

# Eastbrook School



## Safeguarding and Child Protection Policy (Including Challenging Extremism at Eastbrook School – Appendix 4)

Designated student Protection Officer	- Cherelle Hinds
Lead Designated student Protection Officer	- Valerie Dennis
Designated Governor	- Gill Ellis
Governing Body Committee Responsible	- Finance and Personnel
Status	- Statutory
Review Cycle	- Annual



### Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with government publications: 'Working Together to Safeguard Children' 2013 (<https://www.gov.uk/government/publications/working-together-to-safeguard-children>), Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if you are worried a student is being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2016 (<https://www.gov.uk/government/publications/keeping-children-safe-in-education>).

Eastbrook School Governing Body takes very seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and has a commitment to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm. Our students' welfare and well being is our paramount concern.

We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, emotional, and moral development of each individual student.

## **The Aims of this policy are:**

- To support each student's development, fostering security, confidence, dignity and independence.
- To provide a safe environment, where students feel valued, secure and respected.
- To ensure that students are effectively listened to and that they know how to approach adults if they are in difficulties.
- To raise awareness among all staff as to the need to safeguard students and to ensure that the responsibility to identify and report possible cases of abuse is clearly understood.
- To ensure that a systematic means of monitoring students known or thought to be at risk of harm contributes to the assessments of need and multi-agency support packages for those children.
- To ensure excellent levels of communication between staff and other agencies.
- To communicate the structured procedure within the school which will be followed by all members of the school community in cases of suspected or known abuse.
- To promote effective working relationships with other agencies, especially the Police, Health and Social Care.
- To ensure that all staff working within our school have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check and that a Single Central Record is kept for audit.

## **Leadership of Safeguarding at Eastbrook School**

All members of the Governing Body understand and fulfil their responsibilities to ensure that:

- The School student Protection Policy (including staff code of conduct) is up to date with legislation and reviewed annually.
- The school operates safer recruitment practices by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment Training
- The school has clear procedures for dealing with allegations of abuse against staff and volunteers and makes a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- The Headteacher has Lead Designated student Protection Officer responsibility - supported by a full time member of staff who has Designated student Protection Officer responsibility.
- Both the DCPO and the Headteacher undertake the relevant interagency training requirements.
- All other staff have Safeguarding training updated as appropriate
- Regular reviews ensure that any weaknesses are identified and rectified immediately
- A member of the Governing Body (usually the Chair) is nominated to liaise with the LA on student Protection issues as well as in the event of an allegation of abuse being made against the Headteacher.
- The Governing Body considers how the students are taught about safeguarding through the curriculum, particularly Ethics and Cultural Studies, SRE, RE and ICT lessons.
- All members of staff are provided with child protection awareness information at induction, including the specific school procedures.
- All members of staff are made aware of the issues of e-safety.
- The school Lettings Policy seeks to ensure the suitability of adults working with children on the school site at any time.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- We ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children is notified to the DBS for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation.
- The name of the designated members of staff for student Protection are clearly advertised in the school with a statement explaining our school role in referring and monitoring cases of suspected abuse.

**Every child has the right to protection from abuse and exploitation and the right to have enquiries made to safeguard his or her welfare.**

<b>National Requirement</b>	<b>Eastbrook School</b>
Put in place procedures for handling cases of suspected abuse (including allegations against teachers), which are consistent with those, agreed by the L.S.C.B. and easily available to staff for reference.	School student Protection – Policy and Procedures available on the school intranet and external web site and a copy sent to Children’s Services for monitoring. Yearly update of guidance for all staff.
Appoint a DCPO to co-ordinate within the school and liaise with other agencies on suspected abuse cases.	Cherelle Hinds DCPO (FT) Valerie Dennis Lead DCPO (Headteacher)
Ensure that the DCPO receives appropriate training and support.	Both Designated student Protection Officer and the Headteacher hold up to date certification of training requirements for the role of student Protection Lead in Education.  HT, DHT and Business Manager hold up to date Safer Recruitment Training Certification
Ensure that all staff are alert to signs of possible abuse and know how to report any concerns or suspicions.	School student Protection – Policy and Procedures  Safeguarding and student Protection Procedures included in Induction Programme for all new staff.  Review of Safeguarding and student Protection Procedures built into INSET each September.
Make Parent/Carers aware of the school’s student Protection Policy.	All policies available to parent / carers through the school web site with staff available to support translation as necessary plus authority translation service utilised as needed
student Protection records kept in a safe place under lock and key.	student Protection Records kept in a locked filing cabinet in a locked office.

## National Procedures

School staff must report to the DCPO all cases where abuse is suspected or a sustainable allegation is made.



If the Designated student Protection Officer is unsure, advice can be sought from the Headteacher, Social Services, the community police officer, the NSPCC or the LADO. Access and Attendance Officers may also be able to offer advice.



The DCPO refers or discusses the case with the LADO, then the investigating agencies, according to the procedures established by the L.S.C.B. and Children's Services.



The decision whether or not to make a referral is a serious decision. The DCPO works in partnership with the Headteacher and relevant external agencies. The DCPO will inform the parent/carers of the referral unless it is felt that this will place the young person in danger or delay the investigation.



If the referral is made by phone the Multi-Agency referral form (MARF) must also be completed and received by social services within 48 hours. Social Services should acknowledge receipt of the referral within 3 working days. If not the designated teacher has the responsibility to phone and confirm receipt.



A member of staff will contribute to any strategy discussion and provide the school's knowledge of the child at any future meetings. This may be the DCPO, the Headteacher or a member of staff who knows the child best

## Eastbrook School Procedures

All members of staff must refer any information, concerns or disclosures relating to possible student Protection issues to the DCPO, Cherelle Hinds. **No member of staff should promise a student absolute confidentiality.**

Referrals of this nature should preferably be made on the CONCERN referral sheet and all referrals should be placed in an envelope or folded in half and stapled to ensure confidentiality, before passing to the DCPO via the main office **not the pigeon hole in the staff room**. Referrals should be signed and dated.



The DCPO will inform the Headteacher and gather any further information necessary from within school. Information will be provided to staff as necessary and as agreed between the Headteacher and the DCPO.



The DCPO will take advice from the investigating services and make the decision with the Headteacher whether to make a referral (MARF). The DCPO or the Headteacher will inform the parent/carers of the referral, unless it is felt that this may cause a risk to the safety of the child or a delay in the investigations. The DCPO will notify staff of a referral on a 'need to know' basis.



Contact with the investigating services and the child's family must be agreed with the DCPO following a referral.

The DCPO will work in partnership with the members of staff who know the child best in order to support the child in school and work with any external agencies involved and the child's family.

### Specific Responsibilities of the DCPO

1. Making referrals to the Local Authority.
2. Advising staff and listening to their concerns.
3. Keep written records of concerns about students even where there has been no need to make an immediate referral.
4. Ensuring that CP records are kept securely away from the student's main file until the student's 25<sup>th</sup> birthday or their move to another school or college.
5. Passing such records on confidentially to the student's new school or college.
6. Ensuring that there is an indication that there is an additional file on the student's main records.
7. Liaising with other agencies and professionals.
8. Ensuring appropriate school representation at case conferences, core group meetings, multi agency planning meetings both in person and in the form of a report as requested.
9. Ensuring 2nd day absence calling for all students with a student Protection Plan and referral to the Social Care Team on the second day of unexplained absence.
10. Organising updates, training and induction for all staff as in line with policy expectations.
11. Providing an annual report to Governors.

## Support for Staff

We recognise that staff working in our school who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful or upsetting. We will support such staff by providing the opportunity to talk through their anxieties with the DCPO or the Headteacher and seek further support as appropriate.

### What action should you take if you suspect child abuse?

- ✓ DO listen to the young person
- ✓ DO repeat back to them what they just said if there is a gap in the conversation, leave them to continue if they want to.
- ✓ DO take what they say seriously
- ✓ DO act quickly
- ✓ DO share your worries with the DCPO
- ✓ DO continue to offer support to the student
- ✓ DO use the CONCERN sheet to write an account of the conversation as soon as possible afterwards and pass it to the DCPO in an envelope
- ✓ DO clearly state the facts, evidence and what you have seen
- ✓ DO use the student's words and be clear about what you said
- ✓ DO state your opinion, but make it clear that it was it you're your opinion
- ✓ DO reassure the student but avoid unnecessary contact, take advice and speak to someone with more experience, depending on what the child tells you
- ✗ DON'T probe or push the young person for explanations
- ✗ DON'T ask questions which provide explanations
- ✗ DON'T assume someone else knows and will help the child
- ✗ DON'T be afraid to voice your concerns, the child may need urgent protection and help
- ✗ DON'T discuss the matter openly with others

## **What to do if you become aware that a student is having, or contemplating having, sexual intercourse**

Effective sex and relationship education should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that the person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions, young people need to be made aware of the law in relation to sexual activity and local confidential services.

If you are made aware that a student is in this position the school should take steps to ensure that:-

- Wherever possible, the young person is persuaded to talk to their parent or carer.
- Any student Protection issues are addressed
- That the child has been adequately counselled and informed about contraception and sexually transmitted diseases, including precise information about where young people can access contraception and advice services in Barking and Dagenham.

This could either be directly from you or by you referring the student to another member of staff or agency for this purpose.

If you receive such information and believe there is a student Protection issue to be addressed, you should refer the case to Cherelle Hinds. You should also make it clear to the student that you cannot guarantee confidentiality. You should also ensure that the student understands that should you have to break confidentiality the student will be informed first by you.

### **Staff staying safe from allegations**

All staff should be aware that communication with students always remains within the professional domain in and out of school hours.

Therefore:

- You should not give students your personal phone number, land line, mobile or home email address. A personal phone is one where the call is not open to scrutiny by the school.
- You should not meet up socially with students out of school without parent / carers being informed.
- You are advised to not include or accept as friends students (past or present) under 18 on any social internet site you may belong to (e.g. Facebook)

**In law young people are children until their 18<sup>th</sup> birthday.**

## Definitions of student Abuse

An abused child is someone under the age of 18 who has suffered physical abuse, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused or knowingly failed to prevent. Children may be abused in a family or in an institution or community setting; by those known to them or, more rarely, by a stranger.

### The four categories of abuse are:-

**Neglect** - 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, 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.

**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 feigns the symptoms of, or deliberately causes ill-health to a child whom they are looking after. This situation is commonly described using terms such as fictitious illness by proxy or Munchausen syndrome by proxy.

**Sexual Abuse** - Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, or watching sexual activities, or encouraging children to behave in a sexually inappropriate way.

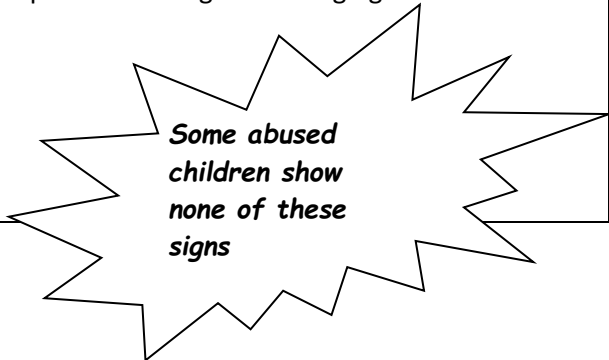
**Emotional Abuse** - Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.



## Indicators of Abuse

It is very important to remember that these lists are **POSSIBLE** indicators of abuse. Many of these signs could have other explanations.

<p><b>POSSIBLE signs of physical abuse</b></p> <ul style="list-style-type: none"> <li>Unexplained injuries or burns</li> <li>Improbable explanations given for above</li> <li>Refusal to discuss injuries or burns</li> <li>Untreated injuries or burns</li> <li>Admission of punishment which appears excessive</li> <li>Fear of contacting parents</li> <li>Bald patches</li> <li>Withdrawal from physical contact</li> <li>Arms and legs kept covered – unusually</li> <li>Fear of returning home</li> <li>Fear of medical help, Running away</li> <li>Self-destructive tendencies</li> <li>Aggression towards others</li> </ul>	<p><b>POSSIBLE signs of emotional abuse</b></p> <ul style="list-style-type: none"> <li>Physical, mental and emotional developmental delay</li> <li>Admission to punishment which appears excessive</li> <li>Continual self-deprecation</li> <li>Sudden speech disorders</li> <li>Inappropriate emotional responses to painful situations</li> <li>Self-mutilation</li> <li>Fear of parents being contacted</li> <li>Extremes of passivity or aggression</li> <li>Drug or solvent abuse</li> <li>Running away</li> <li>Compulsive stealing or scavenging</li> </ul>
<p><b>POSSIBLE signs of neglect</b></p> <ul style="list-style-type: none"> <li>Constant hunger</li> <li>Poor personal hygiene</li> <li>Constant tiredness</li> <li>Poor state of clothing</li> <li>Emaciation</li> <li>Frequent lateness or poor attendance</li> <li>Untreated medical problems</li> <li>Destructive tendencies</li> <li>Low self-esteem</li> <li>No social relationships</li> <li>Running away</li> <li>Compulsive stealing or scavenging</li> </ul>	<p><b>POSSIBLE signs of sexual abuse</b></p> <ul style="list-style-type: none"> <li>Sudden changes in behaviour or school performance</li> <li>Displays of affection, in a sexual way, inappropriate to age</li> <li>Tendency to cling or need reassurance</li> <li>Tendency to cry easily</li> <li>Regression to younger behaviour</li> <li>Complaints of genital itching or pain</li> <li>Distrust of, or anxiety about, a familiar adult</li> <li>Unexplained gifts or money</li> <li>Apparent secrecy</li> <li>Chronic illnesses, especially throat and urinary infections</li> <li>Anorexia or bulimia</li> <li>Self-mutilation, attempted suicide, Running away</li> <li>Unexplained pregnancy</li> <li>Fear of undressing for PE</li> <li>Phobias or panic attacks</li> </ul>



***Some abused children show none of these signs***

## Process followed for...

### Physical assault – student on student

- Listen and take written statements
- Take statements from witnesses.
- Any injuries must be recorded by First Aid
- Refer to a member of SLT.
- All witness statements gathered and passed to the member of SLT to compile an Incident Report
- The Headteacher decides on action if exclusion of either party is to be considered
- A referral to the Police may be appropriate should severe injury or weapons be involved.
- Families of all parties informed.

### Sexual assault – student on student

- Listen and take a verbal statement. Make a note of the names of any key witnesses.
- Use the CONCERN sheet to record the discussion
- Pass to Cherelle Hinds as soon as possible.
- Cherelle Hinds will speak to any witnesses but not take written statements but will write her own statement of what she had been told or observed.
- Cherelle Hinds and the Headteacher refer to Social Services and the police if there is any likelihood of assault.
- Cherelle Hinds arranges for the families to be contacted.
- The school work with the Police, Social Services, the families and support groups to manage the consequences.

### Allegation against a teacher

All school staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parent/carers to be conducted in view of other adults.

- Listen, record discussion and pass to **Headteacher** immediately. Do not take any statements but note the names of key witnesses.
- If the allegation made to a member of staff concerns the Headteacher the member of staff should immediately inform the Local Area Designated Officer (LADO)
- The Headteacher or the Chair of Governors will immediately consult with the LADO
- The Headteacher appoints a Senior Member of Staff to undertake an initial investigation and reports any potential crime to the police via the Children's Services.
- If there were witnesses, accounts are sought as soon as possible where there is no police investigation
- On the basis of the evidence the Headteacher makes the decision whether to continue and contact Children's Services
- Parent/carers may contact Social Services or the Police to make an allegation.
- The member of staff is informed by the Headteacher as soon as any report to the police or Children's Services is made or as soon as the Headteacher is made aware of any such report.
- Once a report is made to the Children's Services the Headteacher represents the school at strategy meetings and follows the outcome decisions of such groups.
- This may include the student and / or the member of staff being required to remain out of school during any further investigation.
- Suspension of the member of staff, against whom the allegation has been made, needs careful consideration, and the advice of the LADO and LA Human Resources will be sought prior to this decision being made.

### Whistle Blowing

All staff are aware of their duty to raise concerns about the management of student Protection, which may include the actions and attitudes of colleagues. If it becomes necessary to consult outside school the LADO should be the first contact following the Whistle Blowing Policy.

## **Physical Intervention**

Refer to the school Behaviour for Learning Policy and Restraint Guidelines.

We recognise that touch can be appropriate in the context of working with children, and we regularly revisit 'safe practice' with staff to ensure that they are clear about their professional boundary. See Guidance on Safer Working Practices (DFE)

## **Anti-bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or to condone bullying may lead to consideration under child protection procedures. This includes all forms; cyber, racist, homophobic and gender related bullying. We keep a record of all known bullying incidents. All staff are aware that children with SEND and/or perceived difference are more susceptible to being bullied / victims of abuse.

## **Racist Incidents**

Our school policy on anti-racism is set out in a separate document, and acknowledges that repeated racist incidents or a serious single incident may lead to consideration under child protection procedures.

## **Prevention**

We recognise that schools play a significant part in preventing harm to young people by providing them with lines of good communication with trusted adults, supportive friendship groups, relevant information and an ethos of protection.

The school will therefore:

- Work to establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with students e.g. through safety questionnaires, participation in anti-bullying week, asking students to talk about their school experience
- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including ECS, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training, SRE and Drug Awareness.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## **Health and Safety**

Our Health & Safety, Educational Visits and e-safety Policies, set out in a separate documents, reflect the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the school undertaking school trips and visits.

## **Monitoring and Evaluation**

Our student Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT discussions with students and staff
- Student surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of GB minutes
- Analysis of logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of behaviours at break and lunchtime

## **Appendix one**

### **Additional Potential Indicators from contact with Parent / Carers**

The parent or carer may:

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

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

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### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

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### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Aggressive behaviour towards others

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### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

- Inappropriate sexualised conduct

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### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- Student frequently absent from school
- Student left with adults who are intoxicated or violent
- Student abandoned or left alone for excessive periods

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## Appendix 2

### Student Sexual Exploitation

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The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## Appendix 3

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### Forced Marriage (FM)

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This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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### Female Genital Mutilation (FGM)

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It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

#### Is FGM legal?

**FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.**

#### Circumstances and occurrences that may point to FGM happening

- Student talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Student's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the student's sibling has undergone FGM
- student talks about going abroad to be 'cut' or to prepare for marriage

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

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs

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- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

**The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.



## **Appendix 4 Eastbrook School Challenging**

### **Extremism**

Eastbrook School recognises that within society there is a very small minority who seek to radicalise young people with an ideology that justifies the use of violence through a distorted interpretation of peaceful religious or political beliefs. While violent extremism poses the greatest threat to life at present, other forms of extremism and prejudice also affect individuals and communities across the country and can be a catalyst for alienation and disaffection and potentially lead to violence; fascism and extreme witchcraft as examples.

We seek to address the underlying issues that can attract young people towards violent extremist causes and we highlight the importance of engaging overtly with our students if we are to make a difference in the longer term.

Our goal is to empower young people to learn together and to question dogma; at school, with their families and in the wider community. Where possible exposing violent extremists and rejecting cruelty and violence in whatever form it takes. We are a focal point for our student community and our ethos continues to build mutual respect and understanding.

We recognise that the professional standards for teachers, contractual and safeguarding frameworks for all adults working with children and young people, require the exercise of a duty of care and, where necessary, the taking of actions for safeguarding and crime prevention. This includes challenging unacceptable behaviour such as racism or bullying that can impact on the wellbeing of individual or groups of pupils and supporting those who may be vulnerable to being drawn into violent extremist activity.

Extremists of all persuasions try to accentuate division and difference, exploiting fears based on ignorance or prejudice. We aim to equip our students with the knowledge and skills to think for themselves, to challenge and to debate. Through our curriculum, we provide the opportunity to learn about a range of cultures, faiths and beliefs.

Exploring ideas, developing a sense of identity and evolving viewpoints are a normal part of growing up. We provide a safe environment for discussing controversial issues and help to involve our students in decision-making and exerting influence.

We encourage our students to express their views, but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

#### **We share the responsibility to:**

- Raise awareness with staff, students and their families concerning the threat from violent extremist groups and the risks for young people
- Provide information about what can cause violent extremism and to engage with local and national initiatives accessing support from statutory and voluntary organisations
- Empower young people to create communities that are more resilient to extremism
- Protect the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity, providing effective student support processes
- Form good links with police, families and other partners to share information, developing a network of community contacts and role models
- Promote community cohesion, equalities and wellbeing, implementing effective anti-bullying policies, modelling positive problem solving and encouraging active citizenship



**Our School Ethos** upholds core values of shared responsibility and wellbeing for all students, promoting mutual respect, equalities and questioning. "Together we Learn."

We promote the core British Values of a democratic society and participation in debate. 'No Platform' policies are no longer sufficient to protect students from exposure to the promotion of hateful opinions and activities. Social Media and the Internet cannot be censored. We believe that our students therefore need to develop their own inner censor through their education; learning to question dogma and to be challenged to reflect upon and justify their own opinions and actions and those of other people they admire.

We promote and model universal rights.

This involves building staff understanding of the issues and the confidence to deal with them through training, discussion and clear systems. This includes:

- questioning techniques to open up safe debate
- the confidence to promote honesty about pluralist views
- ensuring both freedom of expression and freedom from threat
- promoting open respectful dialogue

**Our Curriculum** promotes the knowledge, skills and understanding to build the resilience of students to explore controversial issues; applying critical analysis and positive social values.

We aim to ensure that our students are looking to become:

- **responsible global citizens** – which includes understanding identity, valuing diversity, working cooperatively to promote positive change
- **confident adults** – which includes developing independence, self-awareness and reflecting upon moral judgements
- **successful lifelong learners** – which includes developing enquiring minds, and engaging with complex issues.
- **critical users** of media messages

Through all subject areas, but predominantly ECS (including RE), History, Geography, English and Media Studies we adapt to recognise local and national needs, challenge extremist narratives and promote human rights. Where external programmes or groups are used we ensure that they support the school goals and values.

We provide safe spaces for students to discuss openly issues that concern them including exploring their own identities and how these relate to the diversity of the society in which they live.

We provide opportunities for students to understand, meet and engage with people from different backgrounds in ways which promote common values, while recognising and valuing diversity within communities.

**Our Safeguarding procedures** are well known by all staff and focus upon knowing our students and noticing change and / or distress. Effective referral systems enables all staff to draw upon the specialist staff in the school who are regularly trained to a high standard with reference to on-going and contemporary issues.

**Our systems and practice enable us to:**

- listen to what is happening in the school and the community
- implement anti bullying strategies and challenging racist behaviour
- help students and adults know how to access support in school or through community partners
- support problem solving and repair of harm
- support students at risk through safeguarding and crime prevention processes
- develop effective ICT security and responsible user policies

We regularly monitor risk and maintain ready to deal appropriately with issues which arise. We are alert to the need to respond appropriately to events in the local, national or international news that may impact on our students and communities.

Through our partnership working with the Police we engage with the **'Prevent'** strategy as part of its overall approach to countering terrorism.

We have a straight forward and well communicated Safeguarding and Child Protection Policy that enables all staff to pass on concerns at whatever level to highly strained specialist members of staff. We provide a scripted, corporate response when necessary to controversial local, national or global events. These effective and regularly reviewed safeguarding procedures enable us to use informed professional judgement to implement strategies in individual cases and draw on wider support from the community.

**With particular reference to risks of vulnerability to extremist views or activities, we look for:**

- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Any reports of changes in behaviour, friendship or actions and requests for assistance
- Local authority services, and police reports of issues affecting pupils in other schools
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence

**We respond by:**

- Removing any hate-related graffiti and challenging views expressed through classroom discussion
- Supporting pupils through normal student welfare strategies
- Involving external agencies to ascertain whether there are other risk factors to be taken into account and determining an appropriate support plan.
- Contributing to a multi-agency assessment where appropriate in line with the local authority protocols.
- Problem solving and repairing harm - developing techniques for personal support, resolving conflict and repairing harm.

## **1. Access to violent extremist material**

While watching for leafleting and local contacts, our main concern is the access provided by the internet to violent extremist videos and propaganda accessed via websites or contact via social networking sites.

### **We are aware that:**

- Extremists use persuasive narratives to attract people to their cause based on a particular interpretation or distortion of history, politics or religion. We encourage our students to challenge ideas, think for themselves and take responsibility for their actions.
- There is no obvious profile of a person likely to become involved in extremism, or single indicator of when a person might move to adopt violence in support of extremist ideas. We aim to know our students, listen and respond to their changing needs. If members of staff do have concerns about behaviour patterns, they know how to refer through the safeguarding procedures in the school.
- Overtly challenging Islamophobia, anti-Semitism and other prejudices promotes a strong sense of belonging within the school.
- It is crucial that we challenge any behaviours which harm the ability of individuals and groups to work together and model ways to recognise grievance and repair harm

## **2. Building staff understanding of their roles and confidence in their skills:**

We incorporate into our INSET programme the development of teaching skills for dealing with controversial issues and provide opportunities for small group supported discussion

- We enforce safe behaviours in the use of the internet. We receive regular updates from the local authority and the police (via our school liaison police officer and safer neighbourhood team).

## **3. Working with the local community**

Our open door policy allows members of the community to share any information regarding tensions within the communities served by the school. We are an active partner in community leadership (with other school leaders, statutory agencies and with community groups), attending Community Peace Initiatives and engaging with the Safer Neighbourhood Team, local faith communities and supplementary schools.

We encourage our students to support the vulnerable and to use democratic and lawful vehicles for Protest.

We are prepared, when necessary, to challenge any unacceptable views expressed by families on the school premises and model ways to solve problems with consultation not confrontation.

## **4. Managing Risks**

Although there are very few instances of young people being exposed to violent extremist messages within schools, this is a risk of which we need to be aware. Risks could arise from:

- harmful influences – for example from governors, staff, parents, external groups or other students
- inappropriate use of ICT systems
- external groups using school premises

All such issues would be investigated using the relevant professional standards, the legal system or subjected to the relevant disciplinary procedures. All such issues are referred to the local authority and police and reported to the Independent Safeguarding Authority (ISA), the Vetting and Barring scheme) may also need to be informed.

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The school's recruitment and induction arrangements (including for governors) make explicit the role of all staff and governors in keeping students pupils safe from harm and we operate in accordance with the relevant regulations for the conduct and vetting of staff, including DBS checks, DFE registration and ISA.

Effective arrangements are in place for monitoring and reporting racist incidents, prejudice-related bullying and hate crime.

We promote effective and responsible use of ICT to prevent staff or students accessing illegal or inappropriate material through school ICT systems, including having appropriate monitoring systems in place with recourse to police and other partners as necessary.

Our Acceptable Use Policy ensures that use of material related to violent extremism is prohibited; and ensures that students, staff and governors are clear about the policy, monitoring practices and the sanctions. This ensures that staff, students and families are aware of the issues regarding risk.

## **5. External groups using school premises or facilities**

We are aware that there have been examples of groups linked to violent extremism trying to use school premises for campaigning or other events. We ensure that our lettings policy sets out the values of the school and makes clear that any group whose aims are counter to those values may not hire the facility.

## **6. Responding to events**

National and international incidents can have a particular impact on schools along with local counter terrorism operations and related community tensions. We understand our community and remain aware of what may impact on our students and we are prepared to respond.

### **This may take the form of:**

- whole school, year group or class-based sessions to promote opportunities for informed discussion
- promoting human rights and legal protection
- personal support for staff and students most affected.
- Local authority and partner services may be drawn on for:
- advice, briefings or support from police or other agencies
- educational psychology service support for school leaders in responding to incidents
- individual student support
- media management
- human resources support for staff issues
- the school emergency plan including post-event actions to ensures appropriate processes for supporting students and staff

We recognise that, while it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. We

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work with other local partners, families and communities, to help support pupils who may be vulnerable as part of wider safeguarding responsibilities.