



Safeguarding & Child Protection Policy

2018/19

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by:	
S. McCarthy	
Date of next review	1 March 2020

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INTRODUCTION

A range of documents, circulars and guidance for good practice governs Child Protection work at St. Gregory's Catholic Science College. Key documents, which inform this policy, are:

- The Prevent duty 2015
- Working Together to Safeguard Children 2015 (2017).
- Keeping Children Safe in Education 2016
(Part one of this document is given annually to all members of staff and forms part of their annual training)
- Child sexual exploitation 2017
- Inspecting safeguarding in early years, education and skills setting 2016.
- London Child Protection Procedures 2017
- Recommendations from the Munro Report 2011.
- Multi-agency guidance on female genital mutilation 2016.
- Sexual violence and sexual harassment between children in schools and colleges (2017).

The designated safeguarding lead is the Assistant Headteacher, Miss S McCarthy, and in her absence the Assistant Headteacher, Mrs M. Moran. Should Miss McCarthy and Mrs Moran be absent the matter should then be referred to Mr Prindiville (Headteacher) or another member of the Senior Leadership Team. The nominated Governor for safeguarding is Mrs Outred.

The Safeguarding and Child Protection Policy is reviewed (at least) annually and should be read in conjunction with other St Gregory's policies that also ensure the safety of children. All school policies are available on request from the school. Key relevant policies include:

Anti-bullying
Attendance
British Values Statement
Drugs
Educational Visits
Equality
E-safety
Good Behaviour
Health and Safety
Medical Conditions
Physical Intervention
Safer Recruitment (including DBS)
Staff Code of Conduct
Whistleblowing.

AIMS AND OBJECTIVES

St. Gregory's Catholic Science College strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted. Consequently the overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child).

This will be achieved by:

- Continuing to develop awareness in all staff of the need for Child Protection (**particular care should be taken with children with SEND**) and their responsibilities in identifying abuse.
- Ensuring that all staff are aware of referral procedures within the school (Child Protection is everyone's responsibility and any member of staff can if necessary make a referral to social care – contact brentlscb.org.uk).

- Monitor children who have been identified as ‘at risk’(this includes those at risk of sexual exploitation).
- Ensuring that outside agencies are involved where appropriate.
- Ensuring that key concepts of Child protection are integrated within the curriculum especially via PSHE.
- Creating an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.

EARLY HELP ASSESSMENT

The EHA provides a common approach, common language and a holistic assessment of the family’s needs, which is meaningful to the family because they have been supported to tell their story so that they can work in partnership with professionals to help achieve their goals. The EHA can be used:

- To assess, plan and review a package of support to meet the family’s agreed needs and goals.
And/or:
- As a referral for targeted services across Brent’s Children and Young People directorate. And/or:
- To nominate families as part of Brent’s Working with Families (WwF) programme.

In order to intervene at the earliest point, target help and support in a way that makes a difference to the lives of families, a good quality assessment and action plan are required. The EHA is part of Brent’s strategy to provide help to families at the earliest point of identification and to reduce the need for more costly specialist or statutory service interventions at a later stage.

The summary on the next page outlines possible indicators which help assess a pupil’s needs within the EHA framework.

If a pupil is in immediate danger of neglect, abuse, self-harm, etc. then an EHA assessment is not the priority and the usual referral to the duty CP office in the relevant borough is the procedure to be followed. Social Care may conclude that the level 3 threshold has not been reached and an EHA assessment may be appropriate.

If a child’s level of need does not place them in immediate danger then an EHA assessment should be carried out, after seeking parental consent.

Parent/carers should be included in the assessment process and evidence sourced from all stakeholders, including the child.

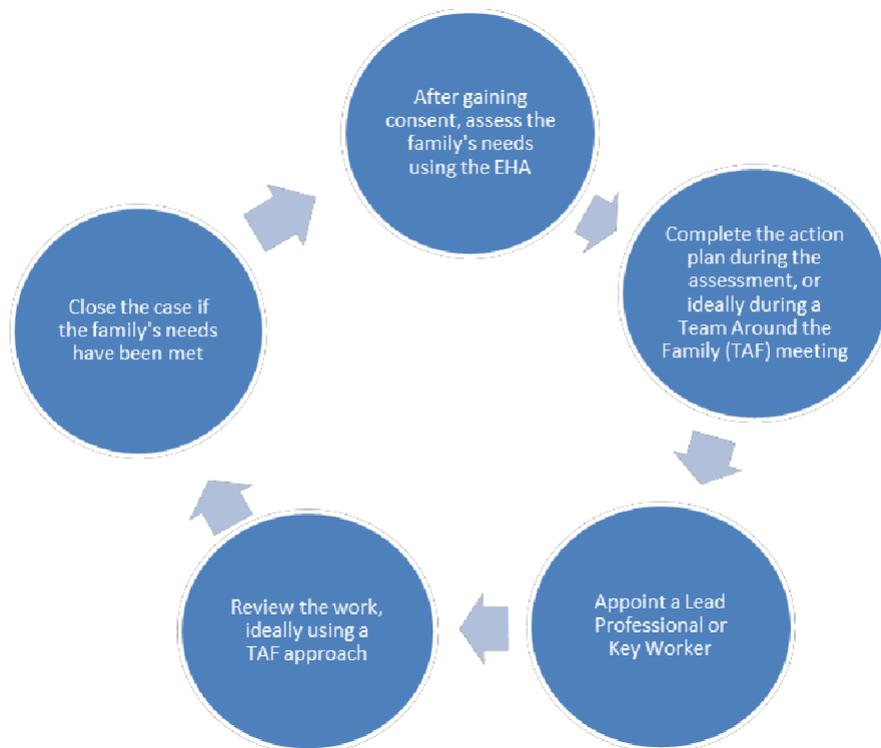
Continuum of Needs

The Continuum of Needs table, printed below, sets out the 4 levels of need, showing features of the children and young people at each level, and possible indicators of need. This is not a definitive list but addresses core areas.

	Level 1 Children with no additional needs	Level 2 Low risk to vulnerable	Level 3 Complex	Level 4 Acute
Who:	Children whose developmental needs are met by universal services.	Children with low level additional needs that are likely to be short-term but are not being met. Child's needs are not clear, not known or not being met.	Complex needs likely to require longer term intervention from targeted, statutory and/or specialist services. High level of unmet needs may require targeted integrated response, including specialist or statutory services. More complex level 3 may meet threshold for Children's Social Care assessment or intervention.	Acute needs requiring statutory intensive support, including Youth Offending Service and Children's Social Care. This includes meeting the threshold for child protection which will require Children's Social Care intervention.
Features: Children and young people:	Child achieving expected outcomes No CAF assessment required	From households where parents/carers are under stress, possibly impacting their parenting capacity Whose health & development may adversely be affected without multi-agency intervention Absence from school Family CAF assessment required; lead practitioner allocated, TAF process initiated.	Who are unlikely to enjoy a reasonable standard of development or health and are at risk of negative outcomes without the provision of co-ordinated targeted services. A risk of offending Regularly missing from home, care or education Family CAF assessment required; lead practitioner allocated, TAF process initiated and/or step up to Children's Social Care as required.	Who have suffered or are at risk of suffering significant harm. Where there are serious concerns about his/her health and development or deemed to be suffering neglect and /or abuse. Missing from education Missing from home or Care rather than "absent"

	Level 1	Level 2	Level 3	Level 4
	Children with no additional needs	Low risk to vulnerable	Complex	Acute
Possible Indicators: Children and young people	<ul style="list-style-type: none"> • Good physical health with age appropriate developmental milestones including speech and language • Good quality early attachments, confident in social situations • Supportive family relationships • Achieving key stages 	<ul style="list-style-type: none"> • Occasional truanting or non-attendance • Slow in reaching developmental milestones • Families affected by low income or unemployment • Minor health problems which can be maintained in a mainstream school • Parents/carers have relationship difficulties which may affect the child 	<ul style="list-style-type: none"> • Short term exclusions or at risk of permanent absence (85% or less) • Physical and emotional development raising significant concerns • Chronic/recurring health problems • Evidence of escalation of substance use • Evidence of changing attitudes and more disregard to risk • Lack of age appropriate behaviour and independent living skills, likely to impair development • Previous history of domestic violence • Child appears to have undifferentiated attachments 	<ul style="list-style-type: none"> • Chronic non attendance or persistent absence • No parental support for education • High level disability which cannot be maintained in a mainstream setting • Serious physical and emotional health problems • Challenging behaviour resulting in serious risk to the child and others • Teenage parent under 16 • Under 13 engaged in sexual activity • Distorted self-image • Young people experiencing current harm through their use of substance • Severe lack of age appropriate behaviour and independent living skills likely to result in significant harm e.g. bullying, isolation • High levels of domestic violence that put the child at risk • Parents are unable to care for the child without support • Risk of child sexual exploitation • Female Genital Mutilation

The EHA process



The Early Help Assessment should be used when:

a professional is worried about how well a child or young person is progressing. For example, there may be concerns about their health, development, welfare, behaviour, progress in learning, or another aspect of their wellbeing

a child, a young person, or their parent/carer raises a concern with a professional

a child or young person's needs are unclear, or are broader than the professional's service can address.

SCHOOL PROCEDURES

1. Any member of staff with an issue or concern relating to Child Protection (it should be made clear to students that **CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES**) should immediately discuss it with the Assistant Headteacher. Allegations of child abuse must always be given the highest priority and referred immediately to the Assistant Headteacher.
2. The Assistant Headteacher will then decide on an appropriate course of action (based on LSCB guidelines).
3. Information for parents/carers is published on the school's website informing them that staff are required to follow the procedures laid down by the LSCB (see **Appendix One**).
4. **Allegations against school staff (including volunteers) – see Appendix three.**
Teachers must protect themselves especially when meeting on a one to one basis with students, or when supervising students who are getting changed and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued (please refer to **Appendix Three** of this policy and the School's Physical Intervention Policy). Teachers who hear an allegation of abuse against another member of staff, or if they have concerns about the behaviour of another member of staff, should report the matter immediately to the **HEADTEACHER** so that LSCB procedures can be followed. **Under no circumstances** should the member of staff concerned be told of the allegation until the Headteacher has liaised with the Local Authority. If the allegation is against the Headteacher it should be taken directly to the Assistant Headteacher (Miss McCarthy) and through her to the Chair of Governors (Mr Frederick) who will liaise with the Local Authority and Diocese. The school will strongly support 'whistleblowers' and ensure that their anonymity, with regards to allegations or child protection issues, is preserved. The School has a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child, if that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.
5. **Allegations of abuse made against other pupils in the school** (peer on peer abuse) should be taken seriously, investigated and dealt with in line with this and other school policies and procedures. If a pupil makes an allegation of abuse against another pupil, this should be reported immediately to Miss McCarthy. This could include: sexual violence, sexual harassment, harmful sexual behaviours (either on line or off line), child sexual exploitation, bullying, sexting and cyber-bullying. If it is felt to be appropriate, the allegation will be referred to social care and/or the police.
6. **Recruiting and selecting staff** (including volunteers – please also see the schools Safer Recruitment policy). Recruitment procedures should include the following checks on all members of staff / volunteers (including those running after school activities):
 - Identity checks to establish that applicants are who they claim to be.
 - Academic and professional qualifications should be checked to ensure that they are genuine.

- Professional and character references should be followed up.
- Satisfy conditions as to mental and physical fitness.
- Previous employment history should be examined and any gaps accounted for.
- Enhanced DBS checks should be obtained via the Disclosure and Barring Service (this will also include barred list checks). If the person has lived outside of the UK further checks will be required (this will include record checks with EEA professional regulating authorities).
- A prohibition from teaching check.
- Verify the person's right to work in the UK.
- Verification of successful completion of induction or probationary period.
- References should be taken and scrutinised prior to interview.
- Contractors or employees of contractors must have the appropriate level of DBS check. If contractors have the opportunity for contact with children they must have an enhanced DBS Disclosure.
- Companies / Individuals letting the school's premises for their own activities, e.g. gymnastics club, must subscribe to the school's lettings policy.
- The school is committed to keeping an up to date Single Central Record.

NB. There will always be at least one member of every interviewing panel who has completed Safer Recruitment training in the last 5 years.

7. Inter-Agency Work:

- We work in partnership with other agencies in the best interests of our children (including the LSCB, health service, the police and the LA Prevent Team). The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care.
- We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a pupil/student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

8. The Deputy Headteacher (Mr McNulty) is responsible for e-safety and all pastoral matters.
9. Unless the specific permission of the Headteacher has been sought, staff mobile phones must be turned off in lessons.
10. The filming or photographing of children should only take place for use in media, displays, school brochures or in electronic forms. Staff must ensure

permission has been granted by parents. Please see the school office for the most up to date list.

11. Staff should not communicate with pupils outside of school hours using social media or any other electronic form. Consequently, staff must not give their contact details (this includes personal email address, home address or telephone number) to pupils.
12. All staff Child Protection training includes specific training on Female Genital Mutilation and Honour Based Violence. Staff know that this is child abuse and any concerns should be reported to Miss McCarthy immediately. Possible signs that FGM may be going to happen include:
 - An older female relative coming to visit
 - Another family member being subjected to FGM in the UK or abroad
 - Unexplained, prolonged or intended prolonged absence from school
 - Talking about a prolonged trip to the family's country of origin
 - A wish to confide in a professional or asking for help but not being explicit why
 - A girl confiding that she is to have a 'special procedure' or is attending a special ceremony to become a woman
 - A young person discussing FGM with other students

Please note if a teacher in the course of their work discovers that an act of FGM has or appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

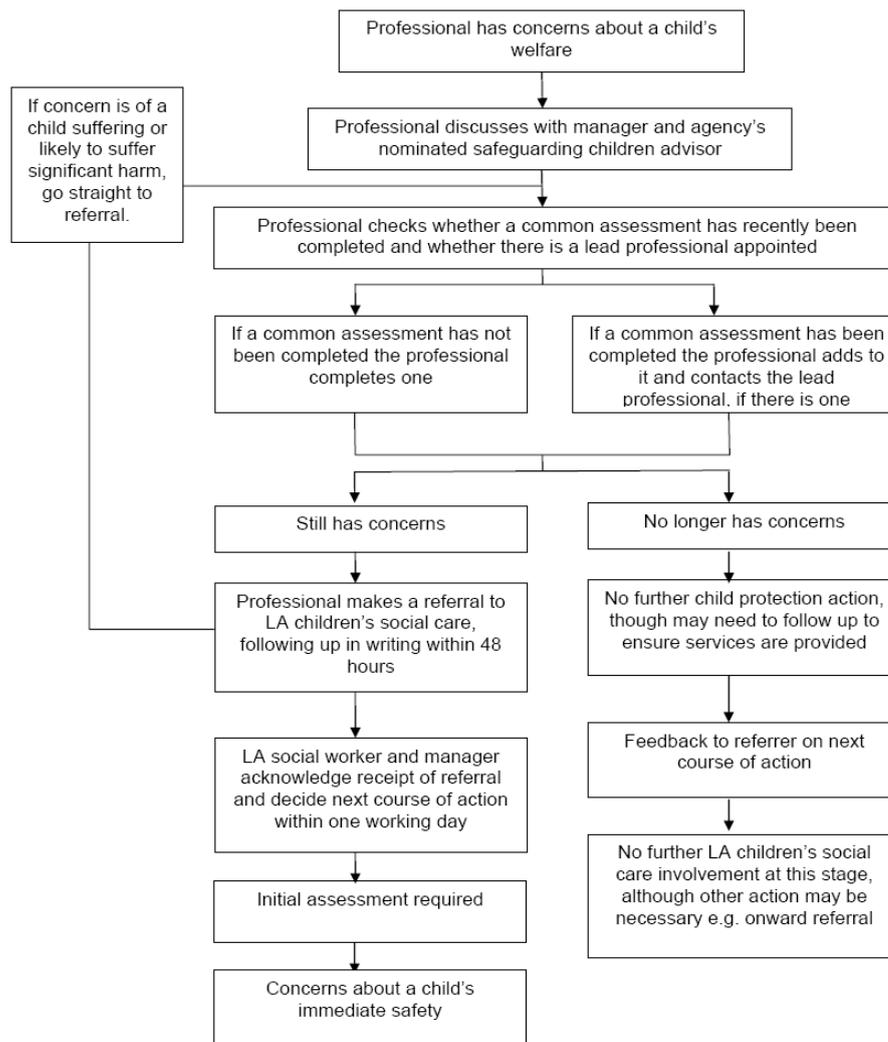
13. All staff Child Protection training includes specific training on Forced marriage. If you suspect a student is being forced into marriage, please report this to Miss McCarthy immediately.
14. All staff Child Protection training includes specific training on the Prevent Duty (please also see Appendix Five)

DEALING WITH DISCLOSURES OF ABUSE

Please see Appendix 2 and Appendix 5 (for types of child abuse).

The Quick Referral Flowchart below outlines the LA's procedure to be followed with regards to CP referrals;

Quick referral flowchart



MONITORING AND RECORD KEEPING

It is essential that accurate written records are kept where there are concerns about the welfare of a child. These records should then be kept in secure, confidential files, which are separate from the child's school records. The preferred practice is for parents to be informed of and agree to any referral being made (except when informing the parent(s) may increase the risk of or actual harm to a child).

Staff must keep the Deputy Headteacher informed of:

- poor attendance & punctuality (**please refer to the school attendance policy and Appendix 5**)
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

NB Any referral to Social Care by telephone must be confirmed by completing the on-line form found on the Brent LSCB website and a copy kept on the confidential school file. A note must be made of the Duty Social Workers name and the date / time of the phone conversation. **If parents have not been informed about (or if they have agreed to) the referral being made this must be reported to Social Care.**

Social Care should acknowledge a referral within one working day.

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently written records and reports should be:

- factual (no opinions)
- non-judgemental (no assumptions)
- clear
- accurate
- relevant

All written information regarding CP referrals (both active and obsolete) is kept by the Assistant Headteacher, Miss McCarthy. Each child's information is held in a file and children's details are summarised on a CP Pupil Cover Sheet if the child is subject to a CP Plan (See Appendix 6).

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

- To ensure that all staff and governors know the Assistant Headteacher is responsible (and in his/her absence the Headteacher or designated deputy safeguarding leads) for Safeguarding and Child Protection issues.
- To refer promptly (i.e that day) all cases of suspected child abuse to the child's home social care department. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the Police should be called.
- Refer cases to the Channel programme where there is a radicalisation concern.
- To maintain and update as necessary the Child Protection Monitoring List.
- To organise at least annual (including 3 yearly in depth) training on Child Protection within the School for all staff and governors (the Child Protection Policy must be part of the induction programme for new staff);
- To ensure that all staff know about, understand and have access to LSCB guidelines & the School Child Protection Policy.
- To support staff who make referrals to social care or Channel.
- To ensure the Local Authority referral procedures are followed.
- Link with the local LSCB.
- To co-ordinate action where child abuse is suspected.
- To facilitate and support the development of a whole school policy on Child Protection.
- To attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.
- Maintain accurate written records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a "need to know basis".
- Notify social care if there is an unexplained absence of a pupil who is subject to a child protection plan. N.B. Poor attendance by any pupil can trigger a referral to social care.
- To pass on records and inform the Lead Professional when a child who is subject to a Child Protection Plan leaves the school. The Local Authority must also be informed.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible (and at least every 2 years). The nominated Safeguarding governor and deputy safeguarding leads should also attend CP refresher training at least every 2 years.
- To undertake Prevent awareness training.
- Liaise with social care, the Child and Adolescent Mental Health service, education welfare service, educational psychology service, SENAS and any other relevant agency with regard to child protection issues.
- To liaise with the Headteacher regarding Child Protection issues and investigations.

- To report to the Police, if informed by a girl aged under 18 that an act of FGM has been carried out or if an act of FGM appears to have been carried out.
- To review at least annually and update (as necessary) this policy.
- To co-ordinate the provision of CP records to a child's new school if they leave and/or to post-16 destinations until the age of 18. Obsolete records should be held in the school archive until the date of the child's 25th birthday.
- Refer cases where a person is dismissed or left due to risk/harm to a child, to the Disclosure and Barring service as required; and refer cases where a crime may have been committed to the Police as required.

Please note the designated safeguarding lead is also the designated teacher for looked-after children.

APPENDIX ONE

Information for parents/carers published via the school website:

“Should a member of staff suspect that a pupil has been, or is at risk of being, abused they will adhere to the guidance set out by the Brent Local Safeguarding Children Board. N.B. This does not mean that a parent/carer is being accused of wrong doing. If you would like a copy of the School’s Child Protection policy please contact the school.”

APPENDIX TWO

What to do if you are worried about abuse or if you are told of abuse

Staff or volunteers in charge of children or young people should know what to do if they suspect that someone is being abused, or if someone tells them that abuse is happening. The following key points give a guide on what to do and not to do;

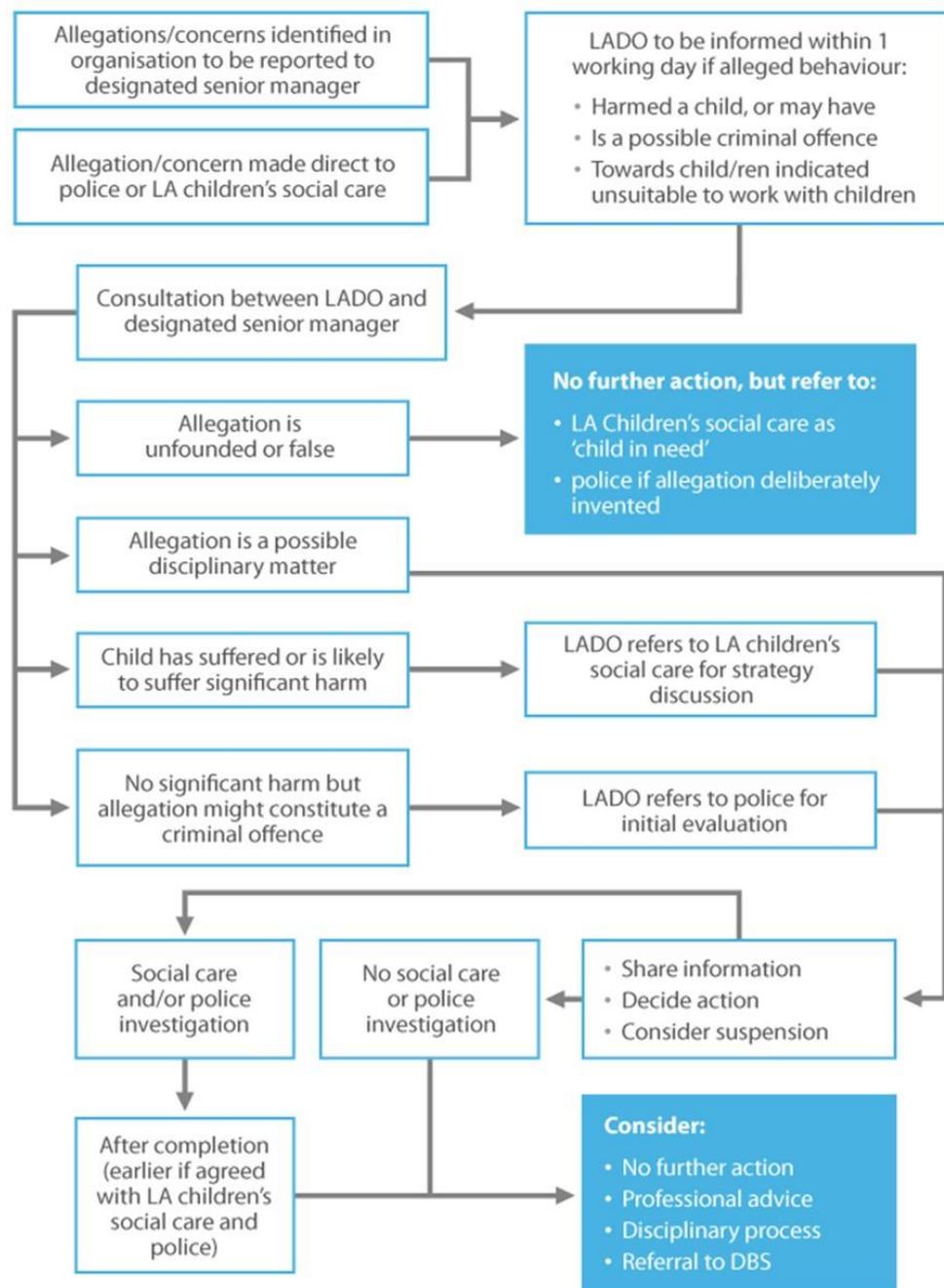
1. **Always stop and listen** straight away to someone who wants to tell you about incidents or suspicions of abuse.
 - Do not interrupt the child when he/she is explaining what happened
 - Do not interview the child or ask leading questions that might give your own ideas of what happened (e.g. do not ask “Did they do x to you?”)
 - Do not make suggestions to the child about what might have happened
 - Do not offer alternative explanations for the child’s worries
 - Do not put your own interpretation on what the child has said
 - Do not make assumptions about what the child has said
2. If you can, **write brief notes (including date and time)** of what the child tells you while they are telling you. If you are not able to write at the time, make notes of what was said or observed as soon as possible afterwards. As far as possible use the words that the child has spoken.
3. **Never make a promise** that you will keep what is said confidential or secret.
 - If you are told about abuse, you have a **duty** to tell the right people to get something done about it
 - Explain to the child that, if you are going to be told something very important that needs to be sorted out, you will **have** to tell the people who can sort it out. Tell the child you will only tell the people who absolutely have to know.
4. **Immediately tell** Miss McCarthy the designated safeguarding lead (unless they are themselves accused or suspected of abusing). In the absence of the designated person, tell Mrs Moran or the Headteacher. The verbal information must be quickly supplemented by a written statement.
 - Do not tell or discuss with anyone else what you have been told.
5. **Do not attempt to carry out an investigation** of suspected or alleged abuse by interviewing people, etc.
 - It is your duty to refer concerns on and not to investigate. Social Care and the Police are the people trained to do this. If you interfere, you could cause more damage and spoil possible criminal proceedings.
6. **Never think abuse is impossible in our school**, or that an accusation against someone you know well and trust is bound to be wrong.

APPENDIX THREE

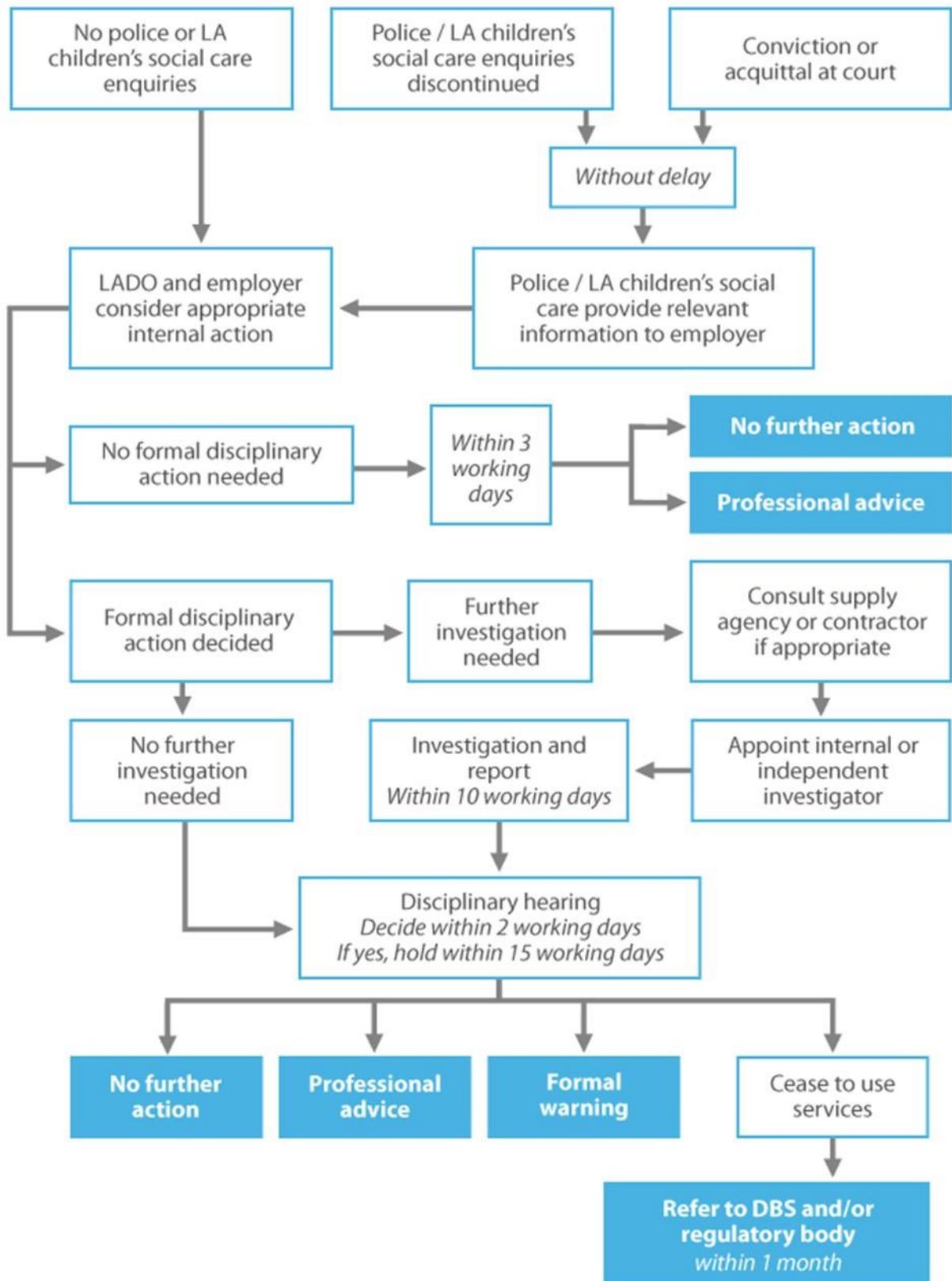
ALLEGATIONS AGAINST SCHOOL STAFF – One to One situations

- Avoid meeting pupils in remote, secluded areas of the school.
- Ensure there is visual access and / or an open door.
- Inform other staff of the meeting beforehand, assessing the need to have others present or nearby.
- Avoid the use of ‘engaged’ or equivalent signs.
- Always report any situation to a senior colleague if a child becomes distressed or angry.

**Allegations / Concerns Against Staff
Child Protection Process**



Allegations / Concerns Against Staff Disciplinary / Suitability Process



APPENDIX FOUR

Key Contacts

Name	Designation	Telephone number
Brent MASH team Brent Family Front Door	All Child protection referrals	02089374300 020 8863 5250 (out of hours) or email brentlscb.org.uk

The LADO function is currently undertaken by the Child Protection team and this team should be contacted as the first point of call for any LADO queries until further notice. Any AAP/LADO enquiries should be directed to Yvonne Prince or Aqualma Murray. If these people are not available contact the child protection team and ask to speak with a child protection advisor, see below for all contact details:

Child Protection team	0208 937 3783
Child Exploitation and online protection Centre (CEOP)	08700 003344
Forced Marriage Unit	0207 008 1500
DfE Prevent Helpline	0207 340 7264
FGM Helpline	0800 028 3550

APPENDIX FIVE

TYPES OF CHILD ABUSE

(Please also refer to the NSPCC website at: www.nspcc.org.uk)

Taken from “Responding to concerns of Abuse and Neglect” section of the London Child Protection Procedures.

1. **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 fabricates the symptoms of, or deliberately induces, illness in a child
2. **Emotional abuse** – is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve;
 - a) Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
 - b) Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
 - c) Seeing or hearing the ill-treatment of another;
 - d) Serious bullying, causing children frequently to feel frightened or in danger.
 - e) Exploiting and corrupting children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone..

3. **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 or non-penetrative acts. Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in a preparation for abuse (including via the internet). Sexual abuse is not necessarily perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim many have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Please also see next page).

4. **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.

Dealing with Self-Harm and Eating Disorders

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and should always be taken seriously. They may also be indicative of

psychological or emotional disturbance triggered by physical, sexual and / or emotional abuse or chronic neglect which may also constitute significant harm

Self-harm is on the increase amongst school children. If a staff member suspects or is told of an incident of self-harm, there are a number of things to be aware of:

- Self-harm is not necessarily suicidal behaviour. It tends to be secretive and associated with guilt or embarrassment
- It may be a way for the child to release tension
- Self-harm may also go further than intended, so it is vital to tackle it as soon as it is uncovered
- Self-harm often occurs as a group, where pupils have made a 'pact'
- Scars/marks are usually well hidden, however the child may display other unusual behaviour
- If concerns are expressed, the young person will often deny that they have a problem

Any staff member who becomes aware of, or suspects a student is experiencing significant psychological distress, should report the information via the procedures mentioned previously in this document. It is becoming more common that a social care CP referral will be deemed as not meeting the social care threshold for intervention and parents are encouraged to take children to their GP for a medical assessment of mental health.

In the case of an acutely distressed student, the immediate safety of the child is paramount and staff should arrange for an adult to be with the child at all times while help is sought.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation involves varying degrees of coercion, intimidation, force or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or may not realise they are victims of sexual exploitation.

Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups whilst **Extremism** is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values.

At St Gregory's Catholic Science College we build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school.
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

All concerns about Radicalisation and Extremism must be passed to Miss McCarthy

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect including FGM and CSE. It is essential therefore that all staff follow the school's procedure for reporting unauthorised absence as set out in the attendance policy.

