

Safeguarding and Child Protection Policy

Introduction

Alley'n's School (including Alley'n's Junior School) has a duty of care to all its pupils, staff and visitors. Specifically, the School has a responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of all pupils at the School, by protecting them from maltreatment; by preventing the impairment of children's health or development; by ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and by taking action to enable all children to have the best outcomes.

In accordance with the Children Act (2004), Section 1 (i), **'The child's welfare shall be the paramount...consideration'**. Therefore, the School aims to provide a safe environment for its pupils, and as part of its child protection responsibilities, to identify pupils who are suffering, or likely to suffer, significant harm and to take action to ensure that pupils are kept safe at school and at home.

'Harm' means ill-treatment or the impairment of health or development including, for example, impairment suffered from seeing or hearing the ill treatment of another. **'Development'** covers physical, intellectual, emotional, social or behavioural development.

'Health' means physical or mental health. 'Ill-treatment' includes emotional abuse, neglect, physical and sexual abuse. [see detailed list of types of abuse in Appendix B p23.]

This policy is applicable to the whole School community, including those pupils in the Early Years Foundation Stage (EYFS). The policy is applicable to all on and off-site activities undertaken by pupils while they are the responsibility of the School.

This Safeguarding Policy is available to all parents and pupils via the Hub and the School website and printed copies are available upon request. An 'Alley'n's Post' with a link to this Safeguarding and Child Protection Policy is sent at the start of the academic year to all parents, and explains where to find the policy. This policy is also lodged with ISI (the Independent Schools Inspectorate) to make it available for scrutiny by the appropriate inspection body sanctioned by OFSTED.

This policy has special regard to the following legislation, guidance and core publications:

The DfE statutory guidance *Keeping Children Safe in Education* (KCSIE) (July 2015);
the DfE statutory guidance in *Working Together to Safeguard Children* (March 2015);
Prevent Duty Guidance: for England and Wales (March 2015) following the Counter-Terrorism and Security Act 2015;

Multi-agency practice guidelines: Handling cases of Forced Marriage (June 2014);

the Independent Schools' Standards Regulation (September 2015);

the Early Years Foundation Stage Statutory Framework (September 2012).

Other documents of relevance to safeguarding are contained in Appendix G on p25. This policy follows local and national guidance and procedures produced by the London Safeguarding Children Board (LSCB) such as the London Child Protection Procedures (on-line), and the Southwark Safeguarding Children Board (SSCB).



When considering safeguarding issues, regard should also be given to related Alleyn's School policies: Mental Health; Health and Safety; First Aid; Pupil Code of Conduct; Staff Code of Practice; Anti-bullying (including cyber-bullying); Educational Visits; Use of Physical Force; Complaints; Whistle-blowing; Equal Opportunities; Rewards and Sanctions; Recruitment; New staff induction; IT.

Policy Statement and Aims

The School fully recognises the contribution it can make to protect children and support its pupils' development in ways that will foster security, confidence and independence. It aims to provide an environment in which children and young people feel safe, secure, valued and respected, and know how to approach adults if they are in difficulties, with the assurance that they will be listened to. It acknowledges that safeguarding incidents can happen anywhere and therefore staff should be alert to possible concerns being raised in the School and should also feel confident about sharing any concerns they may have.

There are three main elements to our safeguarding culture to ensure it is fully and effectively implemented:

- 1. Prevention: (e.g. supportive school atmosphere; teaching and pastoral support available to pupils, including the PSHE curriculum teaching children to keep themselves safe; following safe recruitment practices);**
- 2. Protection: (e.g. by following agreed procedures and monitoring their implementation; by ensuring staff are trained and supported appropriately and sensitively in safeguarding matters; by encouraging open communication);**
- 3. Support: (for pupils and staff, including those who may have been abused or are vulnerable; outlining how complaints will be handled).**

The School will work together with other agencies to ensure adequate arrangements are in place to identify, assess, and support those children who are suffering harm.

In addition the School has a duty under 'Prevent' obligations resulting from the Counter-Terrorism and Security Act 2015 to ensure that its pupils are safe from the risk of radicalisation or extremism leading to the possibility of terrorism activity. A separate guide on Prevent is published and available to staff and the whole school community.

Key Personnel

Safeguarding children at Alleyn's School is the responsibility of the whole school community. All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is a member of the School's Senior Management Team.

Safeguarding Role	Name	Title	Contact
Designated Safeguarding Lead (DSL) and Designated Child Protection Officer (DCPO) – and Prevent lead whole School	Andy Skinnard	Senior Deputy Head	safeguarding@alleyns.org.uk 0208 557 1457
Deputy Designated Safeguarding Lead (DDSL) - Senior School	Rob Atkinson	Assistant Head, Head of Upper School	safeguarding@alleyns.org.uk 0208 557 1485
DDSL - Senior School	Mel Joel	Assistant Head, Head of Middle School	safeguarding@alleyns.org.uk 0208 557 1014
DDSL - Senior School	Stuart Turner	Assistant Head, Head of Lower School	safeguarding@alleyns.org.uk 0208 557 8032
DDSL - Alleyn's Junior School and DSL EYFS	Simon Severino	Headmaster, Alleyn's Junior School	jssafeguarding@alleyns.org.uk 0208 557 1495
DDSL - Alleyn's Junior School (AJS)	Lesley Morris	Deputy Head, Alleyn's Junior School	safeguarding@alleyns.org.uk 0208 557 1536
DDSL - whole School Support Staff	David Wicksteed	Human Resources Consultant	hr@alleyns.org.uk 0208 613 5004
Link Governor for Safeguarding – whole School and EYFS	Dr Frances Bowen	Deputy Chair of Governors	safeguardinglink@alleyns.org.uk

The Chairman of Governors is **Mr Iain Barbour** and he can be contacted c/o Clerk to the Governors, **Mrs D Rawstron**, 10 St Bride Street, London EC4A 4AD.

The School's Local Safeguarding Children Board (LSCB) is **Southwark**, which operates the Southwark Safeguarding Children Board (SSCB), working under the advice and support of the London Safeguarding Children's Board. We liaise with the Southwark Schools Safeguarding Co-ordinator, the Local Area Designated Officer (LADO) and the Southwark referral and assessment team. **All staff are reminded that they may raise concerns directly with Children's Social Care Services.**

The Local Authority Designated Officer (LADO) for Southwark is: **Eva Simcock**, Head of Social Work Improvement and Quality Assurance, Sumner House, Sumner Road, London SE15 5QS Tel: 020 7525 0689. There is a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with DO issues. Duty telephone number for all DO enquiries/referrals is 020 7525 3297.

The Multi-Agency Safeguarding Hub (MASH) number (for concerns not related to adults in supervisory work roles with children) is 020 7525 1921. The out-of-hours number for Children's Social Care Services (CSC) is 020 7525 5000.

The LA's Strategic Lead Officer (LADO) for safeguarding in education services is: **Pauline Armour** 020 7525 5867.

The LA's Schools Safeguarding Coordinator is: **Apo ÇAĞIRICI** 020 7525 2715.

Early Help Service (EHS) Duty Officer (Education) (Mon to Fri 9.00am–1.00pm): 020 7525 2714.

Staff Training

The Designated Safeguarding Lead (DSL) will receive full safeguarding training, including training in child protection and inter-/multi-agency work from the Southwark local authority or an approved external training-provider, and update that training at least every two years. The Deputy Designated Safeguarding Leads (DDSLs) will also have individual training provided by Southwark Social Services or an approved training provider. This is updated every two years. The DSL advises on appropriate training for all constituencies of the School in consultation with the LSCB.

The whole Board of Governors receive safeguarding training, and the link governor with responsibility for safeguarding receives separate training. The Headmaster attends separate training and the whole staff will receive regular safeguarding training as appropriate, but which will occur at least once every three years and be conducted by the DSL or an external provider.

New teaching and co-curricular staff, including volunteers with unsupervised access to pupils, and temporary staff will receive initial training on safeguarding issues from the DSL in the Senior School and the DDSL in the Junior School, as part of the induction process and before they have contact with pupils. Every new member of staff is provided with a copy of this Safeguarding Policy is available to all staff electronically on the School intranet (the Hub), and on the School website or in hard copy from the DSL.

New staff who have responsibilities for teaching in specialist areas – specifically one-to-one music tuition and sports coaching are reminded of the particular need for care in discharging their duties according to the School's safeguarding procedures. See para 78.

Support staff receive safeguarding training from the DDSL, Human Resources Consultant, and the whole staff (academic, support and volunteers) meet for training every three years, organised by the DSL.

Individual training on safeguarding issues is available through the CPD budget and staff can approach the Deputy Head [Personnel and Administration] and the Headmaster of the AJS regarding such training needs. Temporary and voluntary staff who work with children will be made aware of Safeguarding arrangements by either the DSL, the DDSL (Human Resources Consultant) or the DDSL (AJS Headmaster).

Keeping Children Safe in Education: Information for all school and college staff (July 2015) Part 1, 'What to do if you are worried a child is being abused' is required reading for all staff, volunteers and governors and is available on the Hub. Guidelines for staff on how to recognise child abuse and how to respond if child abuse is suspected, is contained in the Staff Handbook.

Under Prevent obligations, the School must provide appropriate training for staff in order to meet its duty to prevent the children at the School from radicalisation and extremism. Such training takes place at school, and any member of staff is reminded to contact the local police force using the 101 non-emergency number and a DfE dedicated telephone helpline/mailbox offering non-emergency advice for staff and governors on 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Recruitment

Safe recruitment procedures operate. Disclosure and Barring Service checks are carried out in compliance with the Independent Schools' Standards Regulation (ISSR) and include pre-appointment checks on volunteers, staff of contractors and other individuals that are not school staff or supply staff, and are completed according to the requirements set out in *Keeping Children Safe in Education* (July 2015). The School has an induction policy for new staff.

The School has put in place safer recruitment procedures that adhere to statutory requirements and updates these in light of new legislative requirements, such as the Independent School Standards Regulations, and *Keeping Children Safe in Education* (July 2015).

A Single Central Record is held for all staff and all others who work in regular contact with children, including volunteers, which includes identity, barred list check, enhanced DBS check, prohibition from teaching check, qualification and health checks, right to work checks, further checks on people living or working outside the UK and reference checks. The Single Central Record is reviewed before the start of each term at the Single Central Record Review Meeting, which is attended by relevant members of Senior Management and the Human Resources Consultant.

At Alleyn's we:

- check all staff are for their suitability to work with children through the Disclosure and Barring Service at Enhanced level;
- we obtain written notification that appropriate child protection checks and procedures apply to any staff employed by another organisation, including those working with the School's pupils on another site (for example, using a separate institution);
- we check that such staff presenting themselves are the ones on whom the checks were made;
- we only employ staff after receiving and logging at least two references
- we ensure that there is at least one person on every recruitment panel who has completed Safer Recruitment training. This training became mandatory for the recruitment of school staff from 1 January 2010
- hold a regular meeting between the DSL and Deputy DL, Headmaster of the Junior School with the governor with responsibility for safeguarding, and at that meeting an update on the Single Central Meeting is given by the Human Resources Consultant.

Senior staff involved in recruitment receive occasional training in safer recruitment, and in the appointing of any new members of staff at least one member of the recruitment process will have received training from a nationally accredited programme.

DBS Barring Referrals

The Headmaster is required by statute to make a referral to the Disclosure and Barring Service within one month of any person leaving the School, (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. This referral must be made using the DBS Referral Form and posted to the DBS Barring Referrals address below. Failure to make a report constitutes

an offence. The DBS Barring Referrals address is: PO Box 181, Darlington, DL1 9FA (tel: 01325 953725).

(Note: Ceasing to use a person's services includes: dismissal; removal; resignation; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; voluntary withdrawal from supply teaching; contract working; a course of initial teacher training, or volunteering.)

Alleyn's School also acknowledges a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

(The reasons such an order would be considered are: "unacceptable professional conduct"; "conduct that may bring the profession into disrepute"; or "a conviction, at any time, for a relevant offence". Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an NCTL referral. All DBS referrals are automatically relayed to the NCTL.

Volunteers

Governors will be regarded as unsupervised and will therefore be subject to enhanced DBS checks. Volunteers and Governors will be subject to the Staff Code of Practice, although volunteers who do not have unsupervised access to pupils are not statutorily required to receive enhanced DBS checks. Any parent or other person/organisation engaged by the School to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and also DBS checks if the activity requires unsupervised access to pupils. Those who volunteer regularly will be required to register with the DBS update service.

Where it is not appropriate to instigate an enhanced DBS check for volunteers (such as for a one-off event), they may be required to provide references and will be asked to sign a declaration that they have not been convicted of any criminal or disciplinary offence which could preclude their working with children at the School.

Upper School students who work as ushers in the MCT are given a safeguarding briefing prior to taking on the role.

Third-party groups

This Safeguarding Policy will be brought to the attention of organisers of third party groups using the School facilities and applies to them if there are children aged under 18 on the site. Voluntary sector groups that operate within the School, provide off-site services for our pupils, or use school facilities, will be expected either to adhere to this Safeguarding Policy or to operate a policy which is compliant with the requirements of the Southwark Safeguarding Children Board.

Contractors

Contractors who work regularly at the school are required to undergo a DBS check, which will be recorded in the Single Central Register.

Occasional contractors will be supervised during their work at the School, when the work is being undertaken during term time. Such occasional contractors are given a visitors' badge

on which is printed further instructions for the safety of the School community and the visitor.

Visitors

All visitors during the school day are required on arrival to sign in at Townley Lodge or the Junior School Lodge. Visitors will be issued with an appropriately coloured visitor's badge-lanyard on which is printed further instructions for the safety of both the visitor and the School community. Visitors should remain under the supervision of a member of staff at all times and be escorted back to the Lodge where the badge must be returned. Staff are encouraged to engage any unidentified visitor and ask what her or his business is, and, if unsure, the visitor must be reported immediately to Townley Lodge or the Junior School Lodge.

Pupil matters

Types of child abuse and neglect [also displayed in teaching staff planners]

Staff are reminded of the common types of abuse through training, and the main types are included in this policy in Appendix B on p23. This list is produced in diagrammatic form on a single sheet as the first page of the teaching staff planners.

Curriculum and Co-curriculum

The School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of life in London and elsewhere, adult life and citizenship. Central to this is the work of the Head of PSICHE, but all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. Alleyn's prominently displays its Vision and Values in its classrooms and emphasises the importance of values and its positive school ethos with the centrality of respect for others in various parts of the curriculum and daily life at school as part of its promotion of fundamental British values.

As part of helping in the development of a healthy, safer lifestyle, lessons address, for example, how:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to recognise when pressure from others (including people they know) threatens pupils' personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to appreciate the value of emotional literacy and ways of achieving it.

We also consider how the curriculum and co-curriculum can help in:

- developing a school ethos and environment which encourages safe and healthy lifestyle for pupils;
- ensuring that food and drink available across the school day reinforce the healthy lifestyle message;
- providing high quality Physical Education and sport to promote physical activity;

- appreciating a sense of ‘the other’ aside from purely materialistic interpretations of the meaning of life, enabling an appreciation of what constitutes a spiritual understanding
- encouraging a sense of gratitude for the opportunities we have in our community of Alleyn's and the wider British society;
- promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being both as an individual and as part of wider modern British society.

Staff-Pupil Relations

Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School’s Rewards and Sanctions Policy and the Use of Physical Force Policy, which underlines that there are no circumstances in which corporal punishment can be applied.

Advice for full-time, part-time, temporary, teaching, and support staff, volunteers and visitors about appropriate behaviour in and out of school is contained in The Staff Handbook under ‘Staff-Pupil Relations’. This advice should be read in conjunction with this policy and is available to staff electronically on the Hub and in hard copy from the Senior Deputy Head.

Staff are reminded (usually in staff training opportunities during the year) that their behaviour and actions should not place pupils or themselves at risk of harm or of allegations of harm to a pupil. Staff must observe the ‘Staff-pupil relations’ guidance in the Staff Handbook relating to: one-to-one tuition; sports coaching; conveying a pupil by car; appropriate electronic communication with a pupil; use of School digital technology resources and systems; home visits; tutoring; use of physical force; administering first-aid; social contact with pupils outside school, and so on.

Except in cases of emergency, First Aid will be administered only by qualified First Aiders.

Staff should be aware of the School’s Whistle-blowing Policy and share immediately any disclosure or concern that relates to a member of staff with the Headmaster or one of the Designated Safeguarding Team if the Headmaster is not available and nothing should be said to the colleague involved. It should be shared with the Chairman of Governors if it relates to the Headmaster.

Staff are reminded at regular training opportunities that the pertinent school policies for Safeguarding are: Safeguarding Policy; Mental Health Policy; IT Policy; Whistle-blowing Policy; Equal Opportunities Policy; Anti-bullying Policy; Recruitment Policy and First Aid Policy.

Early Years Foundation Stage (EYFS)

Pupils are in the Early Years Foundation Stage until the end of the academic year in which they have their fifth birthday. At Alleyn’s Junior School (AJS) this is called the Reception Class. The class teacher is Mrs Nicola Price and the DSL with Safeguarding responsibility for the EYFS is Mr Simon Severino. With regard to the welfare of children in EYFS, school policy is based on the revised Early Years Foundation Stage Statutory Framework (September 2012).

The AJS will notify OFSTED within 14 days of any allegations of serious harm or abuse by any person looking after the children at the premises of the School.

The AJS does not permit the taking of photographs of children without the consent of parents and the use of mobile phones and cameras is not allowed at the School.

The AJS follows the requirements in E384-6 that pertain to the checking of persons over 16 who work directly with the children and for those carrying out teaching work in the EYFS.

The AJS is also compliant on matters pertaining to staff induction and training (including first aid provision); staff:pupil ratios; health and medicine (including staff awareness of the need to seek advice if taking medication that might affect their ability to care for the children); food and drink; accident or injury; managing behaviour; safety of the premises; no smoking policy; risk assessment; outings; SEN; information about the children; information for parents and carers; complaints; transport of EYFS children.

Vulnerable Pupils

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a looked-after child, this will also be brought to the notice of the Local Authority DSL with responsibility for children in public care.

If pupils disclose that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. We acknowledge the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The School has a strong commitment to its Anti-bullying Policy and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a Child Protection context.

The law requires that Southwark Children's Services are notified of private fostering arrangements. Any privately fostered children, i.e. children under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. CSE can also be an issue in the dynamic of radicalisation. Children or young people may be tricked into believing they are in a loving, consensual or even divinely-commanded relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17

year old if that person holds a position of trust or authority in relation to the young person. Non-consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

At Alleyn's we:

- raise the issue of CSE in various parts of the curriculum including PSCH;E;
- we refer immediately to Children's Services where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school;
- will conduct an individual risk assessment in accordance with the [London Child Protection Procedures](#) in the case of concern about a young person between the ages of 13 and 16. This will determine how and when information will be shared with parents and the investigating agencies.

Preventing Radicalisation – 'Prevent'

The Prevent lead at Alleyn's is the DSL (the Senior Deputy Head). The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into extremism through radicalisation and the possible participation in terrorism ('the Prevent duty' – referred to simply as 'Prevent'). Young people can be exposed to extremist influences or prejudiced views, in particular via the internet and other social media. Schools can help to protect children from extremist and violent views in the same way that they help to safeguard children in other behavioural contexts. In KCSIE (July 2015) "radicalisation refers to the process by which a person comes to support terrorism and forms of extremism... 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." Also included in the definition are..."calls for the death of members of our armed services, whether in this country or overseas."

In order to meet its obligations under *Prevent*, at Alleyn's we:

- train appropriate staff (including the Headmaster and DSL) in *Prevent* issues making use of LSCB courses and reading matter, and available material like on-line films drawing attention also to the risk of Child Sexual Exploitation in radicalisation;
- highlight the issues involved in Prevent at both academic and support staff training sessions, including spotting signs of radicalisation or extremism and identifying Child Sexual Exploitation radicalisation, and ensuring staff awareness of the appropriate use of the Channel Panel system through training;
- engage in a process of general assessment of risk by:
 - use by the DSL and relevant staff of a Prevent self-assessment form (for example the one provided by Oxfordshire schools);
 - maintaining discussion between pastoral staff with a view to identifying pupils with any signs or vulnerability due to behavioural factors;
 - checking at intake and during a pupil's time at the School any possible geographical issues that might be relevant (e.g., changing address or being aware of holidays spent in vulnerable areas of the world);

- maintain vigilance about pupil/student attendance such that any child missing from education can be reported to the authorities immediately;
- are especially vigilant on pupils missing from school deploying the electronic registration system to spot problematic absence leading to concerns about missing from education;
- are vigilant about detecting abusive or derogatory language in the pupils, which may indicate vulnerability to radicalisation and extremism, or an unhealthy attitude to the issue at large in our society, checking especially for racist, homophobic or disability discriminatory language;
- at any sign of vulnerability in any of its student make contact with relevant authorities possibly making a referral to the local Channel Panel or using the DfE dedicated helpline – such referrals do not require parental consent to make but consultation may be judged to be helpful;
- check that any visiting speaker is always suitably supervised especially if invited to speak by pupils (where a member of staff must always take responsibility for knowing beforehand the profile of the visitor and take responsibility for the visit);
- include sessions on fundamental British values designed to raise the issues in *Prevent* widely in the curriculum, including – but not exhaustively – in PSHE lessons;
- include opportunities for addressing fundamental British values in the co-curriculum and public events like Assemblies, Yeargroup meetings *etc.*;
- reiterate in the IT Policy the particular danger of radicalisation and vulnerability to extremism posed by social media.

There is the possibility for any member of staff to contact the local police force using the 101 non-emergency number and a DfE dedicated telephone helpline/mailbox offering non-emergency advice for staff and governors on 020 7340 7264 and online at counter-extremism@education.gsi.gov.uk

At Alleyn's we recognise that there is no single route to extremism nor is there a simple profile of those who become involved. Thus, attempts to derive a 'profile' can be misleading. It must not be assumed that particular characteristics and experiences will necessarily lead to individuals becoming radicalised, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Further information is contained in the statutory guidance for Channel Panel members and partners of local panels, Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism. [see <https://www.gov.uk/government/publications/channel-guidance>].

A separate guide to the School's management of issues surrounding Prevent is to be published.

[See Appendix C on p24 for examples (not exhaustive) of possible indicators of vulnerability to radicalisation or extremism.]

Female Genital Mutilation (FGM)

FGM (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in

parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

At Alleyn's we:

- include the issues raised by FGM in the RS curriculum – and what students must do if they suspect another pupil is vulnerable in PSCE lessons;
- engage with staff (both academic and support) in training opportunities to raise awareness, especially in addressing signs of abuse specially with FGM and the issue of Child Sexual Exploitation radicalisation;
- raise concern in other forums, like Assemblies and occasional talks in Clubs & Societies;
- shall contact relevant authorities in any suspected cases in recognition of FGM as a serious form of abuse (from October 2015 it is mandatory for teachers report to the police any cases where they discover FGM has taken place.
- we recognise the mandatory duty to refer to the police any case of when "an act FGM appears to have been carried out" (KCSIE July 2015) in a child under 18 years of age, bearing in mind that staff must not engage in examining girls for this purpose.

Guidance is provided by the Department of Health (March 2015) and is available at: <https://www.gov.uk/government/publications/safeguarding-women-and-girls-at-risk-of-fgm> [See also pp16-17 and (for advice on the role of schools and colleges) pp42-44 of the Multi-agency Practice Guidelines.]

[See Appendix F on p25 for examples (not exhaustive) of possible indicators of vulnerability to FGM.]

Forced Marriage

Young girls are frequently in a state of fear of being forced – or actually ARE forced – to marry. This usually involves missed education but of course it restricts personal development and flourishing in a huge number of significant ways.

In line with the advice contained in Multi-agency practice guidelines: Handling cases of Forced Marriage (June 2014), at Alleyn's we:

- include material on forced marriage in the curriculum, especially in RS and PSCE;
- train staff on the matter and ensure signs of possible vulnerability are known by both academic and support staff;
- encourage the pupils to discuss concerns about friends or themselves with adult members of the community, never treating the allegation as merely a domestic issue and sending the student back home;
- check where possible to establish if a vulnerable student possesses two passports
- with concerns about the safety of an under 18 year old pupil activate safeguarding procedures using multi-agency liaison with police and children's social care
- use the Forced Marriage Unit in the Foreign & Commonwealth office for support – details, Telephone: +44 (0) 20 7008 0151, Email: fmf@fco.gov.uk

[See Appendix C on p24 for possible indicators of pupils vulnerable to forced marriage.]

Missing from education

It is a mandatory duty for the School to have in place safeguarding responses to children who go missing from education. This duty reflects the need to protect those vulnerable to radicalisation or sexual exploitation, or sexual abuse.

As a result, we:

- raise staff awareness in training to the danger posed by pupils missing regular education;
- monitor the absence list produced daily by the Section Administrators, and the AJS Office;
- include the absence data in the formal school reports of Senior School pupils;
- contact home in cases of unauthorised absence to remind parents of the School protocol on what constitutes authorised absence;
- bring cases of concern to the DSL for further action if appropriate.

Referrals and concerns/allegations of harm or abuse

The School has a responsibility to protect all pupils in its care and all staff share the duty to safeguard and promote the welfare of our pupils. The term 'welfare' is taken to embrace health, happiness, development (physical, intellectual, social and behavioural) and protection from risk of suffering harm. The welfare of pupils applies equally during the school day and during out-of-school activities, including visits over the weekend and holidays, or term-time residential trips off-site. The DSL is therefore also obliged to consider a pupil's welfare if he learns of an incident which has occurred outside school. Staff are referred to the Whistle-blowing policy.

Where a child is suspected of being vulnerable to suffering or has recently suffered harm the case is immediately reported to Children's Social Care. Details of contacts are listed in Appendix A p.22.

Other safeguarding referrals should be made to Southwark Multi Agency Safeguarding Hub (MASH) via a Common Assessment Framework (CAF) form and copied to the LA's Schools Safeguarding Coordinator. Such contact is usually made by the DSL, but staff are made aware that they may make a referral directly. Prior to any written CAF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour-based violence, fabricated or induced illness or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

Staff are regularly reminded through training of who to contact at school in cases of concerns. All adults working in the School (including support staff, visiting staff, governors, visitors and volunteers) are required to report instances and allegations of actual, suspected or possible cases of child abuse or neglect to the DSL immediately, and they are reminded that they may make direct referrals as directed in KCSIE. Concerns include safeguarding

concerns about adults in the School, which must be reported to the Headmaster, and any alleged abuse by one or more pupils against another pupil.

All safeguarding concerns that are brought to the attention of the DSL will be referred to the Headmaster, who signs a weekly register to confirm his awareness. Relevant staff are informed of the names (without details) of major concerns in order to respond quickly if required. Where a referral to local agencies is required because the concern is about a child who may be suffering harm, this will take place within 24 hours of the safeguarding concern being raised.

The DSL is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the School's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the DSL, he will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the DSL and the member of staff reporting the concern, advice will be sought from the DDSL, the LA's Strategic Lead Officer for safeguarding in education services or the Early Help Service (EHS) Duty Manager. Staff are reminded that any staff member can make a referral in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken.

Staff are reminded that they can never guarantee confidentiality and that they should never ask leading questions or see their role as one of investigation. Any conversations that lead to a referral must have notes recorded as soon as possible in order to be logged at school and available to the statutory authorities.

The parent/carer will normally be contacted before a referral is made to Children's Social Care. However, if the concern involves alleged or suspected sexual abuse or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse or threats to remove the child during the school day, for example involving forced marriage concerns, urgent Police intervention will be requested.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to Children's Social Care will be confirmed in writing, using the Common Assessment Framework Form and copied to the LA's Schools Safeguarding Co-ordinator.

In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

Parents/guardians pursuing an interest in places for their children are informed at Open Day presentations of our safeguarding responsibilities.

Alleyn's School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks including, for example, the management of entrances to the School.

In line with KCSIE, the School will consider reporting historical abuse allegations to the Police.

Complaints/allegations made against staff/volunteers/the Headmaster

Complaints or allegations made against staff/volunteers will be brought immediately to the attention of the Headmaster in order that he may activate the appropriate procedures. In the Headmaster's absence, or where the Headmaster is the subject of a complaint, the person to contact is the Chairman of Governors

Allegations will be managed according to the following procedure:

1. The complaint or allegation must be reported without delay to the Headmaster.
2. The Headmaster will contact the LADO within 24 hours of receiving the complaint/allegation.
3. The Headmaster will not conduct his own investigation in order that statutory investigations are not jeopardised, but he will ask the person making the complaint/allegation to write a detailed account of his/her concerns.
4. The compilation of the report from the person making the complaint/allegation must not be aided by the Headmaster.
5. This report is stored in a locked cabinet and held securely.
6. After the complaint/allegation is investigated by the statutory authorities, the appropriate referring is made by the School to relevant agencies.

The following points are relevant:

1. If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.
2. All allegations are brought to the attention of the Headmaster (except where the allegation concerns the Headmaster) and the LADO is contacted immediately to agree a course of action and possible involvement of the police.
3. In borderline cases the LADO may be contacted for informal discussion without naming the School or individual;
4. In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual notified of the reasons.
5. Allegations against a teacher or other member of staff who is no longer working will be referred to the DBS.
6. If an allegation is made in relation to the Headmaster, the DSL will report directly to the Chairman of Governors, not to the Governor championing Safeguarding issues.
7. There are four possible outcomes following an investigation into an allegation against staff: substantiated, malicious, false, and unsubstantiated.

8. An allegation that is found to have been malicious will be removed from personnel records and any that is not substantiated, is unfounded or malicious will not be referred to in employer references. Allegations that are found to have been malicious are likely to have breached School policy and are proscribed in the Whistle-blowing Policy. The School will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

If the allegation concerns alleged minor physical mishandling or verbal abuse, this will normally be dealt with under the School's Complaints Procedure, unless one or more of the following criteria applies:

- The allegation is one of actual bodily harm – *i.e.*, an injury has necessitated first aid or medical treatment;
- There is reason to suspect parental instigation or collusion;
- The allegation has been reported to the Police or Children's Services by the parent or child;
- The child is Looked After in Public Care;
- The child is subject to a Child Protection plan or a Child in Need plan;
- The child has a disability or Statement of Special Educational Need;
- The member of staff concerned has been subject to previous complaints;
- The allegation is one of sexual abuse.

In these cases, advice will be sought from the relevant professionals in the local authority or the LADO with a view to a Strategy Meeting or Discussion being held in accordance with the SSCB (Southwark Safeguarding Children's Board) safeguarding procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

In considering whether or not a referral to Children's Social Care Services is appropriate, the Headmaster may seek advice from the Link Governor for Safeguarding, the Chairman of Governors, Southwark's Professional Advisor for Safeguarding in Education, the LADO and other relevant external agencies.

Other issues relating to best practice

Site Security

No internal doors to classrooms will be locked while pupils are present in these areas.

Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the School will be logged into and out of the premises and will be issued with School visitor badges with brief safeguarding information on the reverse. Unidentified visitors will be challenged by staff or reported to the Headmaster or School Security at Townley Lodge. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the Police through appropriate systems.

Admissions, Attendance and School Roll

All parents applying for places at the School will be informed of our safeguarding responsibilities and the existence of this policy.

The School will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate.

Any pupil whose attendance falls below 80% during the course of a full school term may be referred to Southwark's Early Help Service or the relevant Local Authority equivalent, and vigilance is applied mindful of the risks for pupils associated with going missing from education.

If a pupil is withdrawn from the School having not reached the normal date of transfer due to a family move or any other reason, all efforts will be made to identify any new address and the School to which they are being admitted and to ensure that their educational records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Early Help Service either through the EHS Duty Officer or through the local team manager in order that they might make further enquiries. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department. **A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Team Manager in the Early Help Service.**

School residential trips

The Senior Deputy Head (DSL) and the Deputy Head of the AJS (DDSL) routinely sign off all trips involving any overnight staying. If a pupil on the Safeguarding list of concerns is included in that trip, the Senior Deputy and Deputy Head of the AJS will confer with the relevant member of staff so that proper support of the pupil (which might involve not allowing him or her to take part due to concerns about welfare) can be guaranteed.

Photography and privacy, including mobile phones

Parents, carers or relatives may only take photos or video recordings of pupils in school or on school-organised activities with the prior consent of the Headmaster and in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed, filmed or for photos to be used in school publications and promotional material, and have completed the permission slip to assert this, then their rights will be respected.

The recording of photographic and video evidence is used to demonstrate pupil achievement and progress appropriate to the School's curriculum and may be presented in pupils' books or development records. In all cases of recording such information, school

cameras are used. These are only taken off site to record evidence of out-of-school learning, for example on a school trip. Stored footage or photographs taken remain electronically in school. Staff are not permitted to use their own mobile devices of any kind to record such evidence.

Email, electronic communication and computers

Staff will only use the School's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved School email, or other School-approved communication-systems with pupils or parents/carers, and only communicate with them on appropriate School business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers.

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our E-safety Policy. Pupils, staff and parents will sign the Acceptable Use Policy, and regular mention of appropriate use of IT is made at staff training sessions.

Records

The DSL will keep (in a secure place) brief and accurate written notes of all safeguarding incidents and child protection or child-in-need concerns relating to individual pupils at the School. This information may be shared with other agencies as appropriate. Parental consent will be sought before making a Child in Need (S17) referral to Children's Social Care (Children's Services). If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral (S47), which does not require parental consent. The School will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents or staff. CP records are kept securely by the DSL and separately from educational records. They may only be accessed by the DSL, the DDSLs and the Headmaster in order to monitor a pupil's welfare. Referrals made to Children's Services under the London Procedures will be recorded on a Common Assessment Framework form, with copies sent securely to Children's Social Care and the LA's Schools Safeguarding Coordinator.

The School will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

Child Protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the School and a receipt will be obtained.

All contemporary records and all records of past pupils in our possession are stored safely and securely.

The Policy and Monitoring, Review and Complaints and the role of the Board of Governors

The Board of Governors takes its responsibilities regarding children's welfare seriously.

The Board of Governors will ensure that they comply with their duties under legislation and that the policies, procedures and training in the School are effective and comply with the law at all times.

The Governing Body will ensure that the School contributes to inter-agency working in line with statutory guidance [Working Together to Safeguard Children](#) (March 2015) and that the School's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the SSCB.

The Board of Governors has nominated **Dr E Frances Bowen** as the **Link Governor for Safeguarding** to liaise with the local authority and/or partner agencies on issues of child protection.

Concerns about and allegations of abuse made against the Headmaster will be referred to the Chairman of Governors who will liaise with the LADO and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Headmaster.

A school safeguarding review, covering both the policy and cases managed at school, is undertaken annually under the authority of the Link Governor for safeguarding. The Headmaster provides an annual report to the Board of Governors outlining details of any safeguarding issues that have arisen during the year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name. This report will also audit any trends or relevant data from the year's relevant safeguarding experience.

The Link Governor for Safeguarding meets on a termly basis with the DSL and other relevant staff to monitor both the volume and progress of cases where a concern has been raised to ensure that the School is meeting its duties in respect of safeguarding, and the implementation of the Safeguarding Policy and its procedures including safe recruitment and the maintenance of the Single Central Record. This is in addition to and does not replace the responsibility that rests with the Headmaster to monitor the work of the DSL.

The Governors have regular in-house training and the Chair and Link Governor receive discrete training from approved bodies.

The Headmaster and the DSL meet weekly to review the Safeguarding Register. The DSL meets fortnightly with the extended safeguarding team (Section Heads, School Counsellor, School Chaplain, Nurses). In addition the DSL meets the Heads of Section on alternative weeks when any pastoral concerns can be addressed. The DSL is also available by phone and email at any time to discuss concerns relating to safeguarding.

The Safeguarding Policy is reviewed annually by pupils in the Senior School (via the School Council) and by parents (via the Allyn's Parents' Association). Staff and pupil feedback about safeguarding issues will be incorporated where applicable into this policy.

All complaints arising from the operation of this policy will be considered under the School's complaints procedure, with reference to external agencies if necessary.

The Board of Governors has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Headmaster.

..... Date

Chairman of Governors

..... Date

The Link Governor for Safeguarding

..... Date

Headmaster

..... Date

Designated Safeguarding Lead

Appendix A – Referral contact details

Children’s Social Care Services: 020 7525 1921 Out of hours: 020 7525 5000

Multi-Agency Safeguarding Hub (MASH) Duty desk: 020 7525 1921

The Local Authority Designated Officer (LADO) for Southwark is: Jackie Cook, Head of Social Work Improvement and Quality Assurance, Sumner House, Sumner Road, London SE15 5QS.

The Southwark LADO Quality Assurance service manager is contactable on 020 7525 3295. Southwark Quality Assurance Unit duty number: 020 7525 3297.

There is a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with DO issues. Duty telephone number for all DO enquiries/referrals is 020 7525 3297.

The LA’s Strategic Lead Officer for safeguarding in education services is: Pauline ARMOUR 020 7525 5867.

The LA’s Deputy is: the EHS Duty Manager 020 7525 3893.

The LA’s Schools Safeguarding Coordinator is: Apo ÇAĞIRICI 020 7525 2715.

Early Help Service (EHS) Duty Officer (Education) (Mon to Fri 9.00am – 1.00pm): 020 7525 2714.

Appendix B – the types of abuse which staff are required to be aware of through training:

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.

Appendix C – relating to *Prevent*

Example indicators in concern about students vulnerable to radicalisation and extremism:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

Appendix D – relating to CSE

Example (not exhaustive) indicators of children being sexually exploited are:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse and displaying inappropriate sexualised behaviour.

Appendix E – relating to the issue of forced marriage

Example (not exhaustive) indicators of pupils vulnerable to forced marriage include:

- the impairment of social, educational and career development, including financial dependence and lifestyle restrictions;
- pupils suffering emotionally and showing signs self-harm, including self-cutting or anorexia;
- pupils suffering anxiety, becoming withdrawn and suffering from low self-esteem;
- pupils possible declining dramatically in academic or co-curricular performance, in aspiration, self-motivation or showing different markers in things like punctuality or appearance;
- pupils possibly coming to the attention of authorities outside school being discovered shop-lifting or taking drugs and alcohol;
- pupils presenting with an unexpected amount of missed school or becoming anxious close to extended periods of school holiday when school closes;
- parents intervening inappropriately about decisions on subject choice or university/after-school destination;
- family patterns with elder siblings (of both genders) of attendance or behaviour;
- possible inappropriate need by the pupil for assurance from specific teachers or other adult members of staff

Appendix F – relating to FGM

Example (not exhaustive) indicators that an FGM procedure might be about to take place:

- if a female family elder is present, particularly when she is visiting from a country of origin, and taking a more active/influential role in the family
- if there are references to FGM in conversation, for example a girl may tell other children about it
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- parents state that they or a relative will take the child out of the country for a prolonged period. Opportunities to discuss this may be within the school environment or when discussing for vaccinations in preparation of travel
- a girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- parents may seek to withdraw their children from learning about FGM

Example (not exhaustive) indicators that FGM might have already taken place:

- a girl or woman has difficulty walking, sitting or standing and may appear to be uncomfortable
- a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems
- a girl or woman has frequent urinary, menstrual or stomach problems
- there may be prolonged or repeated absences from school or college
- increased emotional and psychological needs for example withdrawal or depression, or significant change in behaviour
- a girl or woman is reluctant to undergo any medical examinations
- a girl or woman asks for help, but may not be explicit about the problem
- a girl talks about pain or discomfort between her legs.

Appendix G – relevant publications

The Children and Families Act (2014); The Munro Review of Child Protection (2011); Child Care Act (2006); Disqualification Under the Child Care Act (2006); Education and Inspections Act (2006); Every Child Matters (2003); the Education Act, Section 175 (2002); the Education Act (1996); the Children Acts (1989) and (2004); the Singleton Report (2009) and all guidance issued by the Secretary of State. We also have regard to the advice in the DfE's What to do if you're worried a child is being abused (2015) and Information Sharing – Advice for practitioners.