

# Torquay Girls' Grammar School

## Safeguarding and Child Protection Policy

Lead Person	Sophie Bucklar
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## **Torquay Girls' Grammar School Policies**

### **Safeguarding and Child Protection – Policy and Guidelines**

*Updated in line with new "Keeping Children Safe in Education (KCSIE) September 2020"*

Approved May 2021

Review: Spring 2022

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## **Safeguarding and Child Protection – Policy and Guidelines**

***Updated in line with the new "Keeping Children Safe in Education (KCSIE) - September 2020***

### **1. Definitions:**

**Safeguarding** is promoting the welfare of ALL children in the school; protecting them from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes. (KCSIE 2020).

**Child Protection in school** is one very important aspect of safeguarding. It refers to the procedures and activities that are to be undertaken to protect specific children who have been identified as suffering, or at risk of suffering, significant harm.

#### **Child abuse is:**

"anything which individuals, institutions and/or process, do or fail to do that directly or indirectly harms children or damage their prospects of safe and healthy development into adulthood" (National commission of enquiry into the prevention of child abuse).

**Children** includes everyone under the age of 18 (Section 175 of the Education Act 2002) but it is recognised that some adults (over 18) are also vulnerable to abuse and they will also be subject at TGGs to protection under the definition of "Child Protection".

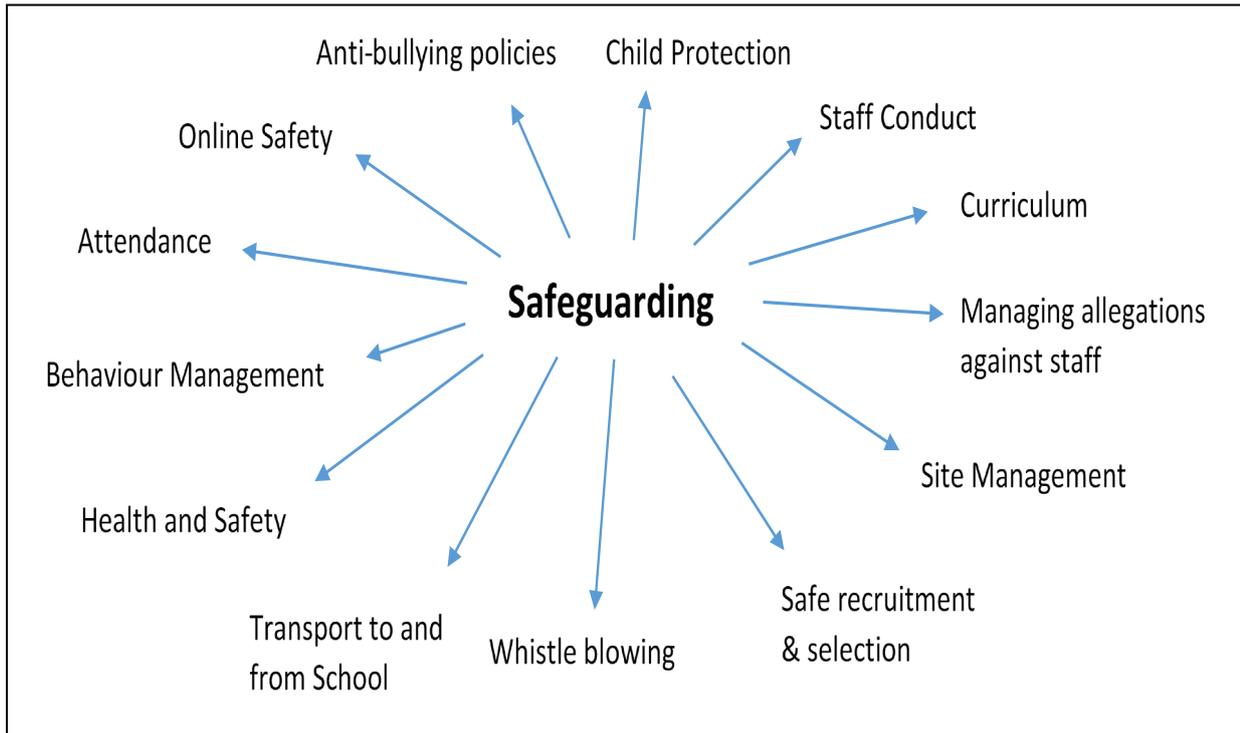
### **2. Legal framework and related policies**

This policy has been developed in accordance with the principles of the following:

1. Section 157 of the Education Act 2002 and in line with government publications
2. 'Working Together to Safeguard Children' 2018
3. 'What to do if you're worried a child is being abused' 2015
4. 'Information Sharing 2015'
5. 'Keeping Children Safe in Education' Sept 2020

In order to safeguard and promote the welfare of children, this policy should be read in conjunction with other related policies and documents in the school.

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### 3. Policy Statement

Torquay Girls' Grammar School fully recognizes its statutory and moral duty to promote and safeguard the welfare of our children. **The policy applies to ALL adults working in the school, including teachers, governors, support and ancillary staff, self-employed staff, contractors and volunteers.**

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse or neglect and the changes in behaviour or demeanor, which could potentially develop into a safeguarding issue.

The key areas in our policy to protect children and promote their welfare are:

- providing a safe environment for children to learn in;
- creating a culture which recognises and understands the importance of safeguarding - including listening to and discussing with children;
- identifying children who are suffering or likely to suffer significant harm, both at school/college and at home, and referring immediately any concerns to the local authority children's social care services;
- preventing unsuitable people from working with children;
- working in partnership to prevent adults and young people who are vulnerable from being drawn into violent extremism and terrorism
- having systems and processes that ensure children are kept safe and allow for poor and unsafe practice to be challenged;
- identifying instances in which there are grounds for concern about a child's welfare, and initiating or taking appropriate action to keep them safe; and
- contributing to effective partnership working between all those involved with providing safeguarding services for children.

### 4. Providing a Safe and Supportive Environment

Safe working practice ensures that pupils are safe and that all adults:

- are checked on appointment that they do not pose a risk of harm to children (*see Recruitment and Selection Policy*);

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- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- apply the same professional standards regardless of gender, sexuality or disability
- read and comply with the Confidentiality Policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- have read and signed to say they understand and will adhere to the document "*Keeping Children Safe in Education – September 2020*"; and
- will report any concerns they have about another member of staff to the head teacher or to the chair of governors, where they have concerns about the head teacher (*Whistleblowing Policy, Dealing with Allegations of Abuse against Teachers and Other staff*).

### **5. Photography and images**

We will always:

- seek the pupil's and parents' consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- use only the pupil's first name with an image;
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

### **6. Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own Child Protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

### **7. Safeguarding Information for pupils**

It is our conduct and our relationship with children through all aspects of school life that teaches them to understand safety (and how it feels) and manage risk.

The pupils at TGGs are aware that they are able to approach any member of staff. All pupils know that there is a senior member of staff (DSL) with responsibility for child protection and know who this is.

Through the Personal, Social, Health, Citizenship and Economic (PSHCE) and Wellbeing programmes, assemblies, council meetings and the teaching and practice of British Values, we aim to give pupils the skills to manage the risks they may encounter and to overcome them. They are also reminded regularly about e-safety and tackling bullying procedures

### **8. Partnership with Parents**

TGGs is committed to working with parents and carers positively, openly and honestly. The school respects parents' and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

### **9. Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Torbay and Devon. For example Children's Services, MASH teams, Children and Adolescent Mental Health Service (CAMHS),

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### **10. Roles and responsibilities**

<b>Role</b>	<b>Staff member</b>	<b>Contact details</b>
Designated Safeguarding Lead (DSL) Looked-after Children (CLA) Lead Prevent Lead	Miss S Bucklar	sbucklar@tggsacademy.org
Deputy DSL (DDSL)	Mrs S Fox	sfox@tggsacademy.org
Head of Pastoral KS4	Miss S Bucklar	sbucklar@tggsacademy.org
Head of Year 7	Ms A Saunders	asaunders@tggsacademy.org
Head of Year 8	Mrs S Fox	sfox@tggsacademy.org
Head of Year 9	Mrs V Rabicano	vrabicano@tggsacademy.org
Head of Year 10	Mrs L Roberts	lroberts@tggsacademy.org
Head of Year 11	Mrs M Lamacraft	mlamacraft@tggsacademy.org
Head of Year 12	Mrs A Horrocks	ahorrocks@tggsacademy.org
Head of Year 13	Mrs E Browne	ebrowne@tggsacademy.org
Designated Governor for Safeguarding and Looked After Children (CLA)	Mr B Cartridge	bcartridge@tggsacademy.org
Local Authority Designated Officer (LADO)	Mr I Sullivan	01803 208541

#### **The role of the Designated Safeguarding Lead (from KCSIE 2020: Annex B)**

##### **Managing Referrals**

- refers and supports staff to make referrals in cases of suspected abuse to Devon or Torbay LBSCs;
- refers cases and supports staff to make referrals to the Channel programme where there is a radicalisation concern;
- refers cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refers cases where a crime may have been committed to the Police as required; and
- where a student leaves the school, arranges for the child protection file to be transferred to the new destination, separately from the main student file.

##### **Working with others**

- liaises with the Head teacher to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority LADO for child protection concerns (or cases which concern a staff member);
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice and expertise for staff; and
- informs the LA when a student under 16 (or 18 if disabled) is in a private fostering arrangement.

##### **Training**

The designated safeguarding lead (and any deputies) should undergo child protection refresher training (including PREVENT) at least every two years and update knowledge and skills regularly so as to:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

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- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures including the document "Keeping Children Safe in Education 2020", especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs, young carers and Looked-after Children (CLAs);
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raising Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and their staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Availability**

During term time, the DSL or deputy DSL will always be available during school hours. Out of hours the DSL may be contacted by email [sbucklar@tggsacademy.org](mailto:sbucklar@tggsacademy.org).

### **The Deputy DSL**

Is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the head teacher and governing body will nominate a replacement.

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### **The Head teacher:**

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions, *training* and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures; and
- ensures that pupils' safety and welfare are addressed through the curriculum.
- ensures that the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

### **The Governing Body:**

- will identify a designated safeguarding lead to take responsibility for child protection, who is a member of the senior leadership team, and individuals to deputise when she is unavailable;
- will ensure that there are effective child protection policies with clear procedures in place. These should include the Child Protection Policy and the Staff Code of Conduct and references to related school policies and documents;
- will receive an annual report on changes to the Safeguarding and Child Protection policy and procedures to include
  - the training undertaken by the safeguarding team, other staff, volunteers and governors;
  - the numbers of child protection incidents;
  - other cases without names or details;
  - the provision for safeguarding in the curriculum; and
  - taking action where there are allegations against the head teacher;
- will ensure that the child protection policy describes procedures in accordance with government guidance and those of Devon and Torbay Local Safeguarding Children Boards (LSCB), be updated annually (as a minimum), and be available publicly either via the school website or by other means; and
- will put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

### **The Staff:**

All staff members at Torquay Girls' Grammar School have a responsibility to be aware and attentive to the safeguarding of children. They have **“a role to play in identifying concerns early, provide help for children, prevent concerns from escalating and provide a safe environment in which children can learn.” (KCSIE 2020)**. It is the responsibility of all staff to report their concerns to the DSL; sharing information and taking prompt action.

Teachers' standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

**All staff should be familiar with the types and indicators of abuse and neglect as outlined in “Keeping Children Safe in Education – Sept 2020 “ and summarized in Appendices 1 and 2 of this document.**

All school staff should:

- read and comply with the school Code of Conduct;
- provide a safe environment in which children can learn;
- know the Designated Safeguarding Lead (DSL) and be aware of systems within their school or college which support safeguarding (Child Protection, Staff Code of Conduct and “Keeping Children Safe in Education 2020”) which should be provided at staff induction;

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- receive safeguarding and child protection training with 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;
- be able to recognise the signs of abuse and neglect, act on their concerns immediately and report to the DSL;
- be aware of the **early help process** and understand their role in it – this includes **identifying emerging problems, liaising with the DSL and sharing information with other professionals. Staff should be particularly alert to the potential need for early help for vulnerable children (see Paragraph 18, KCSIE 2020)**
- act as the lead professional in some cases, keep the case under review and consider referral for statutory services if the child's situation does not improve or worsens.
- be aware of the process for making referrals to children's social care (especially section 17 of the Children Act 1989 "Child in need" and section 47 of the Children Act 1989 "Child Protection") and the role they may be required to play a part in assessments;
- know what to do if a child disclosed that he/she is being abused or neglected and to maintain an appropriate level of confidentiality, liaising with the DSL and social care;
- never promise a child not to tell anyone about an allegation, as this may ultimately not be in the interests of the child; and
- report to the DSL any student under 16 (or under 18 if disabled) who may be in a private fostering arrangement. Where pupils are staying with host families, where there is no DBS system (as in foreign exchange visits) the schools agree a procedure which has been approved by Evolve.
- where the DSL or deputy are not immediately available staff should speak to a member of SLT or Children's' services, keeping written records and sharing these with the DSL as soon as possible.
- be aware of the school's safeguarding response to children who go missing from education, by registering children in class or other activities and reporting absentees immediately.

### **11. Guidelines for staff when a child discloses abuse.**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on should they believe anyone is at risk. This must be clear but also communicated with care and sensitivity so as not to undermine children's trust.

If the child discloses information to the member of staff, he/she should:

- Allow the child to speak freely
- Listen quietly and encouragingly.
- Remain calm and caring.
- Allow the child to finish.
- Ask open (not leading) questions.
- Explain he/she may have to tell someone.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'this isn't your fault', 'you are doing the right thing in talking to me'.
- Record the conversation as soon as possible (facts only - in child's own words if possible). And
- Refer to the DSL immediately.

He/she should not:

- Postpone or delay the opportunity to listen
- Be afraid of silences – staff must remember how hard this must be for the pupil.
- Ask investigative or leading questions – such as 'how many times this has happened?', 'does it happen to siblings too?'

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- Allow his/her own feelings, such as anger, shock, pity, to surface.
- Put words into the child's mouth
- Make a promise of secrecy.
- Interpret what has been told, just report it.
- Admonish the child for not disclosing earlier by saying things such as 'I do wish you had told me about this when it started'.
- Discuss the information with anyone other than the HoY, DSL or the appropriate external agency.

### **12. Disclosure and Referral procedures (see KCSIE 2020 page 17 action flowchart)**

- All procedures are in line with "Keeping Children Safe in Education 2020" and with local procedures in Torbay and Devon.
- Any member of staff receiving a disclosure of abuse or suspects that abuse may have occurred must act immediately and report this to the DSL or deputy.  
If the DSL or deputy is not available this should not delay action being taken. The member of staff can go to a member of SLT or contact

**Torbay Multi-Agency Safeguarding Hub on 01803 208100 (for children resident in Torbay) Devon MASH 0345 1551071 (children resident in Devon)**

*In these circumstances , any action taken should be shared with the DSL or deputy DSL as soon as possible.*

- If there are concerns about abuse which may involve staff members, the Headteacher should be informed. If the concern is about the Headteacher, the Chair of Governors should be informed.
- If, at any point, there is a risk of **immediate serious harm** to a child a referral should be made **straightaway by phone or ring the police on 999.**
- If Early Help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. The staff member/s may be required to support other agencies and professionals in an early help assessment. 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 seem to be improving or getting worse.
- Whilst all staff should speak to the DSL or deputy with regard to any concerns about **female genital mutilation (FGM)**, there is a specific legal duty on teachers. If a teacher, in the course of their work, discover that an act of FGM appears to have been carried out on a girl **under the age of 18**, they **must** report this to the police. If the woman is 18 or over, teachers should follow the school safeguarding procedures.
- Generally school staff will discuss their concerns with parents and carers and advise them of any referrals, unless it is considered that this would place the child at risk of harm.
- Confidentiality must be maintained and information relating to individual students and families shared with staff on a strictly "need to know" basis.
- Anybody can make a referral. If the child's situation does not appear to be improving the DSL and/or staff member with concerns should press for reconsideration.

### **13. Meetings and Physical contact with pupils**

- Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. One-to-one interviews should be conducted in a room with visible access, or with the door open or with other pupils or adults present or nearby. Meetings away from the school premises should only be arranged with the specific approval of the headteacher
- Physical conduct may be misconstrued by a pupil, parent or observer. Touching pupils, including well-intentioned formal and informal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being asked.

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- As a general principle, staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute their touching to their teaching style or as a way of relating to pupils.
- Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is important that staff understand this both to protect their own position and the overall reputation of the school.
- Physical contact may be acceptable when a distressed pupil needs comfort or reassurance which may include physical comforting such that a caring parent might give. Staff should use their discretion in such cases and, again, ensure that other pupils or adults are present.

### **14. Good practice guidelines**

- Treating all pupils with care
- Setting a good example
- Involving pupils in decisions that affect them
- Encouraging caring, respectful and safe behaviour among pupils
- Being a good listener
- Being alert to changes in pupils' behaviour
- Recognising that dis-regulated behaviour may be an indicator of abuse
- Reading and understanding the school's child protection and safeguarding policy
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Being attentive to standards of conversation and interaction with and between pupils and avoiding the use of sexualised and/or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Applying the use of reasonable force only as a last resort and in compliance with school, Torbay and Devon procedures.

### **15. Children who may be particularly vulnerable**

Some children live under an increased risk of abuse. To ensure that all of students receive equal protection, TGGs will give special consideration to a child who:

- is disabled with specific additional needs or have special educational needs;
- has special educational needs (whether or not they have a statutory education health and care plan);
- are young carers;
- is showing signs of abuse and/or neglect;
- is living in a domestic abuse situation;
- is misusing drugs or alcohol themselves;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; asylum seekers;
- is looked after by the Local Authority;
- living away from home;
- is frequently missing/goes missing from care or from home;
- has returned home to their family from care;
- is vulnerable to being bullied, or engaging in bullying behaviours;
- is living in temporary accommodation or have transient lifestyles;
- is living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- involved directly or indirectly in child sexual exploitation (CSE);
- is at risk of female genital mutilation (FGM) or forced marriage;
- is at risk of being radicalised or exploited;

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- is at risk of from modern slavery, trafficking, exploitation or radicalisation; and/or
- is privately fostered.

### **16. Confidentiality**

- The Head Teacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff are aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Torbay Children's Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Torbay or Devon Children's Services on this point.

### **17. Staff training**

The DSL will undertake training on child protection at least every 2 years (statutory requirement). The DSL will also be supported to access inter-agency training as part of their continuing professional development.

- Any newly appointed DSL will be trained before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.
- The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every 2 years.
- All members of staff will receive training on child protection at least once every 2 years. This is recognised as good practice and will endeavour to meet this standard.
- All new members of staff will receive child protection training as part of their induction programme.
- Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.

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## **Appendix 1 - types and indicators of abuse**

### **Physical abuse**

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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**

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

### **Neglect**

Neglect is 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.

(Definitions taken from "Working Together to Safeguard Children" (HM Government, 2018))

**Domestic Abuse** is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. It can encompass, but is not limited to, psychological, physical, sexual, financial, emotional abuse.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the

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family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- become aggressive/over demanding/attention seeking;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- produce unusual creative work e.g. writing, drawing, painting;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age;
- withdraw or be seen as a "loner" – difficulty relating to others; or
- be listless, apathetic and irresponsible with no apparent medical cause.

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses;
- have unrealistic expectations of the child;
- frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment);
- be absent or misusing substances;
- persistently refuse to allow access on home visits; or
- be involved in domestic abuse

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## **Appendix 2**

### **Specific Forms of Abuse and Safeguarding Concerns**

#### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful to children entrenching conflict in families. This can be stressful to children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

#### **Children missing from education (CME)**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

#### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

#### **Child criminal exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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

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

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the

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financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

### **County Lines**

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

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### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will 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 that requires a different approach (see following section).

### **FGM**

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.

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

### **FGM mandatory reporting duty for teachers**

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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, 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. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) 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

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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 perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus 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 [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).

### **Homelessness**

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

### **Peer-on-Peer abuse**

Children can abuse other children. Peer-on-peer abuse can take many forms. These can include, but is not limited to, bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Peer-on-peer is not just bullying, it is "abusive" and "violent", although there is bullying behaviour within it. One definition is that it is:

*"Physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's*

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*relationships*". (Firmin 2013)

It may be found in the following where it occurs between young people under 18:

- domestic abuse where young people are experiencing abuse and coercion in intimate relationships;
- Child Sexual Exploitation (CSE);
- Sexually harmful behavior;
- Gang and youth violence;
- Bullying including Cyberbullying: and/or
- Children Missing Education (CME)

### **Particular groups vulnerable to peer-on-peer abuse might be:**

- those aged 10 and upwards (although some research has found victims as young as 8);
- girls and young women are more likely to be victims / boys and young men more likely to be abusers;
- black and minority ethnic children often under identified as victims and over-identified as perpetrators;
- young people with intra-familial abuse in their histories, or those living with domestic abuse, are more likely to be vulnerable;
- young people in care, and those who have experienced a loss of a parent, sibling or friend through bereavement, also feature as those who have abused, or been abused by, their peers; and
- "reluctant" gangsters where young people are asked to undertake tasks for the group in order to be admitted within it. They will not refuse out of fear of retribution.

### **Examples of peer-on-peer abuse are:**

- the sexual harassment and abuse of girls being accepted as part of daily life;
- children of primary school age learning about sex and relationships through exposure to hard-core pornography;
- teachers/adults accepting sexual harassment as being "just banter"; and
- parents struggling to know how they can best support their children

### **Staff should be aware of the importance of:**

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

### **Sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is

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not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is sexual violence and sexual harassment?**

#### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003.

#### **Rape**

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

#### **Assault by Penetration**

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

#### **Sexual Assault**

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

#### **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

#### **Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;

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- sexual exploitation; coercion and threats; and
- upskirting.

### **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

### **Preventing Radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

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### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

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

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: Channel guidance.

### **Additional support**

The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

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**Appendix 3 - Safeguarding concern - action flowchart**

**In an emergency take the action you as a 'trusted adult' deem necessary to help the child.  
Call 999**

Individual indicators, in isolation, do not necessarily provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

**Concerns about a pupil's welfare with or without  
'real' evidence**



**DO NOT START YOUR OWN INVESTIGATION  
SHARE INFORMATION ON A NEED-TO-KNOW BASIS ONLY**



**Make a written note of the  
information/observation, and include a record of  
the time, date and persons present.**



**Report your concern to the DSL  
ASAP (meet, email or phone)**



**Seek support for yourself if you  
are distressed**



**DSL will provide feedback within the boundaries of confidentiality**