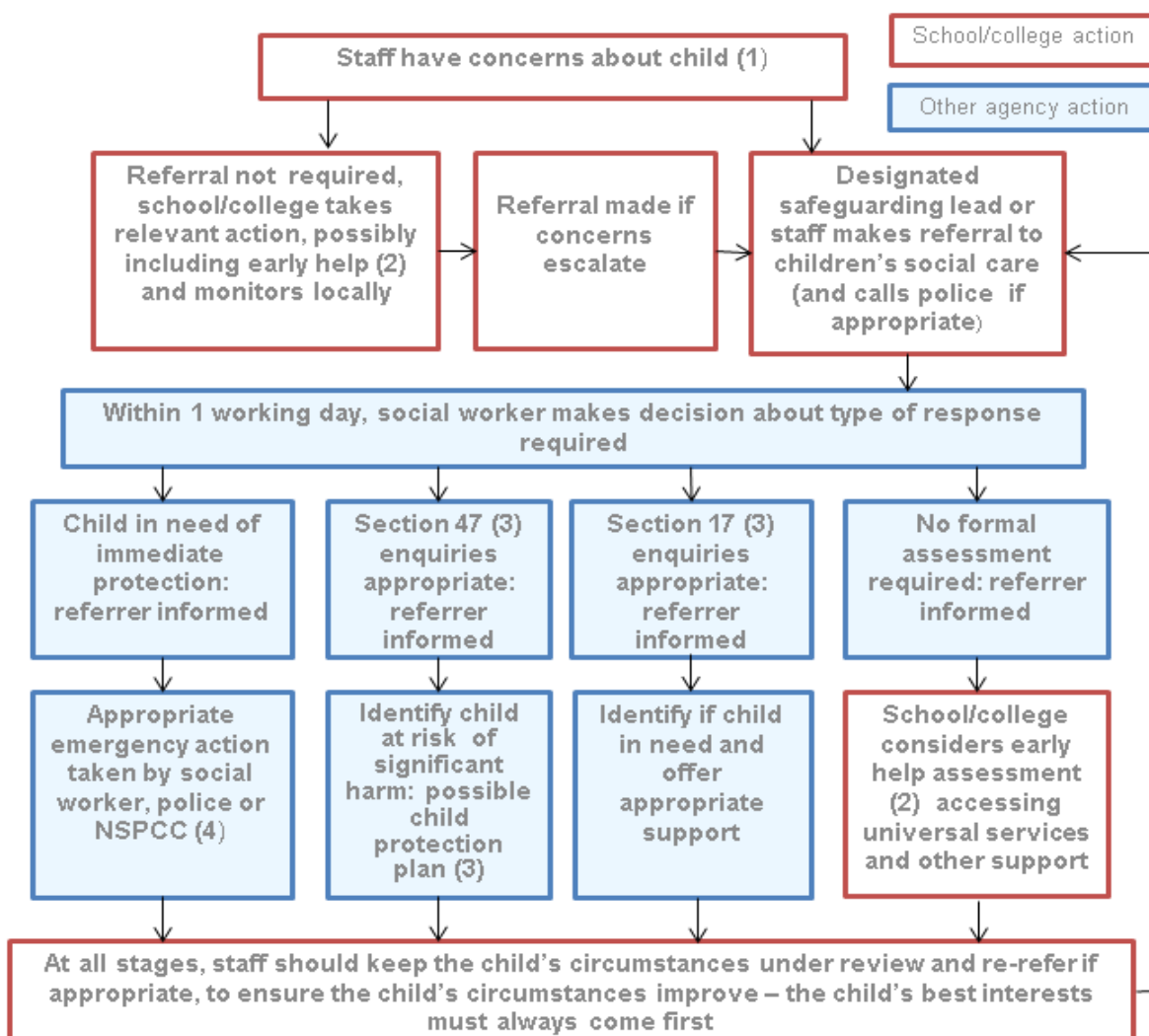
What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All 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 and know that such concerns will be taken seriously by the senior leadership team.
33. 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 senior leadership team.
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance can be found at- [Advice on whistleblowing](#)
 - The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁷

⁶ [Serious case reviews, 2011 to 2014](#)

⁷ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**
36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
37. **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.
38. **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.
39. **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.
40. **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

41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
43. 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](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
 - [bullying including cyberbullying](#)
 - [children missing education](#) – and Annex A
 - [child missing from home or care](#)
 - [child sexual exploitation \(CSE\)](#) – and Annex A
 - [domestic violence](#)
 - [drugs](#)
 - [fabricated or induced illness](#)
 - [faith abuse](#)
 - [female genital mutilation \(FGM\)](#) – and Annex A
 - [forced marriage](#)- and Annex A
 - [gangs and youth violence](#)
 - [gender-based violence/violence against women and girls \(VAWG\)](#)

- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

Annex A: Further information

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. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and 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 going missing in future.

Schools and colleges 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, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education](#) guidance.

Schools

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. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has

been absent without the school's permission⁸ for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.⁹

Where a parent notifies a school that a pupil will live at another address, **all** schools are required¹⁰ to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.¹¹

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record¹² in the admission register:¹³

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required¹⁴ to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,¹⁵ as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide¹⁶ the local authority with:

⁸ or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

⁹ In default of such agreement, at intervals determined by the Secretary of State.

¹⁰ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹¹ Where schools can reasonably obtain this information.

¹² Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹³ Where schools can reasonably obtain this information.

¹⁴ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹⁵ Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

¹⁶ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, 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 at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since

31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹⁷ that requires a different approach (see following section).

FGM mandatory reporting duty

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.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, 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. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁸ Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

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

¹⁷Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’: “teacher” means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

¹⁸Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' 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.¹⁹ 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 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. Staff should use their 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 (and, since 18 September 2015, all colleges) 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 regard²⁰ to the need to prevent people from being drawn into terrorism".²¹ 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. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out 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

¹⁹ 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.

²⁰ 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.

²¹ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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 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 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 the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- 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 staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department 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.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.²² Channel guidance is available at: [Channel guidance](#). An e-learning channel awareness programme for staff is available at: [Channel General Awareness](#). 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. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

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 the 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 that 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.²³

²² Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

²³ 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 2015.



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