



COPTHORNE PRIMARY SCHOOL

CHILD PROTECTION POLICY

Date of issue	Review date	Date ratified by Governing Body	
September 2017	September 2018	27 th September 2017	
	Print name	Signature	Date
Head Teacher	Mrs C Shepherd		
On behalf of Governing Body	Mrs N Hussain		

Copthorne Primary School

Child Protection Policy

1. Statement of intent

Copthorne Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the head teacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the head teacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Frances Whalley. In the absence of the DSL, child protection matters will be dealt with by other named persons. The nominated governor for child protection is Zenab Bibi.

2. Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage
- Be aware of the needs of vulnerable groups and individuals

To contribute to the protection of our pupils in the following ways:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing plans to meet needs

3. Definition

For the purpose of this policy, Copthorne will define “safeguarding and protecting the welfare of children” as:

- Protecting pupils from maltreatment
- Preventing the impairment of pupils’ health or development
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all pupils to have the best outcomes

4. Legal framework

This policy has consideration for and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003

- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Education Act 2002 s175
- Safeguarding Vulnerable Groups Act 2006

Statutory guidance

- DfE (2015) 'Working together to safeguard children'
- DfE (Sept 2016) Keeping children safe in education - FGM, CSE and Prevent
- CTSA (Mar 2015) See section 29
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2015) 'The Prevent duty'
- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- Bradford Safeguarding Children Board Procedures. Electronic version only now available on BSCB website
- Children Act 2004
- DfE (2014) Early Years statutory framework
- Information sharing March 2015
- FGM Act 2003 (section 74 serious crime act 2015)

5. The Curriculum

Relevant issues will be addressed through the PSHE curriculum. For example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying and homophobic bullying etc.

Relevant issues will also be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, RE and Art etc.

6. Other areas of work

All our policies which address issues of power and potential harm, e.g. Anti-Bullying, Equal opportunities, Positive Handling, Positive Relationships need to be linked to ensure a whole school approach.

Our safeguarding and child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe and are listened to.

7. Keeping children safe in education

All staff will be provided with a copy of the DfE part 1 guidance 'Keeping children safe in education: information for staff' which they must read and sign for. In particular, staff must understand their individual responsibility for recognising abuse and taking action to protect

a child; passing concerns on at an early stage to enable the school to offer the child and family early help; and to make a referral to social care themselves or press for re-consideration if they believe that action is not being taken to protect a child for whom they have concerns.

See;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

8. Roles and Responsibilities

Copthorne Primary School recognises that the governing body, DSL, Head Teacher and other staff members have a responsibility to ensure the school complies with its duties in accordance with child protection safeguarding legislation. See 'Roles and Responsibilities' Appendix 1.

9. Inter-agency working

We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Care. If a staff member has any concerns about a pupil, they will raise this with the DSL or, if necessary, refer the case to specialist or early help services.

Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed.

We will co-operate with Children's Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, Planning and Core Group meetings and Family Support Meetings.

We will provide written reports as required for these meetings. If school is unable to attend, a written report will be sent.

Where a child in school is subject to an inter-agency child protection plan, school will contribute to the preparation implementation and review of the plan as appropriate.

The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.

In light of the above, staff members are aware that whilst the Data Protection Act 1998 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

10. Abuse and Neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.

All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender based violence, sexual assaults and sexting.

All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's Anti-Bullying Policy. All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Descriptors of types of abuse and possible signs are outlined in Appendix 2.

11. Specific safeguarding issues (KCSIE Sep 2016 part 1)

Please see below, specific safeguarding issues identified in KCSIE Part 1, page 12-13

- bullying including cyberbullying
- children missing from education – See Appendix 7
- child missing from home or care
- child sexual exploitation (CSE) – See Appendix 5
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – See Appendix 3
- forced marriage– See Appendix 4
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – See Appendix 6
- relationship abuse
- sexting
- trafficking

12. Pupils with special educational needs and disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration

Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs

Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

13. Concerns about a pupil

Concerns about a pupil do not include those in immediate danger and so must be handled differently.

If a staff member has any concerns about a pupil, they will raise this with the DSL or named person, if necessary, refer the case to specialist or early help services. Refer to Child Protection Procedures Flowchart (January 2016) – See Appendix 9.

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded in writing by the DSL and kept securely in a **locked cabinet** in the **DSL's Office**.

If a pupil is in immediate danger, a referral will be made to Children's Social Care and/or the police straight away.

The child's wishes: Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. (Leaders are aware that ultimately any systems and processes should operate with the **best** interests of the child at their heart).

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

14. The Designated Staff and Confidential Information

- Currently these are Duncan Jacques and/or Christabel Shepherd, Frances Whalley and Christopher Lloyd. These people have all received current 'Named Person' training. They will be responsible for co-ordinating all child protection activity in school.
- Where the school has concerns about a child, the Designated Staff, in consultation with the Head Teacher if appropriate, will decide what steps should be taken. See flowchart (Appendix 9).
- Child Protection information needs to be dealt with in a confidential manner. A written record will be made of what information has been shared with who, and when. Staff will be informed of relevant details only when the Designated Staff feels their having

knowledge of a situation will improve their ability to deal with an individual child and/or family.

- CPOMS – Child Protection Online Monitoring system will be used by all staff to monitor incidents and alert other members of staff. Named Persons have keys for full access to Child Protection information.
- Child Protection records will be stored securely in a central place separate from academic records. They should be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.
- Parents should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents should be in line with any home school policies and give due regard to which adults have parental responsibility.
- Do not disclose to a parent any information held on a child, if it would put the child at risk of significant harm.
- If a pupil moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature. Contact between the two schools may be necessary, especially on transfer from primary to high schools. We will record where and to whom the records have been passed, and the date.

15. Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff then this will be raised with the Head Teacher.

If the concern is with regards to the Head Teacher, this will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at Copthorne will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

16. Allegations of abuse against other pupils

All staff will be aware that pupils are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

The school is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as being sexually touched or assaulted, and being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying Policy. The DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.

If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police.

The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.

In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.

In order to prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

17. Online safety

Copthorne will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's 'Online safety Policy'.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Acceptable Use Policy and Code of Conduct.

The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

18. Safer Recruitment

The school pays full regard to section 3 of Keeping Children Safe in Education (DfE September 2016). Safe recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Barred list checks and a Disclosure & Barring Service (DBS) certificate. In addition, all teachers appointed after 02/09/2013 are checked against the NCTL Prohibition list.

For further guidance on Safer Recruitment practices please see Appendix 8.

19. Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated at least annually, and as new legislation is introduced. This will be in line with advice from the BSCB.

Staff will receive and seek out opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.

The DSL will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

If the school decides to appoint a deputy DSL, they will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

20. Staff support

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff through the DSL.

Further Guidance

Safe Practice

All staff and volunteers work within the guidance of the Education Bradford Code of Conduct or DCSF 'Safe Working Practice for the Protection of Children and Staff in Education Settings'. Although this national guidance was last reviewed in 2009, it remains an excellent source of advice and guidance.

Appendices

Appendix 1

Roles and responsibilities

1.1 The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015.
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Teacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.

- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of **looked after children** (LAC) and ensure that this person has undergone appropriate training.
- 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. The appointed teacher 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/them. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

1.2 The Head Teacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

- Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.

1.3 The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the Head Teacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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 and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is forwarded when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.

1.4 Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.

Appendix 2

2.1 Abuse

Below is a description of abuse as defined by the DfE.

A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.

2.2 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 and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers), or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

Hunger
Tiredness or listlessness
Child dirty or unkempt
Poorly or inappropriately clad for the weather
Poor school attendance or often late for school
Poor concentration
Affection or attention seeking behaviour
Untreated illnesses/injuries
Pallid complexion
Stealing or scavenging compulsively
Failure to achieve developmental milestones, for example growth, weight
Failure to develop intellectually or socially
Neurotic behaviour

2.3 Physical abuse

Physical abuse 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.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes
Bite marks
Round burn marks, burns and scalds
Lacerations, wealds
Fractures
Bald patches
Symptoms of drug or alcohol intoxication or poisoning
Unaccountable covering of limbs, even in hot weather
Fear of going home or parents being contacted
Fear of medical help
Fear of changing for PE
Inexplicable fear of adults or over-compliance
Violence or aggression towards others including bullying
Isolation from peers

2.4 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 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.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge
Anal or vaginal discharge, soreness or scratching
Reluctance to go home
Inability to concentrate, tiredness
Refusal to communicate
Thrush, Persistent complaints of stomach disorders or pains
Eating disorders, for example anorexia nervosa and bulimia
Attention seeking behaviour, self mutilation, substance abuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant
Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area

2.5 Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve 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 the child's developmental capability, as well as over-protection 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 though it may occur alone.

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self deprecation
Delayed physical, mental, emotional development
Sudden speech or sensory disorders
Inappropriate emotional responses, fantasies
Neurotic behaviour: rocking, banging head, regression, tics and twitches
Self harming, drug or solvent abuse
Fear of parents being contacted
Running away
Compulsive stealing
Masturbation
Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

2.6 Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Appendix 3

Female genital mutilation (FGM)

3.1 For the purpose of this policy, “female genital mutilation”, commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

3.2 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

3.3 Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

3.4 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

3.5 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

3.6 Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

3.7 Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

3.8 It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

3.9 Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

3.10 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

3.11 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

3.12 All forms of HBV are forms of abuse, and will be treated and escalated as such.

3.13 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

Appendix 4

Forced marriage

4.1 For the purpose of this policy, a “forced marriage” is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

4.2 As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

4.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

Appendix 5

Child sexual exploitation (CSE)

For the purpose of this policy, “**child sexual exploitation**” is defined as: a form of sexual abuse where children are sexually exploited for money, power or status.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

Copthorne Primary School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

5.1 Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

5.2 Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

5.3 Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Appendix 6

Preventing radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

Copthorne Primary will actively assess the risk of pupils being drawn into terrorism.

- 6.1 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- 6.2 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.
- 6.3 The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.
- 6.4 Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

- 6.5 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

6.6 Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

6.7 Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

6.8 Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

6.9 Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

6.10 Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

6.11 When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?

- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

6.12 Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

6.13 Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

6.14 The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

6.15 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

6.16 In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Head Teacher or DSL will contact the Channel programme.

6.17 The DSL will also support any staff making referrals to the Channel programme.

6.18 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by

those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

6.19 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from **Copthorne Primary School**.

6.20 The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Building children's resilience

6.21 Copthorne Primary School will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

6.22 **Copthorne Primary School** will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

Appendix 7

A child missing from education

- 7.1 A child going missing from school is a potential indicator of a abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 7.2 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
- 7.3 **Copthorne Primary School** will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

- 7.4 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- 7.5 The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- 7.6 The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.
- 7.7 Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.
- 7.8 If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
- The full name of the parent/carer with whom the pupil will live
 - The new address
 - The date from when the pupil will live at this address
- 7.9 If a parent/carer notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:
- The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school
- 7.10 Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.
- 7.11 In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission

register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

7.12 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

7.13 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent/carer with whom the pupil lives
- At least one telephone number of the parent/carer with whom the pupil lives
- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

7.14 The school will work with the LA to establish methods of making returns for pupils back into the school.

7.15 The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.

The school will also highlight any other necessary, contextual information, including safeguarding concerns.

Appendix 8

Safer recruitment

8.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

Pre-employment checks

8.2 The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.

8.3 A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

8.4 An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

8.5 An enhanced criminal records DBS check will be carried out on for each member of the governing body.

8.6 The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

8.7 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

8.8 An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

8.9 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

8.10 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

8.11 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

8.12 References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

8.13 Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

8.14 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Volunteers

8.15 No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

8.16 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

8.17 An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

- 8.18 The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 8.19 Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- 8.20 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 8.21 The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- 8.22 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 8.23 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- 8.24 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 1998.
- 8.25 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

Single central record (SCR)

- 8.26 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.
- 8.27 The following information is recorded on the SCR:
- An identity check
 - A barred list check
 - An enhanced DBS check
 - A prohibition from teaching check
 - [Independent schools only] A section 128 check
 - A check of professional qualifications
 - A check to determine the individual's right to work in the UK
 - Additional checks for those who have lived or worked outside of the UK
- 8.28 For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

8.29 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

Staff suitability

8.30 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.¹

8.31 A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

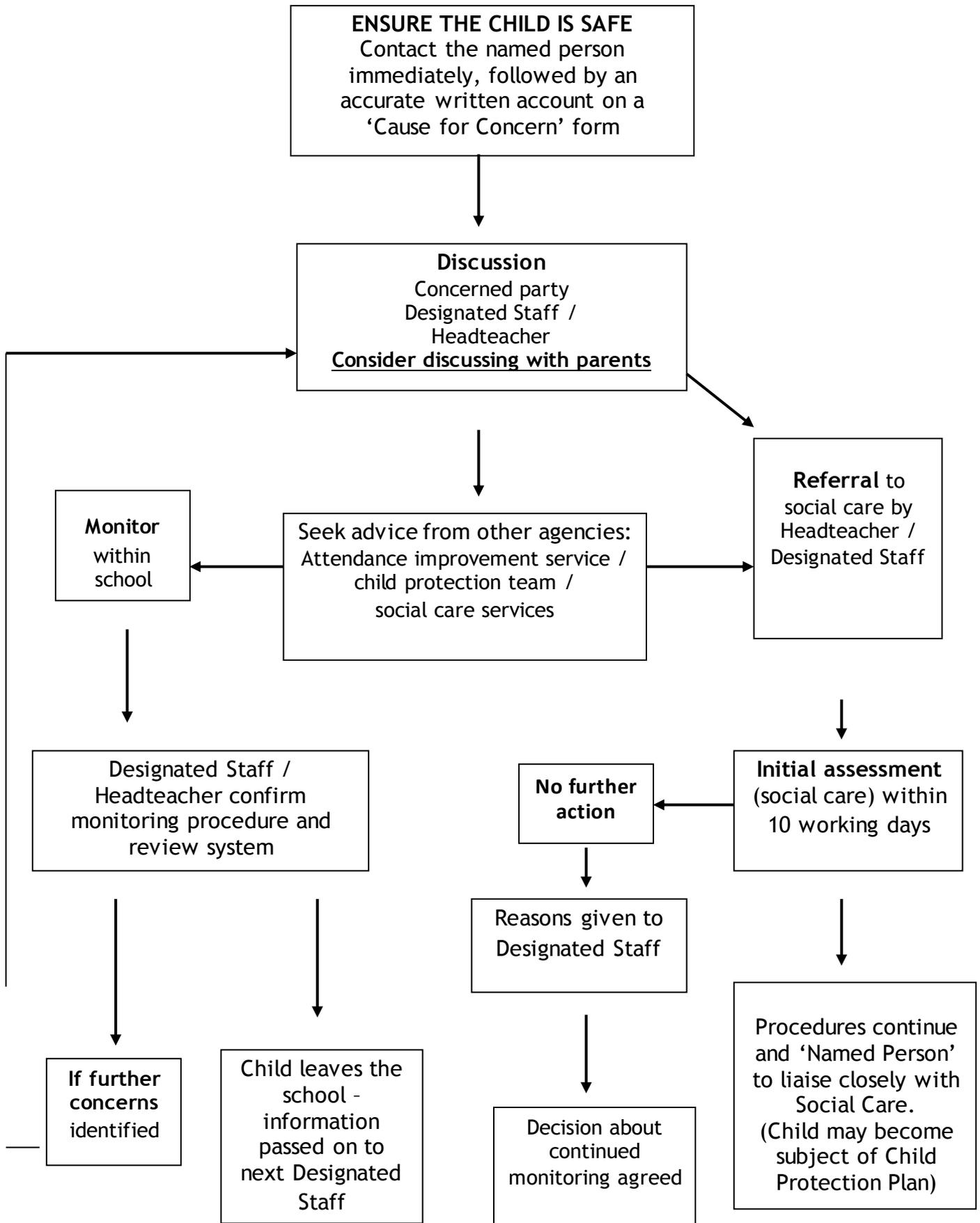
8.32 Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

8.33 All staff members are required to sign the declaration form confirming that they are not disqualified from working in a schooling environment.

8.34 A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Appendix 9

Summary of in-school procedures to follow where there are concerns about a child



Appendix 10

Guidance for Schools: Reporting children to the Police as missing persons

1. Police Missing Person Criteria

A child or young person will be defined as missing if their whereabouts are unknown and there are reasons to believe one or more of the following applies:

- a) there are suspicious circumstances, i.e. the young person may have been the victim of a serious crime
- b) the behaviour is out of character and there is no apparent explanation for their absence
- c) there is significant concern that the young person may have suffered harm
- d) the young person is thought to be at risk of significant harm during the absence
- e) the young person is dangerous and there is a significant risk they will harm another person whilst absent.

2. Prior to contacting the Police

When a young person appears to have gone missing **from school**, the school should take all reasonable and practical steps in order to identify whether the child is a missing person by:

- a) determining the nature and reasons for absence (consider recent events or precipitating factors)
- b) ascertaining the likely intentions of the young person
- c) establishing the whereabouts and well-being of the young person

Unless there is an obvious, immediate and serious risk to the young person or the public, reasonable and practical steps that the school should take **before** contacting the police include:

- a) contact parent(s)/guardian(s) to update them as to the young person being absent from school and to enquire about possible triggers for the absence
- b) searching the schools premises, grounds and immediate locality of the school
- c) telephoning and sending an SMS (text) message to the young person's mobile phone and checking their Facebook page if this is accessible
- d) making enquiries with the young person's friends
- e) checking the places frequented by the young person (e.g. local parks, shop fronts)
- f) attending at addresses frequented by the young person (e.g. nearby relatives/friends addresses)
- g) making enquiries with the young person's relatives

- h) making enquiries with the young person's providers of education (if outside school) or work placement, community groups or places of worship if appropriate
- i) contact professionals who support the young person or their family (e.g. social workers, families first workers) for further information.

If the whereabouts of the young person are known, or believed to be known, the school should only request police assistance to recover the young person if:

- a) the school is being prevented from obtaining access to the young person
- b) there is evidence to suggest that the young person is at immediate risk of serious harm
- c) police assistance is necessary to prevent a breach of the peace due to a threat of violence or disorder.

3. Risk Assessments

Schools should consider preparing risk assessments for those young persons that are frequently absent from school, or those young persons that are deemed at risk should they absent themselves.

Risk assessments should consider the following elements:

1. How likely is it that the young person will go missing:
 - a) Has the young person gone absent before and if so what is the pattern of their previous absent behaviour? Consider where and when young persons have been found and their accounts regarding their absence.
 - b) What factors or potential incidents may act as a trigger incident and lead to the young person going absent?
 - c) Are there any other circumstances, behaviour or indicators that suggest that the young person may go absent in the future?

2. The risks the student will face whilst absent

Is the young person:

 - a) Likely to visit a known abuser?
 - b) At risk of child sexual exploitation?
 - c) Likely to take drugs or alcohol?
 - d) Sleeping rough?

3. What action ought to be taken if the young person goes absent:
 - a) Determine if the young person is a missing person (refer to Section 1: Missing Person Criteria)
 - b) Take initial actions to locate the young person (refer to "2. Prior to reporting contacting the Police)
 - c) Carry out any other reasonable enquiries to determine risk or young person's locations.

Schools should ensure that they have up to date photographs of their students, and are able to pass them to police (preferably electronically) in the event that they are reported as a missing person.

4. Informing the Police

If the absence falls within the definition of “missing person” as described in Section 1, the school **must** inform the police as soon as possible. If there is information relating to the risk of sexual exploitation, the police must be informed of this, and should be updated with the assessed level of risk and any supporting evidence as detailed in Section 3. Risk Assessments.

Any information relating to the location of the missing person, or information that may affect the risk assessment, should be reported to police without delay.

5. Initial Reporting to Police

The school, wherever possible, should complete the risk assessment prior to police attendance.

Should a young person be regularly missing then those details that are not likely to change (name, date of birth, address, family contacts etc) should be completed in advance and saved electronically as a template to be passed to police.

Police will require:

- a) all information required to complete the Initial Reporting Form including the risk assessment. This includes personal details, family and friends contact details, time, date and location of last sighting, recent behaviour and any specific, identifiable risks.
- b) details of all enquiries to locate the young person conducted so far
- c) a current photograph of the missing person

6. Levels of Intervention

The level of risk the young person is likely to be exposed to whilst absent will determine the appropriate level of intervention. There are three levels of intervention:

1. **Non Intervention:** Where the risk is low and the school tolerates the risk and waits for the young person to return of their own accord.
2. **Parental or School Intervention:** Where the risk is moderate and unacceptable to the school, and the parent or school takes responsibility for finding and returning the young person to school or home, but there is no requirement for an immediate, urgent police response.

3. **Police Intervention:** Where the risk is high and there is an immediate, urgent need for police assistance to locate the young person before they suffer harm.

7. Responsibilities during the absence

The Police will investigate all cases falling within the definition of missing in accordance with the Police Missing Persons Policy and National Guidance.

Where appropriate the school will be expected to assist in finding the young person and to work co-operatively with police during any enquiry.

Following any report of a missing person to police, the school should inform and update parent(s)/guardian(s) and other appropriate agencies. There is a need for all involved parties to co-operate fully and schools should work to achieve this.

The school should make a record of all actions taken throughout the period a young person is recorded as missing in relation to their welfare, and fully update police on those actions at the appropriate time.

On the young person's return and once debriefed, schools should review the risk assessment regarding the young person going missing in future, and should consider measures to prevent it from re-occurring.

Identified threats and risks should be discussed with the young person's parents/carers/guardian and consideration should be given to a multi-agency strategy meeting regarding the young person if appropriate.