

Irthington Village School.

Child Protection and Safeguarding Policy.

November 2016

This policy has been revised to reflect these changes to the statutory guidance as outlined below.

- *All references to 'Keeping Children Safe in Education' (2014) have been removed and replaced with reference to 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016.*
- *All references to 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' (2013) have been removed and replaced with reference to Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' (March 2015)*
- *This policy has been developed and updated 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' 2015, 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 Child is Being Abused' 2015. The guidance also reflects, both 'Keeping Children Safe in Education' 2016, and Cumbria Safeguarding Children Board Cumbria LSCB Child Protection Procedures*
- *The term Designated Child protection Teacher (DCPT) has been replaced with Designated Safeguarding Lead (DSL) to reflect the terminology used within 'Keeping Children Safe in Education'.*

Child Protection and Safeguarding Policy and Procedure

This policy was adopted on **November 2015**

This policy was reviewed in **November 2016**

This policy will be reviewed in **November 2017**

Key contacts

Role	Name
Designated safeguarding lead	Lynn Harrison
Designated safeguarding lead	Fiona Sweetman
Nominated governor for safeguarding and child protection	Philip Prince
Chair of governors	Philip Prince

Local Authority Designated Officer (LADO)	<p>Tel: 01768 812267</p> <p>Email: lado@cumbria.gov.uk</p> <p>Fax: 01768 812090</p> <p>Address: LADO, Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ.</p>
Children's Services– Triage	0333 2401727

The LADO (Local Authority Designated Officer for dealing with allegations against staff
Contact Multi-Agency Business Support Team who will take your details and ensure a LADO returns your call: • Tel: 01768 812267
• Email: lado@cumbria.gov.uk
• Fax: 01768 812090
• Address: LADO, Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ.
Complete an allegations notification form (*Download from the LSCB website <http://cumbrialscb.org>*)
LADO working hours are Monday to Thursday 9am to 5pm and Friday 9am to 4.30pm

Irthington Village School
CHILD PROTECTION POLICY STATEMENT

Irthington Village School believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

We recognise that

- the welfare of the child/young person is paramount;
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse;
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of the policy:

- to provide protection for the children and young people who attend Irthington Village School, including those in the nursery and playgroup settings and any visiting from other schools or settings;
- to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

The policy applies to all pupils, staff, governors, volunteers, visiting and agency staff or anyone working at or on behalf of Irthington Village School.

We will seek to safeguard children and young people by:

- valuing them, listening to and respecting them;
- implementing child protection procedures based on national guidance and codes of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring that all necessary checks are made;

- sharing with children, parents, staff and volunteers, information about good practice in child protection;
- sharing information about concerns with agencies who need to know, and involving children and parents appropriately;
- providing effective management for staff and volunteers through support and training.

Our procedures for protecting children are set out in the companion document Irthington **Village School Child Protection Policy**. Copies can be found online at www.irthingtonvillage.cumbria.sch.uk and in the policy file in the school office.

Policy statement last reviewed and approved: November 2016

Signed: **Lynn Harrison**

Due for review: November 2017

CHILD PROTECTION POLICY

Introduction

1. The aim of this policy is to safeguard and promote our pupils' welfare, by fostering an honest, open, caring and supportive climate. Our pupils' welfare is of paramount importance.
2. The school has compiled this document with due regard to the statutory guidance, Working together to Safeguard Children 2013 (updated 2015) and Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016.

School commitment

3. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.
4. Our school will therefore:
 - a. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. We will be alert to our children's needs and learn to recognise when they might be distressed or concerned;
 - b. ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. We will ensure that every child in our school has at least one member of staff who they might feel able to share concerns with. Each child in EYFS will have a named key worker.
 - c. include in the curriculum activities and opportunities through PSHE/Citizenship, which equip children with the skills they need to stay safe and develop realistic attitudes to the responsibilities of adult life (e.g. Childline, safer internet day etc.);
 - d. follow Cumbria's published local protocol for assessment to ensure the provision of early help as set out in statutory guidance, including the use of Early Help assessment forms where appropriate;
 - e. ensure that wherever possible every effort will be made to establish effective and trusting working relationships with parents and colleagues from other agencies.

Working together with other agencies

5. The school will work closely with the LA in ensuring that concerns are recorded and reported, referring formally where appropriate so that support can be provided in a proportionate, timely way to the child/ young person and the family.

6. The school recognises that the responsibilities of the LA in protecting children and young people include:
- a. supporting and advising schools on safeguarding and child protection issues;
 - b. evaluating referrals of concern for children, using the multi-agency 'wedge' threshold guidance on the LSCB website (www.cumbrialscb.org);
 - c. in partnership with other agencies, providing or ensuring the provision of services to children and their families at the following levels:
 - i. Early help or early intervention;
 - ii. Targeted intervention for children in need where there are more complex needs and where statutory Children's Services assessment and help is provided under section 17 or the Children Act 1989
 - iii. Child protection intervention following section 47 statutory Children's Services assessment of risks of significant harm.

Roles and responsibilities

7. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover of this document.
8. The Designated Safeguard Lead (DSL) for child protection is **Lynn Harrison**. She will coordinate child protection activity, ensuring procedures are followed, that information is shared or kept confidential as appropriate, and that the child remains the central focus. In her absence the deputy who will undertake this role is **Mrs Fiona Sweetman** (Class 2 teacher).
9. The DSL also takes responsibility for reporting children missing from education to the Local Authority Children's Services. The Governing Body ensures that:
- a. procedures are in place that are in accordance with local authority and locally agreed inter-agency guidance;
 - b. their implementation is monitored for their effectiveness and that they are reviewed at least annually;
 - c. the procedures include the management of allegations against people who work with children, safe recruitment practice and reporting children missing from education.

Training and support

11. Our school will ensure that all staff will have access to training, which is relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. Refresher training will be available every three years for all staff, but bi-annually for designated staff.
- a. All staff in our school will be trained to recognise and respond to situations where a child might be considered to be at risk.
 - b. At any time a member of staff may consult with the DSL (Lynn Harrison), or in her absence the deputy DSL (Fiona Sweetman) on any child protection issue.
 - c. We will ensure all staff are informed about child protection procedures via our briefings and training sessions
 - d. We will inform parents of the school's duties and responsibilities for child protection by incorporating a statement in our school prospectus and on our website.
12. We have access to the Cumbria Local Safeguarding Children Board website www.cumbrialscb.org and we retain copies of Keeping Children Safe in Education: Statutory Guidance for Schools and

Colleges, September 2016 and What to do if You're Worried a Child is Being Abused in our school office.

13. We have a supporting e-Safety Policy, also available in our school office.

Consent, confidentiality and information sharing

14. Our policy on maintaining confidentiality and sharing information is as follows:

- a. Only those members of our staff who 'need to know' so as to contribute to the protection of a child will be advised of concerns or action taken.
- b. Parents, governors and every adult working in, or associated with, the school will be advised of our approach to confidentiality and information sharing.
- c. Staff (including volunteers) must never guarantee confidentiality to a child: it might be necessary to tell someone else in order to safeguard the child. A child who asks the adult to keep a secret should be advised that the information may need to be shared with others.
- d. Normally, personal information will only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent will be obtained before sharing personal information with third parties.
- e. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child might necessitate that the information should be shared without informing or obtaining the consent of a parent. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and advice should be sought if in doubt.
- f. If parents and/or the child do not consent to an early help assessment, then the DSL should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

Records and monitoring

1. Well-kept records are essential to good child protection practice. Concerns about welfare or behaviour must be recorded
2. All such notes, minutes, referrals and records are kept separate from the child's main school file in a locked cupboard (in the Head teacher's office).
3. If a child transfers or leaves, the notes should be passed from our DSL directly to the receiving school's DSL.

Attendance at Child Protection Conferences

4. A Child Protection Conference is a multi-agency meeting called to consider the child's need for a Child Protection Plan.
5. The Chair of the Conference extends an invitation to the school rather than a named person. The person who best knows the child and can contribute to the conference will normally attend from our school.
6. We will include training and support for staff who attend conferences and prepare reports in our regular training events.

Supporting pupils at risk

7. Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school.
8. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

9. This school will endeavour to support such pupils through:
- a. the curriculum, to encourage self-esteem and self-motivation;
 - b. the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
 - c. the consistent implementation of our behaviour policy;
 - d. regular liaison with other professionals and agencies who support the pupils and their families;
 - e. a commitment to develop productive, supportive relationships with parents;
 - f. the development and support of a responsive and knowledgeable staff team, trained to respond appropriately in child protection situations.
10. This policy should be read in conjunction with other related policies in school. These include
- Dealing with allegations of abuse against staff
 - Behaviour policy
 - Special Educational Needs
 - Health and Safety
 - Administration of medicine
 - Attendance
 - E-safety
 - Recruitment and appointment procedure for school staff
 - Staff capability, grievance and discipline
 - Whistleblowing
 - Equalities
 - Sex and relationships education (SRE)

Safe school, safe staff

11. As a school, we recognise that organisational, personal or professional difficulties can get in the way of protecting children (for example, fear that we might compromise relationships with parents). We know, however, that children's needs are paramount.
12. We recognise that physical contact with pupils is sometimes part of our role 'in loco parentis' but will avoid all contact that might be misrepresented.
13. If our staff are working in a one-to-one situation with a pupil, they should be careful to ensure that another adult is close by.
14. Teachers are not counsellors. School staff should not be counselling and/or giving advice to children or young people about sexual matters, except where this is part of the school's agreed Sex and Relationships Education (SRE) policy.
15. We follow the LA's recommended best practice in order to recruit and select safe staff.
16. We follow current procedures when staff are faced with allegations of abuse.

CHILD PROTECTION PROCEDURES

We will follow the procedures set out below where it is believed that a child is either

- a. suffering from, or is at risk of, significant harm or
- b. has needs that cannot be met and we believe co-ordinated intervention is required. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and parent, or the child and other adults, the interests of the child must be paramount. These procedures should be read in conjunction with the flow chart (Annex 2).

Dealing with emergency concerns

1. If any member of staff is concerned about a child, her or she must inform the Designated Safeguarding Lead (DSL).
2. All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Generally, in an abusive relationship the child may:

- appear frightened of the parent/s or other household members e.g. siblings or others outside of the home;
- act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups);
- display insufficient sense of 'boundaries', lack stranger awareness;
- appear wary of adults and display 'frozen watchfulness'.

Dealing with a disclosure

3. If a child discloses any kind of abuse, the teacher/member of staff should only seek initial clarification from the child – tact and sympathy are vital. Under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying. (see Annex 3 for further guidance)

4. The member of staff must refer the concerns, together with copies of any notes or records made, to the DSL. It is the duty of the DSL to inform the local Children's Services of concerns about a child.

5. If the senior designated person does not do this and the teacher who had made the initial referral remains concerned, then they need to exercise their own judgement and make the referral themselves.

6. When making a referral the DSL will complete the Cumbria Safeguarding Hub Single Contact form (this can be found by accessing www.cumbrialscb.org and clicking on 'How to make a referral'.

The member of staff who first referred the concerns to the DSL must keep a log of the incident, to include:-

- Child's full name (it is really important to spell this correctly! Please check in the register)
- Address
- Sex and date of birth
- Parent(s) and guardian(s) name(s)
- Know aliases
- Contact addresses and telephone numbers during school hours
- Name of teacher making the referral/ making the comment
- Nature of injury (if any)
- Grounds for suspicion
- Action taken, including the dates and times

7. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

8. Where, following an early help assessment by the school staff or other involved agencies of a situation, it is considered immediate protective action is required, the DSL will make a referral. This referral will be by telephone to the Cumbria Safeguarding Hub 0333 2401727 9. Blank forms for recording concerns, logging incidents and making formal referrals can be found in the office (safeguarding log) and completed records must be stored in the locked filing cabinet in the Head Teacher's office.

Dealing with a disagreement over referral outcomes

10. Where the school believes that insufficient action has been taken with regard to a concern raised about a child, the DSL will follow the Local Safeguarding Children's Board (LSCB) conflict resolution protocol.

11. Briefly, this means that there should initially be a discussion between the DSL and the relevant social worker.

12. If the point of disagreement cannot be resolved at the practitioner level, then the issue is to be discussed and resolved between the Head Teacher and the relevant Children's Social Care Team Manager.

13. Should the issue remain unresolved, the Head Teacher should refer the matter to the relevant Service Manager, Social Care whose role is to ensure county wide standards are being applied.

14. The formal stage of the conflict resolution protocol can only occur after the early stages have been exhausted. The full procedures can be accessed via www.cumbrialscb.com

Procedures to follow if an allegation is made against a member of staff

15. An allegation against a member of staff is potentially extremely serious – for the child, staff member and school. The school has adopted a separate procedure for dealing with such allegations. The Head Teacher (or Chair of Governors if the allegation is against the Head Teacher) will immediately contact the LA designated officer (LADO) who will advise on actions to be taken. (See front page for LADO contact details).

Support

16. Dealing with a disclosure from a child and other safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for himself/herself and discuss this with the DSL.

DEFINITIONS

1.1 *Abuse, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.*

1.2 *Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.*

1.3 *Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.*

1.4 *Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.*

1.5 *Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.*

1.6 *Safeguarding children is the action we take to promote the welfare of children and protect them from harm. Safeguarding and promoting the welfare of children is defined in [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2015\)](#) and [Keeping children safe in Education September 2016](#) as:*

- *protecting children from maltreatment;*
- *preventing impairment of children's health and development;*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*
- *taking action to enable all children to have the best outcomes.*

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

2 CATEGORIES OF ABUSE

2.1 Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

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

2.2 Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.3 Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

2.4 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

3 SPECIFIC SAFEGUARDING ISSUES

3.1 *School staff members need to be aware of specific safeguarding issues and be alert to any risks.*

3.2 *The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website for advice on other issues.*

- *child sexual exploitation (CSE)*
- *bullying including cyberbullying*
- *domestic violence*
- *drugs*
- *fabricated or induced illness*
- *faith abuse*
- *female genital mutilation (FGM)*
- *forced marriage*
- *gangs and youth violence*
- *gender-based violence/violence against women and girls (VAWG)*
- *mental health*
- *private fostering*
- *preventing radicalisation and the Prevent duty*
- *sexting*
- *teenage relationship abuse*
- *trafficking*

3.3 Further information on Child Sexual Exploitation

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

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the ‘chronology’ in the East Sussex Local Safeguarding Children’s Board guidance –Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years, Schools and Colleges – will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has

begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

3.4 Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to below.

The DFE Multi-Agency Practice Guidelines, chapter 9 (page 42)

Guidelines for school, colleges and universities sets out how staff can make a difference; 'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage'

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

3.5 Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- *identifying people at risk of being drawn into terrorism*
- *assessing the nature and extent of that risk, and*
- *developing the most appropriate support plan for the people concerned.*

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

Prevent is the Cumbria strategy for preventing vulnerable people from being radicalised into violent extremism:

- *Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery*
- *Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns*
- *Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism*
- *Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.*

Indicators of terrorist activity

The Department for education has published The Prevent duty

Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

3.6 Self-harm and suicidal behaviour

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

4 RECOGNITION – WHAT TO LOOK FOR

4.1 In an abusive relationship, the child may:

- *appear frightened of their parent(s)*
- *act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups*

4.2 In an abusive relationship, the parent or carer may:

- *persistently avoid child health services and treatment of the child's illnesses*
- *have unrealistic expectations of the child*
- *frequently complain about or to the child and fail to provide attention or praise*
- *be absent*
- *be misusing substances*
- *persistently refuse to allow access on home visits by professionals*
- *be involved in domestic violence and abuse*
- *be socially isolated*

4.3 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

