

Tauheedul Islam Boys' High School

This policy is in line with the Mission Statement of the School

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

SAFEGUARDING (CHILD PROTECTION) POLICY



Document control

This policy has been approved for operation within Tauheedul Islam Boys' High School

Date of last review	June 2014
Date of next review	June 2015
Review period	1 Year
Policy status	Statutory
Owner	Governing Body

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1 Introduction

- 1.1 The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued.
- 1.2 This policy is written with regard to Department for Education (DfE) guidance “Keeping Children Safe in Education” issued in 2014 and Home Office guidance “Channel: Protecting Vulnerable People From Being Drawn into Terrorism” and “Channel: Vulnerability Assessment Framework” issued in 2012. It also draws upon good practice within the Local Safeguarding Children Board procedures. It applies to all governors, teaching, non-teaching and volunteer members of staff.
- 1.3 Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the School. In line with this requirement the School has systems in place which are designed to:
 - prevent unsuitable people working with, or coming into contact with students within the School
 - promote safe practice and challenge poor or unsafe practice
 - identify students who are suffering or likely to suffer *significant harm*¹ and take appropriate action with the aim of making sure they are kept safe both at home and at school
 - identify students who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention challenges extreme ideologies and diverts young people from the risk they face before illegality occurs
 - contribute to effective partnership working between all those involved with providing services for students.
- 1.4 There are three main elements to our Safeguarding (Child Protection) Policy:
 - prevention - the School is committed to early help and identification of unmet needs and vulnerabilities and works in partnership with other agencies to promote the welfare of students and keep children safe
 - protection - all staff and volunteers are trained to recognise and respond to abuse and neglect and are expected to be vigilant and act quickly when they suspect a child is suffering, or is likely to suffer, harm (in line with the Local Safeguarding Children’s Board procedures)

¹ Significant harm can be defined as ‘the ill-treatment or impairment of health and development of a child or young person’ where:

- *development* includes physical, intellectual, emotional, social or behavioural development
- *health* includes physical and mental health
- *ill-treatment* includes sexual abuse and other forms of ill-treatment which are not physical.

- support – the School acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that students, staff and families are supported appropriately.

1.5 This policy must be implemented alongside the procedural guidance set out by the Local Authority and Local Children’s Safeguarding Board.

2 Aims

- 2.1 To ensure that all practices of the School and its stakeholders contribute towards the safeguarding and promoting of the welfare of all of our young people – the students’ welfare is of paramount importance.
- 2.2 To emphasise how the safeguarding and promoting of the welfare of all of our young people is the primary responsibility of all staff, volunteers and governors at the School.
- 2.3 To detail the procedures to follow to ensure the safe recruitment of staff, governors and volunteers to the School.
- 2.4 To outline the safe working practices that all staff, governors and volunteers should undertake when working with young people at the School.
- 2.5 To communicate clear procedures for identifying, reporting and recording of suspected cases of abuse, extremism and radicalisation.

3 Tauheedul Quality Standards

- 3.1 In line with the Tauheedul Quality Standards, the School will ensure:
 - it has comprehensive and robust systems for safeguarding, including safer recruitment and vetting procedures; provision of a Designated Senior Person to support staff to carry out their safeguarding duties and liaise with external agencies where referrals are required; comprehensive safeguarding training including identifying and supporting those vulnerable to messages of violence and radicalisation; and vetting of all external speakers and charities to ensure pupils are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of the school
 - there is an integrated and proactive approach to the welfare of the most vulnerable learners
 - there are effective relationships and working arrangements between the school, Designated Senior Person and Link Governor for Safeguarding/Child Protection.
 - links with external agencies (e.g. the Local Authority, Local Safeguarding Children’s Boards, Channel Panels) are outstanding and provide integrated support to most vulnerable learners which impacts positively on their progress
 - parents, carers, staff and students are highly positive about safety
 - students make an exceptional contribution to a safe, positive learning environment
 - all groups of students feel safe at school at all times – they understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

4 Terminology

- 4.1 **Safeguarding and promoting the welfare of children** is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education, DfE, 2014).
- 4.2 **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (Children Act 1989).
- 4.3 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy, Home Office, 2011).
- 4.4 **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (Prevent Strategy, Home Office, 2011).
- 4.5 An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).
- 4.6 **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- 4.7 **Child** refers to all young people who have not yet reached their 18th birthday.
- 4.8 **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian.

5 School's commitment

- 5.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.
- 5.2 The School is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse and discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of or suffering abuse, to thrive.
- 5.3 The School is alert to the signs of abuse, neglect and radicalisation and follow procedures to ensure that children receive effective support, protection and justice.
- 5.4 The School will work with social care, the police, health services and other services (such as Channel co-ordinators/Police Practitioners where appropriate) to promote the welfare of children and protect them from harm.

6 Role of the Governing Body

- 6.1 The Governing Body is expected to:
- ensure that the Safeguarding (Child Protection) Policy has effective systems and procedures to safeguard and promote the welfare of young people at the School
 - monitor the School's compliance with the Safeguarding (Child Protection) Policy

- have a lead person for safeguarding and child protection on the Governing Body who liaises with the Principal, Local Authority and/or partner agencies on these matters - the nominated governor is Sabir Adam.
- ensure that the school contributes to inter-agency working in line with the statutory guidance *Working Together to Safeguard Children 2013* including providing a coordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- ensure that school systems and procedures take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board
- verify that the School operates safer recruitment procedures and that appropriate checks are carried out on all staff and volunteers at the School
- ensure that the School has clear steps for dealing with allegations of abuse against members of staff and volunteers that comply with locally agreed guidance
- ensure the School upholds the Staff Code of Conduct
- ensure that a senior leader(s) (Designated Senior Person) in the School is designated with lead responsibility for dealing with child protection issues who will provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as children's social care and where appropriate Channel co-ordinators/Police Practitioner
- ensure that the Designated Senior Persons(s) within school have regular training from the Local Safeguarding Children's Board
- ensure that the Designated Senior Person receives regular training from appropriate agencies with regard to the Prevent Agenda and raising awareness and vigilance to reduce extremism and protect vulnerable people from radicalisation
- ensure there are procedures in place to make a referral to the Disclosures and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe through provision of regular training on child protection issues
- ensure that a member of the Governing Body is nominated to liaise with the Local Authority in the event of an allegation being made against the Principal
- review the Safeguarding (Child Protection) Policy annually to ensure it is compliant with the latest local and national guidance.

6.2 For the purposes of accountability the Governing Body will receive and scrutinise the Principal's Annual report with regards to safeguarding and subject to any amendments which may be necessary then this report will be submitted to key stakeholders including the Local Authority. This report will be signed by the Chair of Governors and any amendments accepted by the signature of the Principal.

7 Role of the Principal

7.1 The Principal is expected to:

- ensure that the child protection policy and procedures are implemented and followed by all staff

- ensure the Designated Senior Person(s) is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
- ensure 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
- ensure that students' safety and welfare is addressed through the curriculum
- provide a signed annual report to the Governing Body.

8 Role of the Designated Senior Person(s)

8.1 All safeguarding concerns, suspicions and disclosures are reported to the School's Designated Senior Person for Safeguarding and Child Protection. This person is Muhammed Matadar. The Deputy Designated Senior Person is Moulana Ikraam Adam.

8.2 The Designated Senior Person will:

- have a working knowledge of how the Local Authority conducts 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 Safeguarding (Child Protection) Policy and procedures, especially new and part time staff
- be alert to the specific needs of children in need, those with Special Educational Needs and young carers
- keep detailed, accurate, secure written records of concerns and referrals
- 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
- ensure the school Safeguarding (Child Protection) Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the Safeguarding (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 in this
- link with the Local Safeguarding Children's Board to ensure staff are aware of training opportunities and the latest local policies on safeguarding
- link with appropriate outside agencies to ensure staff receive training on the Prevent Agenda, and the means by which to identify extremism and prevent radicalisation
- ensure the School Single Central Record is maintained and up-to-date
- keep a record of staff attendance at safeguarding and child protection training
- where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file
- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- understand the Channel Panel referral system.

- 8.3 In managing referrals, the Designated Senior Person will:
- refer all cases of suspected abuse to the Local Authority children’s social care team and:
 - the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
 - Police (cases where a crime may have been committed).
 - liaise with the Principal to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
 - act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- 8.4 The Designated Senior Person is also expected to promote the educational achievement of children who are looked after and undertake appropriate training.

9 Role of the Every Child Matters Group

- 9.1 The Every Child Matters (EMC) Group will play an important role in safeguarding and promoting the welfare of children in the School. The aim of the EMC Group is to:
- enhance the School’s provision for the safeguarding and promotion of the welfare of learners
 - provide a comprehensive Student Support Package that will allow the School to put into place support measures which are fully inclusive and wide ranging
 - ensure that pastoral and spiritual support to learners is personalised and responsive to need
 - ensure that learners with personalised pastoral and spiritual needs make good to outstanding academic progress in line with their peers in school
 - ensure that external support is sought where relevant and appropriate for particular students with complex pastoral and spiritual needs or who are from ‘vulnerable groups’.
- 9.2 The ‘EMC’ group will develop a risk register of vulnerable students who require sustained pastoral or spiritual support. Students will be assessed based on criteria for referral based on the Local Authority’s ‘continuum of need and response’ and guidance related to extremism and radicalisation as part of the Prevent Agenda.
- 9.3 The risk register will place all learners in the school into one of five categories.
- 9.4 **Category 1** – Learners who have no discernible spiritual or pastoral needs, or have needs which are met through general provision in the school. This group will not be addressed by the EMC Group.
- 9.5 **Category 2** – Learners who have a discernible spiritual or pastoral need, but there is a low risk and impact of harm to development and the need is being addressed through a single strategy or response e.g. a student with Special Educational Needs. This group will not be addressed by the EMC Group.
- 9.6 **Category 3** – Learners who have several or complex discernible needs, and there is a moderate risk and impact of harm to their development. The need is being met through multiple approaches and strategies. e.g. a student with bereavement and who is going

through a stressful time, but is receiving mentoring and targeted support in lessons. The EMC Group will briefly discuss provision for each learner in this category.

- 9.7 **Category 4** – Learners who have several or complex discernible needs, and there is a moderate risk of harm to their development. The need requires a multi-faceted approach, but remains inadequately addressed as yet. Examples include the same as that for Category 3, but without the adequate provision in place e.g. a student who is self-harming. The EMC Group will discuss, agree and review provision for each learner in this category.
- 9.8 **Category 5** – Learners who have a significant need or are most immediately vulnerable, where there is a substantial and immediate risk and impact of harm to their development, where the learner has experienced significant harm or where they are at risk of causing harm to others. The need requires urgent and significant multi-agency support, including external provision e.g. a student who is being abused or at immediate risk of being abused, a student who discusses causing harm to members of the armed forces. The EMC Group will discuss, agree and review provision for each learner in this category.
- 9.9 The ECM Group will meet half-termly to agree and then review strategies for students placed in groups 3, 4 and 5.

10 Role of staff

- 10.1 All staff have a responsibility to identify children who may be in need of extra help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.
- 10.2 All staff are expected to:
- be familiar with, and implement, safe working practices outlined in this policy (see Appendix 1) and other school procedures
 - be familiar with and alert to the key indicators of abuse and vulnerability to radicalisation
 - ensure that they take all reasonable steps to minimise the risk of harm to young people at the School and home
 - ensure they take all reasonable steps to challenge extremist ideologies
 - contribute to a supportive culture where young people are able to report concerns
 - report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Senior Person(s) immediately and where required support social workers to take decisions about individual children
 - report any concerns regarding the behaviour of an adult working at the School to the Principal; and if the concern is regarding the Principal, then report this to the Chair of Governors
 - undertake regular safeguarding and child protection training
 - promote the fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs.

11 Safeguarding information for students

11.1 The School recognises that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all students, and especially those at risk of, or suffering from, abuse.

11.2 The School will therefore:

- establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to
- ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty
- ensure students are aware of the School's Safeguarding (Child Protection) Policy
- include in the curriculum activities and opportunities for PSHEE/Citizenship which equip students with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- embed the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in the School curriculum and all activities in and out of school
- ensure that, wherever possible, every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- make arrangements for consulting with and listening to students through the Student Shura (Council), displays, suggestion boxes etc.

12 Safeguarding information for parents

12.1 The School will ensure the Safeguarding (Child Protection) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect and vulnerability to radicalisation may be made and the role of the school in this.

12.2 Parents will be expected to support the School's ethos and the Safeguarding (Child Protection) Policy by demonstrating mutual respect and tolerance for all, promoting fundamental British values and rejecting all forms of discrimination and extremism.

13 Recognising abuse

13.1 Abuse is 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.

13.2 **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. Possible signs of physical abuse include:

- any injuries not consistent with the explanation given for them
- injuries which occur to the body in places which are not normally exposed to falls or rough games
- injuries which have not received medical attention
- reluctance to change for, or participate in, games or swimming

- bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- the child gives inconsistent accounts for the cause of injuries.

13.3 **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. Possible signs of emotional abuse include:

- depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- obsessions or phobias
- sudden underachievement or lack of concentration
- seeking adult attention and not mixing well with other children
- sleep or speech disorders
- negative statements about self
- highly aggressive or cruel to others
- extreme shyness or passivity
- running away, stealing and lying.

13.4 **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. Possible signs of sexual abuse include:

- the child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- sexual activity through words, play or drawing
- repeated urinary infections or unexplained stomach pains
- the child is sexually provocative or seductive with adults
- inappropriate bed-sharing arrangements at home

- severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- eating disorders such as anorexia or bulimia.

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

13.6 **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. Possible signs of neglect include:

- dirty skin, body smells, unwashed, uncombed hair and untreated lice
- clothing that is dirty, too big or small, or inappropriate for weather conditions
- frequently left unsupervised or alone
- frequent diarrhoea
- frequent tiredness
- untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- frequently hungry
- overeating junk food.

14 Recognising extremism and radicalisation

14.1 The following guidance is written with regard to the Home Office guidance “Channel: Protecting Vulnerable People from Being Drawn into Terrorism” and “Channel: Vulnerability Assessment Framework”.

14.2 **Engagement:** Example needs, susceptibilities, motivations and contextual influences that make individuals **vulnerable** to engagement with an extremist group, cause or ideology include:

- feelings of grievance and injustice
- feeling under threat
- a need for identity, meaning and belonging

- a desire for status
 - a desire for excitement and adventure
 - a need to dominate and control other
 - susceptibility to indoctrination
 - a desire for political or moral change
 - opportunistic involvement
 - family or friends involvement in extremism
 - being at a transitional time of life
 - being influenced or controlled by a group
 - relevant mental health issues
- 14.3 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
 - communications with others that suggest identification with a group/cause/ideology.
- 14.4 **Intent to cause harm:** Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a **readiness to use violence** and address what the individual would do and to what end. They can include:
- Over-identification with a group or ideology
 - ‘Them and Us’ thinking
 - dehumanisation of the enemy
 - attitudes that justify offending
 - harmful means to an end
 - harmful objectives.
- 14.5 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
 - plotting or conspiring with others.

14.6 **Capability to cause harm:** Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm 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)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

15 Further information

15.1 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools on its website www.nspcc.org.uk. Broad government guidance on the issues listed below can also be accessed via the www.gov.uk website:

- child sexual exploitation
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking.

16 Children who may be particularly vulnerable

16.1 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

16.2 Looked After Children are particularly vulnerable - the most common reason for children becoming looked after is as a result of abuse and/or neglect. The Designated Senior Person will ensure that staff have the skills, knowledge and understanding necessary to keeping Looked After Children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are

looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Senior Person will keep details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

16.3 To ensure that all of our students receive appropriate protection, we will give special consideration to children who are:

- disabled or have Special Educational Needs
- living in a domestically abusive situation
- affected by parental substance misuse
- asylum seekers
- regularly absent from school
- attending alternative provision or subject to a managed move
- living away from home (frequent movers)
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living a transient lifestyle
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- speakers of another first language
- children that are subject to a Child Protection Plan
- children that may be vulnerable to messages of violence and extreme ideologies.

17 Taking action: key points

17.1 All concerns, suspicions and disclosures should be immediately reported to the School's Designated Senior Person for Safeguarding and Child Protection. In the absence of this person, the Deputy Designated Senior Person should be approached.

17.2 If the Designated Senior Person(s) is unavailable or the member of staff determines that there is an imminent risk of abuse or harm to a young person, they may call the police or make a direct referral to children's social care.

17.3 Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help and protect the child, for example, call 999
- report your concern to the Designated Senior Person by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

Table 1: Key contacts

Contact Details	
Police	Lancashire Constabulary – 01772 614444
Local Authority Children’s Social Care	CYPReferrals@blackburn.gov.uk Child Protection – Safeguarding Children Tel: 01254 666400 Out of Hours: 01254 587547
Local Authority Designated Officer	Megan Dunpleton 01254 585184
LCSB website	www.lscb.org.uk

18 Taking action: disclosures of abuse

- 18.1 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.
- 18.2 If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.
- 18.3 During their conversations with the students, staff will:
- allow them to speak freely
 - endeavour to utilise a neutral translator if necessary
 - remain calm and collected – the student may stop talking if they feel they are upsetting their listener
 - give reassuring nods or words of comfort – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
 - not be afraid of silences – staff must remember how hard this must be for the student
 - under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this
 - tell the student that in order to help them, the member of staff must pass the information on
 - do not automatically offer any physical touch as comfort - it may be anything but comfort to a child who has been abused
 - avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong

- tell the student what will happen next - the student may agree to go to see the designated senior person otherwise it is the duty of the member of staff to inform the Designated Senior Person of what has been discussed (if the student does agree to go and see the Designated Senior Person, the staff member should inform the Designated Senior Person that the child will be coming to see them at some point).

18.4 Following the conversation the staff will:

- report verbally to the Designated Senior Person even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the Cause for Concern Form and hand it to the Designated Senior Person
- seek support if they feel distressed.

19 Taking action: initial cause of concern

19.1 There will be occasions when, in the absence of a disclosure, staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre or concerning, students might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill.

19.2 It is fine for staff to ask the student if they are OK or if they can help in any way. If the member of staff remains concerned, they should use the Cause for Concern Form to record early concerns of any nature – suspected abuse or concerns relating to extremism – and hand it to the Designated Senior Person.

20 Taking action: notifying parents

20.1 The School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the Designated Senior Person will make contact with the parent in the event of a concern, suspicion or disclosure.

20.2 However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

21 Taking action: referral to children's social care

21.1 The Designated Senior Person will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

21.2 In making this decision, the Designated Senior Person will **consider the Local Safeguarding Children's Board's threshold document and framework for action** that includes:

- the process for the early help assessment and the type and level of early help services to be provided

- the criteria, including the level of need, for when a case should be referred to Local Authority children's social care for assessment and for statutory services.

21.3 Where a Designated Senior Person or Deputy Designated Senior Person considers that a referral to children's social care may be required, they must consider:

- *Is this a Child In Need?* - Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:
 - the child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
 - the child's health or development is likely to be impaired, or further impaired, without the provision of such services
 - the child is disabled.
- *Is this a Child Protection Matter?* - Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:
 - is the subject of an Emergency Protection Order
 - is in Police Protection
 - or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Senior Person will make judgements around 'significant harm', levels of 'need and risk' and when to refer.

21.4 Referrals regarding extremism will be made to children's social care. In line with government advice, a Channel Co-ordinator/Police Practitioner will be fully embedded in the safeguarding arrangements of children's social care if required. Where assessment does not indicate a genuine vulnerability to being drawn into terrorism, a case will be signposted to other more appropriate support services following consultation with the LADO.

22 Taking action: reporting directly to child protection agencies

22.1 Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Senior Person, their deputy, the Principal and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety.

23 Taking action: children with sexually harmful behaviour

23.1 Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

23.2 The care of children and young people with sexually harmful behaviour is complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

24 Taking action: ensuring confidentiality

24.1 All staff are expected to:

- ensure that information they receive about students is treated in a discreet and confidential manner
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- be cautious about passing information to others about a student.

24.2 Child protection information will be stored and handled in line with Data Protection Act 1998 principles such that information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

24.3 Records of concern and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

24.4 Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

24.5 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Principal or Designated Senior Person.

24.6 The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

25 Allegations against members of staff

25.1 If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:

- committed an offence against a child
- placed a child at risk of significant harm

- behaved in a way that calls into question their suitability to work with children (including the promotion of extreme ideologies)

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children's Board

- 25.2 The Principal, rather than the Designated Senior Person, will handle such allegations, unless the allegation is against the Principal, when the Chair of Governors will handle the School's response.
- 25.3 The Principal and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer. The full procedures for dealing with allegations against staff can be found in the Local Safeguarding Children's Board policy on allegations against staff.
- 25.4 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

26 Support for those involved in a child protection issue

- 26.1 The School will support students, their families, and staff by:
- taking all suspicions and disclosures seriously
 - nominating a link person (Designated Senior Person) who will keep all parties informed and be the central point of contact
 - nominating separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a student, to avoid any conflict of interest
 - responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
 - maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
 - storing records securely
 - offering details of helplines, counselling or other avenues of external support
 - following the procedures laid down in the School's whistleblowing, complaints and disciplinary procedures
 - cooperating fully with relevant statutory agencies
 - making sure a neutral interpreter is available when English is not the child's first language.

27 Complaints

- 27.1 The School complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action.

28 Safer recruitment

- 28.1 The School has a 'Safer Recruitment Policy' which outlines the procedures for the recruitment and selection of staff to the School. All staff should endeavour to follow this during the recruitment and vetting of new staff.

28.2 In particular, the School will:

- ensure that all posts are advertised, ensuring that the advertisement makes prospective applicants aware of the School's commitment to safeguarding and the requirement for an enhanced DBS disclosure with barred list information for people working in regulated activity with children
- ensure that the Tauheedul application form is used and that C.V's are not accepted
- prepare and provide a Job Description and Person Specification when posts are advertised
- check the application form so that it has a full employment history with no gaps
- ensure that at least two members of staff involved in the recruitment process have undertaken safer recruitment training
- ensure shortlisting is undertaken with reference to the person specification for the post
- ensure two written references are sought directly from referees ideally before interview
- explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process
- use original documents to confirm qualifications, identity and address of the successful candidate.

28.3 The School will ensure that any appointment is conditional upon:

- receipt of two successful references
- verification of identity (through photographic ID and proof of address)
- a satisfactory enhanced DBS disclosure with barred list information for people engaged in regulated activity
- verification of the person's medical fitness
- verification of professional status if a teacher or Principal
- verification that a candidate is not subject to a prohibition order issued by Secretary of State if a teacher
- verification of qualifications
- verification of the person's right to work in the United Kingdom.

28.4 The School will also ensure that the checking of each of these aspects prior to appointment is evidenced through a Single Central Record.

28.5 Where the School has concerns about an existing member of staff or a member of staff begins to work in a regulated activity, the School will carry out all relevant checks as if the person were a new member of staff.

29 External speaker and charities

29.1 As outlined in the School's External Speakers and Charities Policy, all external speakers and charities will be vetted to ensure students are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of the school.

30 Induction

- 30.1 All new members of staff will undergo an induction that includes familiarisation with the School's Safeguarding (Child Protection) Policy and identification of their child protection training needs.
- 30.2 The School's Induction Policy outlines the procedures for the induction of new staff.
- 30.3 New staff will be inducted fully so that they are able to contribute towards safeguarding and promoting the welfare of students. This includes ensuring new staff are:
- aware of school systems and structures for supporting the wellbeing of students
 - provided with adequate training on safeguarding issues
 - introduced to the Designated Senior Persons in school who have responsibility for safeguarding.
- 30.4 All staff will sign to confirm they have received a copy of the Safeguarding (Child Protection) Policy; stating that they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.

31 Training

- 31.1 Designated Senior Persons will be expected to participate in training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.
- 31.2 All staff will participate in training on safeguarding on a regular basis. The School will provide training to all existing staff at least every three years and all new staff during their induction (as outlined above). This training will focus on identifying and reporting abuse and neglect and safe working practices. Staff will be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. Safeguarding training will also include the core elements of the 'Workshop to Raise Awareness of Prevent' (WRAP) an interactive and facilitated workshop developed by Office for Security and Counter Terrorism. The training will provide staff with:
- an awareness and understanding of the Prevent agenda and their role within it
 - the ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence and radicalisation
 - the confidence to use a common sense based response.
- 31.3 As part of this training, staff will receive the Safeguarding (Child Protection) Policy and the Staff Code of Conduct.
- 31.4 In line with induction procedures, all staff will sign to confirm they have received safeguarding training and a copy of the latest Safeguarding (Child Protection) Policy; stating that they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.
- 31.5 A copy of 'Guidance for Safer Working Practice' will be given to every member of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.
- 31.6 Supply staff and other visiting staff will be given the School's Visiting Staff Guide which outlines core safeguarding measures.

31.7 Senior governors, the Principal and senior leaders will undertake safer recruitment training. This will enable them to participate in the recruitment of staff.

32 Extended school and off-site arrangements

32.1 This policy is also applicable to all students undertaking extended service activities. Where extended school activities are provided by and managed by the School, our own child protection policy and procedures apply.

32.2 If other organisations provide services or activities on our site, the School will check that they have appropriate procedures in place, including safer recruitment procedures.

32.3 When our students attend off-site activities, the School will check that effective child protection arrangements are in place. This includes alternative provision and managed moves.

32.4 All organisations will be vetted to ensure students are not exposed to inappropriate political or controversial messages or activities.

33 Monitoring, evaluation and review

33.1 The policy will be promoted and implemented throughout the School.

33.2 The School will review this policy annually in consultation with the Trust.

33.3 The policy will be included in the Staff Handbook and given to all staff at the start of the academic year. Pastoral meetings will be used to disseminate the policy, clarify any queries and explain key responsibilities.

33.4 The Education Committee will monitor the implementation and effectiveness of this policy via regular reports to the committee by the Designated Senior Person within the School.

33.5 Evaluation will be conducted through feedback:

- from students through the Shura (Council) and through Student Voice surveys
- from staff through the pastoral meetings and Student Shura (Council)
- from the Every Child Matters Group
- review from members of the Local Safeguarding Children's Board.

Appendix 1: Safe Working Practices

Propriety and behaviour

All staff are expected to:

- set high expectations and challenging targets for all students
- promote fundamental British values, including democracy, the rule of law, freedom of religion, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs, fairness, social responsibility, liberty and equality for all
- ensure that they set expectations of the highest standards of behaviour and conduct within school, regardless of whether in class or beyond, and challenge activities by any student that may be considered to be of an inappropriate nature.

All staff are expected to refrain from:

- making inappropriate (innuendo) remarks to, or about, a student
- discussing personal relationships with or in the presence of students
- discussing a student's personal relationships in inappropriate settings or contexts
- making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

Dress and appearance

All staff are expected to wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing or provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory.

Rewards and gifts

All staff are expected to:

- ensure that gifts received or given in situations which may be misconstrued are declared immediately
- generally, only give gifts to an individual student as part of an agreed reward system

- where giving gifts other than as above, ensure that these are of an insignificant value and given to all children equally
- ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff.

Infatuations

All staff are expected to report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff. This must be reported to a senior leader.

Photography, videos and other creative arts

All staff are expected to:

- refrain from making any visual recordings of students (still or moving) without the prior consent of a senior leader
- seek a child's consent for a photograph to be taken or published
- seek parental consent for a photograph to be taken or published
- ensure that the storage and distribution of such images is approved by senior leaders and care is taken to avoid illicit use of the images
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one-to-one situations
- avoid taking images of students using personal mobile phones.

Social contact

All staff are expected to:

- always approve any planned social contact with students or parents with a senior leader
- advise a senior leader of any (unplanned) social contact they have with a student which might cause concern
- report and record any situation which they feel might compromise the School or their own professional standing
- refrain from sending personal communication to students e.g. letters and cards unless agreed with a senior leader.

Communication using technology

All staff are expected to refrain from:

- passing personal contact details to students including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader
- any communication with students which may be construed as grooming
- making any visual recordings of students (still or moving) without the prior consent of a senior leader
- using any personal equipment when communicating with students.

For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with students. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing.

Safeguarding whilst using ICT

In using ICT in lessons, the following safeguards will be introduced by the School:

- security software will be installed on all PCs, laptops and the network to filter inappropriate internet sites
- security software to prevent access to social networking sites
- anti-viral software will be installed on all PCs, laptops and the network and renewed as required
- the use of the internet will be monitored using security software to ensure effective safeguarding within and beyond the School
- all network access points will be placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering
- all wireless access points will be secured using administrative passwords.

In using ICT (laptops and PCs), all staff are expected to:

- communicate the expectations in the Acceptable Use of ICT agreement to all students
- communicate a clear, well-defined purpose to the use of the internet during the course of the lesson
- monitor the use of ICT during the lesson to ensure effective safeguarding
- report any access by students, inadvertent or deliberate, to unauthorised or inappropriate sites immediately to their line manager and to the ICT Technician
- be vigilant for signs of, and report, any instances of cyber-bullying (more information is provided in the School's Anti-Bullying Policy)
- take extreme care to ensure that students are not exposed to inappropriate or indecent images
- ensure that they do not use school equipment to access any inappropriate or indecent images themselves.

In the event of indecent images being found on a computer, staff must report the incident to a senior leader as soon as possible.

Physical contact

All staff are expected to:

- refrain from touching students in a way which may be considered as indecent or for the gratification of the adult or the student
- avoid any gratuitous or unnecessary physical contact with students (this includes horseplay, tickling or stroking the head etc)
- be prepared to explain actions and accept that all physical contact is open to scrutiny
- always encourage students, where possible, to complete self-care tasks independently
- avoid using physical contact as a reward (this includes hugs and pats on back etc)
- ensure that physical contact is never secretive or represent a misuse of authority.

Behaviour management and physical restraint

All staff are expected to:

- try to defuse situations before they escalate
- ensure all rewards and sanctions are within the Schools agreed 'Rewards and Sanctions Policy'
- ensure parents are informed of all sanctions

- avoid the use of sarcasm or demeaning and insensitive comments towards students.

Please see the Behaviour for Learning Policy and Rewards and Sanctions for full details on behaviour management strategies upheld by the School.

Some situations may give rise to the need for physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control and restraint is possible then these methods should be used first. If physical contact is the only suitable method then the use of 'reasonable force' is permitted.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The key point to always remember is that 'reasonable in the circumstances' means using no more force than is needed for that situation.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.

Under no circumstances should staff use force as a punishment.

Please see the Use of Reasonable Force Policy for full guidance.

One-to-one situations

All staff should:

- avoid meeting with students in remote, secluded areas of the school
- ensure that there is visual access and/or an open door in one-to-one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid any one-to-one situations with students that may result in an interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior leader.

Intimate care

Some students may require intimate care – this may include support with toileting or removing soiled clothing. In supporting such children, staff should:

- adhere to a care plan agreed with parents for students requiring intimate care
- encourage students to act as independently as possible

- ensure that another member of staff is in close vicinity if intimate care is required
- record any instances of intimate care, justifying the need for any variations from the care plan
- share the need for intimate care with parents, if irregular or unexpected.

Visual access to classrooms

All staff are expected to ensure that there is always visual access and/or an open door to their classrooms.

Where staff feel the need to cover the visual access to their door temporarily, they must be able to justify doing so on child protection grounds and must ensure that there is a second member of staff in the classroom at the time.