



ParkviewEducation
Cultivating youths. Changing futures

Parkview Academy

Child Protection
and Safeguarding Policy
and Procedures

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1. Introduction

The purpose of this policy is to inform staff, parents/carers, and visitors about Parkview Academy's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out. The school promotes safeguarding through the curriculum in helping children understand how to keep themselves safe.

This policy aims to ensure that:

- all staff are aware of what action to take when dealing with a child protection issue or safeguarding concerns.
- All staff work with other schools and local authorities to share good practice to improve this policy.
- Promote working within the guidance of Keeping Children Safe in Education, September 2021.

All staff working within the children's workforce have a duty to read part one and Annex A, of Keeping Children Safe in Education.

Staff follow a robust training programme to recognise and report safeguarding issues.

2. Child Protection and Safeguarding Policy

Parkview Academy fully recognises its statutory responsibilities for Child Protection and Safeguarding. It is committed to promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and be appropriately trained.

3. School Designated Safeguarding Lead (DSL)

The Academy has appointed a Designated Safeguarding Lead (DSL) from the senior leadership team in accordance with KCSIE September 2021 guidance. The DSL is responsible for matters relating to child protection and welfare.

DSL – Daniel Smith (Deputy Head)
daniel.smith@parkviewcare.co.uk

In their absence, these matters will be dealt with by the Head of Education:
Alison Dobbie alison.dobbie@parkviewcare.co.uk

The DSL is key to ensuring that proper child protection and safeguarding procedures and policies are in place

and adhered to. They will also act as a dedicated resource available for other staff, parent/carers, and Local Governors to draw upon.

Parents are welcome to approach the DSL if they have any concerns about the welfare of any child in the school, whether these concerns relate to their child or any other. The DSL will liaise with the Local Authority and work with other agencies in line with statutory guidance Working Together to Safeguard Children, 2018 (updated December 2020 albeit still dated 2018 (check the copyright date (2020) on back cover) and Keeping Children Safe in Education, September 2021.

There will always be cover for this role and arrangements for this are as follows: In the event of the Designated Safeguarding Lead being unavailable, cover for this role will be taken on by the Deputy Designated Safeguarding Lead/s.

Deputy Designated Safeguarding Leads are.

Melissa Combes – melissa.combes@parkviewcare.co.uk

Gemma Barton – gemma.barton@parkviewcare.co.uk

Chloe Ramos – chloe.ramos@parkviewcare.co.uk

Should the Deputy Designated Safeguarding Lead be unavailable then the matter will be passed on to another available member of Senior leadership, who will take the details and pass the information on to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead as soon as they are available.

4. Local Authority Child Protection and Safeguarding

Local Authority designated Officer (LADO)

If you need to speak to the LADO Service regarding an allegation against a member of staff, please contact the LADO Service or complete a referral form. Your details will be taken and passed to the LADO on duty. The same LADO will support you through the process until the matter has been resolved.

[View referral form for professionals \(DOCX, 81.4 KB\)](#)

[View referral form for parents and carers \(DOCX, 67.6 KB\)](#)

Contact details

Telephone: [03000 41 08 88](tel:03000410888)

Email: kentchildrenslado@kent.gov.uk

If a call is urgent i.e. a child is in immediate danger and requires safeguarding, call [03000 41 11 11](tel:03000411111)

If a call is urgent and outside of office hours call
[03000 41 91 91](tel:03000419191)

Kent and Medway safeguarding children – procedures and strategies

All our procedures and strategies have been developed to support and help partner agencies in their safeguarding work.

[View Kent and Medway Safeguarding Children Procedures](#)

PREVENT

The Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

Concerned about a young person?

If you are concerned about the radicalisation of a young person or other family members, please refer the case to the County Channel Panel by completing the prevent referral form, or by contacting the Front Door Team on [03000 41 11 11](tel:03000411111).

[Complete Prevent Referral Form](#)

Kent and Medway Prevent Team

Nick Wilkinson – Prevent and Channel Strategic Manager

Strategic Lead for Prevent; Counter Terrorism Coordinator for Kent County Council; Chair of the Kent Channel Panel; Chair of the South East Prevent and Channel Chairs meeting; Lead Officer for Kent Community Safety Agreement Priority of Preventing Extremism and Hate Crime

Email nick.wilkinson@kent.gov.uk

Laura Wright – Prevent Coordinator

Coordinates Prevent activity across Kent and Medway agencies, develops and oversees a partnership Prevent plan, and delivers Prevent training to a range of agencies.

Email laura.wright@kent.gov.uk

Sally Green – Prevent Education Officer (Medway and West / North Kent)

Supporting educational establishments across Kent and Medway up to secondary level to implement Prevent through teaching, training, and guidance. Works in partnership with the Department of Education, and the Network of PEO's.

Email sally.green2@kent.gov.uk

Jill Allen – Prevent Education Officer (South and East Kent)

Supporting educational establishments across Kent and Medway up to secondary level to implement Prevent through teaching, training, and guidance. Works in partnership with the Department of Education, and the Network of PEO's.

Email jill.allen@kent.gov.uk

Helene Morris and Lisa Coward – Channel Coordinators

Case managing of Channel referrals and assessing the vulnerability and risk of an individual to radicalisation. Coordinating and working closely with statutory agencies, including Home Office intervention providers to create bespoke intervention places for all individuals recognised as needing relevant Channel support.

Email helene.morris@kent.gov.uk and lisa.coward@kent.gov.uk

Hannah Chandler – Prevent Business Support Officer

Provides business support to the Prevent Team, and coordinates and supports the Kent Channel Panel, Prevent Delivery Board and Cross Directorate Prevent Group meetings.

Email: hannah.chandler@kent.gov.uk

5. Looked-After-Children

The Designated Teacher for Looked-After Children (DLAC) is:

Daniel Smith (Acting) – daniel.smith@parkviewcare.co.uk

The DLAC will liaise with the Virtual Head for Looked-After Children to ensure that the funding assigned to the child/young person is put to best use. The role will also encompass the needs of post-LAC students.

6. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education September 2021 and Working Together to Safeguard Children 2018. We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Parts 3 and 4 of the schedule to the Education (Independent School Standards) Regulations

2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children in their own right (but not by association, as of 31 August 2018).

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage, and on the advice document Sexual violence and sexual harassment between children (May 2018). It takes account of any guidance from the Department for Education relating to Coronavirus and Covid 19 and the re-opening of schools and the latest version of the Ofsted Inspection Framework. Additional guidance should continue to be read in conjunction with this policy.

7. Scope and Publication

This policy applies to all staff (including agency staff), central team staff and volunteers working in the Academy and applies wherever staff or volunteers are working with students even where this is away from the school, for example at an activity centre or on an educational visit.

Parkview Academy takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our provision to identify, assess, and support those children who are suffering harm.

The DfE defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development.
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

8. Principles

The Academy has a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the Department for Education. The Academy recognises its legal and moral duty to promote the wellbeing of children, protect them from maltreatment, and respond to child abuse, as well as its responsibility to follow the local inter-agency procedures of Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

The Multi-agency partnership consists of three member groups – the Police, Health, and the Local Authority.

[Kent Safeguarding Children Multi-Agency Partnership arrangements at a glance](#)

Purpose	Safeguard and promote the welfare of children and young people
Safeguarding Partners	<p>Safeguarding Partners:</p> <p>Kent County Council</p> <p>Kent CCGs</p> <p>Kent Police</p> <p>Relevant agencies</p> <p>Education, Health providers, District Councils, Social care providers, National Probation Service, Cafcass, Kent Fire and Rescue Service and others.</p>
Vision	Protect children from harm and prevent them from the risk of being harmed, support their recovery from harmful situations and improve our services through learning
Executive Board's Objectives	<ol style="list-style-type: none"> 1) Ensure that the legal requirements are met 2) Children are safeguarded and receive the support that they require in a timely and appropriate manner 3) All agencies are clear about their responsibilities and staff receive the relevant training 4) The public have confidence in our safeguarding arrangements to keep children safe
Working Groups	<p>Policy and Procedures Subgroup*</p> <p>Scrutiny and Challenge Subgroup</p> <p>Emerging Themes Subgroup* (covering criminal and child sexual exploitation)</p>
Partnership Forums	<p>Health Providers Safeguarding Partnership*</p> <p>Education Safeguarding Partnership</p> <p>District Council Safeguarding Lead Partnership</p> <p>Child Death Review Partners*</p>
Executive Board Support	Business Support Team

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice which results in a child being physically or psychologically damaged. We believe that children must receive the right help at the right time to address risks and prevent issues escalating.

We believe that children have the right to have their views heard and considered by all professionals when making decisions to keep the child safe from harm. We will actively enable and encourage children to participate in an open dialogue with all Academy stakeholders about safeguarding matters and include them in decisions about safeguarding practices, developing an inclusive and open ethos to keeping them safe.

We agree that we have a primary responsibility for the care, welfare, and safety of the students in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care, and extended school activities. We will teach about safeguarding, including keeping safe online, as part of providing a broad and balanced curriculum covering relevant issues through personal, social health and economic education.

We always maintain an attitude of 'it could happen here'. When we have concerns about the welfare of a child, staff will always act in the interest of the child and will raise these with the school's Designated Safeguarding Lead. In exceptional circumstances, such as in an emergency or a when a genuine concern has not been appropriately acted upon, staff members will speak directly to children's social care and or the Police.

The Academy seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The Academy hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

Every complaint or suspicion of abuse from within or outside the school will be taken seriously and in all proper circumstances will be referred to an external agency such as children's social care services, the LA designated officer(s), police, or the NSPCC, without investigation by the school. (The appropriate person(s) only (Headteacher and/or DSL or deputy DSL) will have

completed the relevant information gathering and due consideration process appropriate to their level of skill and expertise, prior to seeking further advice or making a referral.)

The LA children's social care services, LA designated officer(s) and NSPCC contact details will be displayed throughout the Academy for ease of reference for the whole community and children. The name of the Academy's Designated Safeguarding Lead and their deputy will be clearly advertised throughout the provision. The name of the Head of Education will be clearly displayed in the school office for school staff.

9. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs or disabilities.
- those who are educationally disadvantaged.
- are young carers.
- are looked-after or post-looked-after.
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- have English as an additional language.
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic abuse.
- are at risk of honour-based violence including FGM and/or forced marriage, sexual exploitation, or radicalisation.
- appear vulnerable to criminal exploitation.
- are asylum seekers.

10. Roles and Responsibilities

All staff will safeguard children's wellbeing and promote their welfare: protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and by taking appropriate action to enable all children to have the best outcomes.

All staff **MUST** read Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education September 2021, and review this guidance at least annually.

Directors, Senior Management, Safeguarding Lead, Designated Safeguarding Leads and their deputies, and members of the Central Team should read the document in its entirety.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), Domestic Abuse, Honour Based Violence and radicalisation.
- Mental Health problems and how in some cases they are an indicator of the child being at risk of harm.

All new staff will receive basic safeguarding training as part of their induction and be expected to read and understand the Child Protection and Safeguarding Policy.

Main responsibilities of the DSL

Managing referrals

- Refer all cases of suspected child abuse to KSCMP.
- Refer all safeguarding concerns involving adults (staff & volunteers) to the LA designated officer(s).
- Refer an individual to the Disclosure and Barring Service (when a staff member has harmed or poses a risk of harm, to a vulnerable adult or child, or has been dismissed for harming a vulnerable adult or child or would have been dismissed had they not left employment). This is a legal duty, and the Company will work with the Safeguarding Lead in completing and making the referral.
- Refer to the Teaching Regulation Agency (TRA) (formerly NCTLs Teacher Services or Employer Access Online Service) when checking the Teacher's Prohibition List for all teachers employed by the school and for making referrals for teacher misconduct. Teaching Regulation Agency (TRA) checks will be completed on all staff involved in teaching.
- Inform the Police (cases where a crime may have been committed) with due regard to NPCC 'When to call the police' guidance.
- Liaise with the Teacher in Charge to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

Receive appropriate training every two years (or more regularly) and ensure that updates are accessed on an annual basis through the Local Authority or KSCMP. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures, and responsibilities of other agencies, particularly children's social care.

They should:

- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations, and practitioners
- Understand and participate in the assessment process for providing early help and intervention through the KSCMP.

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand and participate in child protection conferences and reviews, including providing reports.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding policy and procedures, especially new, agency/supply and part-time staff.
- Be alert to and support the specific needs of children in need, those with educational needs, looked after children, children with SEND, children with a social worker and young carers.
- Attend relevant and refresher training courses, including online safety.
- Organise child protection induction, and update training annually for all school staff.
- Encourage a culture among all staff of listening to children and taking account of their wishes and feelings, and any measures the school may put in place to protect them.
- Ensure that at least one interview panel member of each interview has undertaken Safer Recruitment training.
- records and are passed on to the child's next school in a confidential and secure manner, ensuring a confirmation receipt is obtained on delivery.
- Ensure that the existence of the child protection file is marked on the student records.
- Ensure that any student with a child protection plan who is absent from the educational setting without explanation is referred to children's social care immediately.
- Ensure the Academy follows up any unexplained absences immediately and refer this to the appropriate agency (educational welfare service, social care, or the police) if the child cannot be located. Ensure that the Academy follows local Child Missing in Education procedures.
- Encourage a culture of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensure that the Academy, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Understand and support the Academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

Raising awareness

- Ensure the school's policies are known and used appropriately.
 - Ensure the school's Child Protection and Safeguarding policy is reviewed annually and the child protection procedures are in line with the LA, KSCMP and any updates via KCSiE
 - Ensure the Child Protection and Safeguarding Policy and procedures are available publicly, and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school Academy in this.
 - Link with the local KSCMP to make sure staff are aware of training opportunities and the best local policies on Child Protection and Safeguarding.
 - Keep written records of concerns about a child even if there is no need to make an immediate referral.
 - Maintain detailed, accurate, secure written records of concerns and referrals and ensure actions are recorded and acted upon.
 - Ensure that all child protection records are kept confidentially and separately from student
- The DSL and their deputy must undertake child protection training and training in inter-agency working every two years (or more regularly) and will attend annual refreshers provided by the LA/KSCMP to remain updated on policy, procedures and developing concerns nationally and regionally.
- Their full responsibilities are outlined in the job descriptions of both the DSL and the Deputy DSL.

Teacher in Charge

The Teacher in Charge is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable.
- Ensuring the school has at least two emergency contact details for each student.

11. Reporting and Recording

It is the responsibility of all adults in Academy to ensure that any safeguarding concerns they may have, are reported to the Designated Safeguarding Lead.

This Academy requires all staff to record non-urgent concerns verbally and on Clearcare as soon as possible, within the same day.

Any urgent concerns, where a child might be at risk of significant or immediate harm must be reported immediately to the DSL (or in their absence the DDSL) and then reported in writing onto Clearcare as soon as possible within the same day or as directed by the DSL on that occasion.

All reports will include complete details of the child, any others involved and of the incident. All names will be written in full, and all people mentioned will be given their designation (i.e. "Fred, father of John"). As much as possible the language used by the child/student in any disclosure, will be reported and not substituted by the adult reporting.

The report will be considered a formal document and so all details must be clear so that, if referenced at a later stage, the person reading it has a clear understanding of who is involved and what occurred. Reports may be submitted as part of legal proceedings.

Where a child/student has such a file, this will be indicated on their general pupil file.

Next steps for the concern will be followed up by the DSL and DDSL.

12. Confidentiality and Information Sharing

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe except in circumstances where damage may be done to a person or group of people. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and where appropriate the Academy will seek advice from Senior Management.

The Academy will ensure that all child protection records are kept confidential and only allow disclosure to those who need the information in order to safeguard and promote the welfare of children. The Academy will cooperate with police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations.

Regardless of any duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated safeguarding lead in accordance with this policy. All staff may raise concerns directly with children's social care services.

The Academy will ensure that a clear protocol regarding communication using walkie-talkies is established and shared with relevant staff so no compromise or detriment to any safeguarding information.

13. Recognising Abuse and Taking Action

Staff (including temporary staff), Senior managers and Directors must follow the procedures set out below in the event of a safeguarding issue.

We choose to refer via the DSL in most cases because they may have wider knowledge about the family/ circumstances that is unknown to the rest of staff. This also ensures that the person responsible for Safeguarding and Child Protection has a comprehensive picture of what is happening in Academy.

Nevertheless, where a staff member has a concern and the DSL or DDSL cannot be located or where the staff member feels the response from the DSL/DDSL is inadequate, the staff member MUST refer the case into Social Care using the processes and procedures below.

If a child is in immediate danger

Early identification of abuse and neglect is vital. Staff will always speak to the Designated Safeguarding Lead to escalate their concerns. In exceptional circumstances, such as in an emergency or if they believe that a genuine concern that they have has not be appropriately addressed, they will speak directly to children's social care.

Should the DSL or their deputy not be contactable immediately, make a referral to children's social care and/or the police immediately if a child is in immediate danger or at risk of harm. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly. To make a referral staff need to ring [03000 41 11 11](tel:03000411111). After making the call staff may be directed to complete an online referral form.

The following link takes you to the GOV.UK webpage for reporting child abuse to your local council: <https://www.gov.uk/report-child-abuse-to-local-council>

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions. Staff should not take a decision as to whether or not the abuse has taken place.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible. Use the child's own words. Stick to the facts, and do not add your own judgements. The record/report should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record/report should be signed by the person making it and should use names, not initials. The record/report once completed must be kept securely and handed to the DSL as soon as possible.
- If appropriate, and the DSL or Deputy DSL are unavailable, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. (See section how to make a referral for details of how to do this).

- Once the record/report has been completed and a referral has been made (if deemed appropriate) a copy of the record/report, along with the completed online referral form should be uploaded to the child's file on Clearcare, marked confidential with limited access.
- **Do not investigate suspicions regarding child protection issues.**

Action by the Designated Safeguarding Lead – concerns about children

The action to be taken by the DSL will take into account:

- The local inter-agency procedures of the Kent Safeguarding Children multi-Agency Partnership (KSCMP).
- The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care or the Police. In case of serious harm, the Police will be informed from the outset.
- The wishes of the student who has complained, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a student's wishes.
- The wishes of the complainant's parents provided they have no interest which is in conflict with the student's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the designated safeguarding lead is concerned that disclosing information to parents would put a child at risk; s/he will take further advice from the relevant professionals before making a decision to disclose; and
- Duties of confidentiality, so far as applicable.

Referral

If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care services on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, the DSL will make a referral without delay. If the initial referral is made by telephone, the DSL will confirm the referral in writing to children's social care services within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact children's social care services again. Should the Academy require further support in escalating the case then they will contact the Regional Safeguarding Lead.

If you discover that FGM has taken place or a student is at risk of FGM

The Department for Education's Keeping Children Safe in Education September 2021 explains that FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a child has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in Appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a student under 18 must immediately report this to the Police, personally. This is a statutory duty, and teachers may face disciplinary sanctions for failing to meet it. (KCSIE September 2021 and Serious Crime Act 2015). Thereafter, they may discuss their concerns with the DSL.

The duty above does not apply in cases where a child is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a child is at risk of FGM or discovers that a student age 18 or over appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

If you have concerns about a child (as opposed to a child being in immediate danger)

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below). You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Early help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the referral processes.

If early help is appropriate, the DSL will support you in

liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include **Channel**, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on [0800 789 321](tel:0800789321) if you:

- think someone is in immediate danger.
- think someone may be planning to travel to join an extremist group.
- see or hear something that may be terror-related.

14. Allegations of Abuse Made Against Other Students (Peer-on-peer/child-on-child)

All staff should be aware that children are capable of abusing other children, should be able to identify this and know what to do. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Most cases of students hurting other students will be dealt with under our Behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

Further guidance is given in:

- KCSIE September 2021: Part 5 Child on Child Sexual Violence and Sexual Harassment
- DfE Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2018, Paragraph 43 and Annex A

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

This is most likely to include, but may not be limited to:

- bullying and cyberbullying
- physical abuse which includes hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm
- sexual violence such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment which may be stand alone or part of a broader pattern of abuse.
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause their victim humiliation, distress, or alarm. This is a criminal offence thus there is a duty to report to the police.
- Sexting
- initiation/hazing type violence and rituals
- abuse with intimate partner relationships.

If a student makes an allegation of abuse against another student:

- You must tell the DSL and record the allegation, but do not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of peer-on-peer/child-on-child abuse by:

- challenging any form of derogatory or sexualised language or behaviour.
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys.
- ensuring our curriculum helps to educate students about appropriate behaviour and consent.
- ensuring students know they can talk to staff confidentially, clearly outlining this during PSHE and RSE lessons, or the delivery of pastoral work or during assemblies. If, needed, children are given the opportunity to choose a specific adult to work with during pastoral work, to enable them to openly share any concerns.
- ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Further support can be found in UKCIS Guidance: *Sexting in schools & colleges) responding to incidents and safeguarding young people. (2017)*

Informing parents

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the LA designated officer(s), the Police and/or the Teacher in Charge before discussing details with parents.

External agencies

Whether or not the Academy decides to refer a particular complaint to children's social care services or the police, the parents and student will be informed of their right to make their own complaint or referral to the children's social care services or the child protection unit of the Police and will be provided with contact names, addresses and telephone numbers, as appropriate.

15. Specific Safeguarding Concerns

All staff should have an awareness of the safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, and sexting (also known as youth produced sexual imagery) put children in danger.

We will take into account the specific needs of children/young people in difficult circumstances and will ensure that their additional needs are taken into account and dealt with according to the local authority arrangements and KCSIE September 2021.

Such circumstances include:

- children and the court system
- children with family members in prison
- child criminal exploitation
- county lines
- domestic abuse
- homelessness
- so-called 'honour-based' abuse (HBA)
- child sexual exploitation
- preventing radicalisation
- peer-on-peer/child-on-child abuse
- sexual violence and sexual harassment between children in schools.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying (including online), grooming and radicalisation without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To this end, we will ensure there is extra pastoral support for children with SEN and disabilities.

Children with a social worker

It is recognised that when a child has a social worker, it is an indicator that they are more at risk than most students. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour, and poor mental health.

We take these needs into account when making decisions in the best interests of their safety, welfare and educational outcomes.

As a school, we support students with a social worker by:

- Ensuring we build or continue to build a positive relationship with the student and their parent/carer.
- Monitoring the child's attendance and ensuring any worries are reported to their social worker in a timely manner.
- Monitoring any changes in behaviour and ensuring any worries are communicated to the social worker in a timely manner.
- Ensuring any safeguarding concerns are shared with the social worker in a timely manner.
- Ensuring the child knows they can talk to any adult in school should they have any concerns or worries.

The use of 'reasonable force' in schools and colleges

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained, to violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a child's path, or active physical contact such as leading a student by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will, in considering the risks, carefully recognise the additional vulnerability of these groups (under the Equality Act 2010) in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Further detail is found in the Behaviour Policy.

Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.

All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. They should consider the context within which such incidents and/or behaviours occur. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

(Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.)

Further information can be found in; KCSIE September 2021 Annex A and www.contextualsafeguarding.org.uk

Safeguarding concerns about a staff member or volunteer

At Parkview Academy we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. If you have concerns about any adult in the school, speak to the Teacher in Charge without delay, in their absence the DSL/DDSL.

Where there are concerns about the Teacher in Charge, this should be referred to the Head of Education who **MUST** inform the Senior Management Team immediately.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Teacher in Charge/Head of Education/SMT/DSL will then follow the procedures in place for Managing Allegations Against Staff, as appropriate.

If a staff member feels unable to raise their concerns/issues with their Teacher in Charge or feels that their

genuine concerns are not being addressed, they must refer to the Whistleblowing Policy and/or contact the SMT directly.

16. Managing Allegations Against Staff

The Academy has procedures for dealing with allegations against staff (including supply staff and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious, or unfounded allegations.

These procedures follow the DfE guidance Keeping Children Safe in Education September 2021, and should be used where any adult, including members of staff, supply staff, volunteers or contractors has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child, OR
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All allegations will be reported by the Teacher in Charge immediately or to the Head of Education and the SMT in the initial stages where the Teacher in Charge is the subject of the allegation.

In the cases of all allegations against staff or volunteers the Teacher in Charge will then inform the Head of Education who will escalate this to the SMT as a serious reportable issue.

Allegations must not be shared with other staff, parents, or students.

When a person reports an allegation of abuse against a member of staff or volunteer at the Academy which appears to meet the above criteria, the Teacher in Charge will immediately contact the LA designated officer(s) before further action is taken. Where there is any doubt as to whether the criteria have been met the LADO must be informed.

Where an allegation is made about a supply teacher, whilst the Academy is not the employer, they should ensure that all allegations are dealt with properly. In no circumstances should a decision be made to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. (KCSiE September 2021).

The accused person will be informed of the allegation as soon as possible after the designated officer has been consulted. Appropriate support and a representative will be provided to keep the accused person informed of the progress of the case as appropriate.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the students or student concerned; and
- the need for a full and fair investigation.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm, or of allegations of harm toward a student. This guidance is contained in the Staff Code of Conduct, and the Staff Handbook/Induction Handbook.

Ceasing to use staff

If the Academy ceases to use the services of an accused member of staff because they are unsuitable to work with children, a compromise agreement will not be used. A referral to the Disclosure and Barring Service (DBS) will be made. If the staff member is a teacher, a referral will be made to both the Disclosure and Barring Service and the Teaching Regulations Agency (TRA) by the school with the support of the SMT if required. Any such incidents will be followed by a review of the safeguarding procedures within the Academy, with a report being presented to the SMT without delay.

Resignation

If a member of staff tenders his/her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the Academy. Resignation will not prevent an investigation or the conclusion of an investigation and may prompt detailed referrals being made to the DBS and/or the TRA.

Criminal proceedings

The Academy will consult with the LA designated officer(s) following the conclusion of a criminal investigation as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed.

Record keeping and retention of documentation

Details of substantiated (sufficient evidence to prove the allegation) and unsubstantiated (insufficient evidence to prove or disprove the allegation) allegations will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation if this is longer.

Substantiated allegations will be referred to in references.

Unsubstantiated allegations will not normally be referred to in references requests, but if the Teacher in Charge is explicitly requested, s/he will seek the advice of the LA designated officer(s) before responding to the request.

Allegations that are found to have been malicious (sufficient evidence to prove the allegation and there has been a deliberate act to deceive), false (sufficient evidence to disprove the allegation) or unfounded (where there is no evidence or proper basis which supports the allegation being made) will be removed from the employee's records.

Malicious and unsubstantiated allegations made by students/pupils

Where an allegation by a student is shown to have been deliberately invented or malicious, the Teacher in Charge will consider whether to take disciplinary action in accordance with the school's behaviour policy. The LA designated officer(s) will refer the matter to children's social care to determine whether the child is in need of services, or to consider if the child might have been abused by someone else. Schools may choose to note this malicious allegation on the student's/pupil's record for information only, where a pattern of malicious referrals might be made. (See Annex B KCSIE 2021 for further guidance).

Whistleblowing

All staff are required to report to the Teacher in Charge, or the Head of Education in his/her absence, any concern or allegations about Academy practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Concerns regarding the Teacher in Charge should be made to the Head of Education whose contact details are readily available to staff. Advice should be sought from the LADO, the SMT or the NSPCC Whistleblowing advice line who provide independent advice. Concerns regarding proprietors should be referred to the LADO and the Head of Education.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call [0800 028 0285](tel:08000280285) – lines are available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

More information about whistleblowing can be found within the Whistleblowing Policy or at <https://www.gov.uk/whistleblowing>

Safer recruitment

To ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, supervised, and trained.

We accept that it is our responsibility to follow government guidance regarding safer recruitment.

We will ensure that the checks will be made in conjunction with the relevant agencies including the Teaching Regulation Agency (TRA), the Disclosure and Barring Service (DBS) and the Home Office.

The checks include:

- Identity, including name and current address
- Right to work in the UK
- Qualifications
- Police checks through the DBS
- Children's barred list
- Overseas checks
- References (in accordance with the Safer Recruitment Policy)
- Medical Fitness
- Prohibition from teaching
- Prohibition from Management (where applicable to the role)
- Prohibition from working in other EEA schools
- Childcare (Disqualification) Regulations 2009 (for staff member but not "disqualification by association")

These checks will be made in accordance with the Safer Recruitment Policy. They will be made in accordance with the role applied for.

For overseas checks post EU exit September 2021 see KCSiE Part 3 and

<https://www.gov.uk/guidance/re...>

All checks made will be recorded on the Academy's Single Central Record (also known as the SCR) in line with the guidance. Any other checks (medical, references) are not necessarily required to be recorded but may be at the discretion of the organisation. All the checks however must be maintained in the staff personnel files and appropriately recorded as being so (e.g. on a staff personnel file checklist).

Full details of our safer recruitment procedures are set out in the Academy's Safer Recruitment Policy.

17. E-Safety/ Online Safety at home

We recognise that technology is a significant component of many safeguarding issues and can provide the platform for harm. We endeavour to do everything possible to identify, intervene and escalate any incident appropriately.

The areas of risk are categorised into three areas:

- Content: being exposed to illegal, inappropriate, or harmful material
- Contact: being subjected to harmful online interaction with other users, and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

With a view to this, we will ensure that appropriate filters and monitoring systems are in place at the Academy to reduce the risk. (Further advice for appropriateness of filters, including for Prevent duty, can be found in KCSiE September 2021 and UKSiC: appropriate filtering and monitoring).

We will also ensure that students will be taught about safeguarding, including online safety in school and when online at home.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Full details are set out in the E-Safety Policy and in the government guidance document Teaching online safety in school, June 2019.

KCSiE September 2021: Annex C, Online Safety contains full guidance, support, information, and resources to support school, DSL and leadership teams in this area.

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the Academy. For further information on the use of mobile phones, please refer to our Staff Code of Conduct, Acceptable Use Policy and E-safety Policy.

18. Record Keeping

We will hold records in line with our Retaining Records Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

At Parkview Academy we use Clearcare an online reporting system and individual securely held files to hold all Safeguarding records.

Children who have left the school have their information archived on Clearcare and information that is both electronic and paper based is shared with their new school once we have confirmation that they have started at their new setting. Upon handover of a child's file, a record of transfer is signed by the new setting to confirm that they have received the information and are now responsible for the records.

If information is shared with other agencies, such as social care or early help, we ensure that we firstly verify who the individual is before sharing the information. Information sharing is essential in building 'the big picture' for each child and ensuring best practise in meeting their needs.

19. Training

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures, to ensure they understand the Academy's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board and the national guidance/initiatives.

The DSL and Deputy DSL

The DSL and deputy will undertake child protection and safeguarding training at least every two years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Senior and Central Management

All Senior and Central management receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

20. Prevention

We recognise that the Academy plays a significant part in the prevention of harm by providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection.

The Academy will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children, e.g., through safety questionnaires, participation in anti-bullying initiatives, or other effective ways of teaching children about their rights (United Nations Convention on the Rights of the Child).
- Encourage self-esteem and self-assertiveness, through the curriculum as well as relationships, whilst not condoning aggression or bullying.
- Promote a caring, safe, and positive environment.
- Liaise and working together with all other support services and those agencies involved in the safeguarding of children.
- Support families through Early Help initiatives.
- Provide explicit teaching on Safeguarding, Equalities and British Values, which is mapped throughout the curriculum.
- Provide specific teaching on Relationships Education, Relationships and Sex Education and Health Education as outlined by the government requirements making this compulsory in September 2020.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

(see Public Health England: Rise Above for resources and KCSiE September 2021 Para. 94)

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the Academy are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the following school's policies and procedures.

- Anti-bullying Policy: the school will also ensure that bullying is identified and dealt with promptly. Sexualised behaviour, or bullying that is homophobic, trans gendered or gender prejudiced in nature, or where there appear to be links to domestic abuse in the family home will be addressed via local child protection procedures. Concerns about forced marriage and honour-based abuse will be addressed via local child protection procedures.
- Staff Safer Recruitment Policy.
- Staff Code of Conduct.
- Racist & Discriminatory Incidents.
- Confidentiality and Data Protection.
- Behaviour Policy (including rewards, sanctions, and the use of exclusion) and the school rules.
- Health and Safety Policy.
- Physical intervention/Restraints
- Allegations made against members of staff.
- Tackling Extremism and Anti-Radicalisation (PREVENT) Policy.
- Young Carers.
- Missing Students Policy.
- Looked-After Children Policy.
- Attendance and Punctuality Policy.
- Registration of Pupils Policy.
- E-Safety Policy.
- Curriculum Policy.

To ensure that any harm caused by other students can be minimised, we will pay particular attention to:

- Personal, Social and Health Education, Relationships Education and Relationships and Sex Education: child protection issues will be addressed through the curriculum as appropriate. Further details can be found in Relationships and Sex Education Policy.

21. Alternative Provision

Where the Academy places a student with an alternative provision provider, the Academy continues to be responsible for the safeguarding of that student and should be satisfied that the provider meets the needs of the individual. The Academy will obtain written confirmation from the alternative provider that appropriate safer recruitment checks have been carried out on individuals working at the establishment, i.e., those checks that the Academy would otherwise perform in respect of its own and agency staff.

22. Adults who Supervise Children on Work Experience

Staff organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.

Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

These considerations would include whether the person providing the teaching/ training/ instruction/ supervision to the child on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the Academy will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person and receive confirmation in writing.

The Academy is not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. (DBS checks cannot be requested for children/young people under the age of 16).

23. Children Staying at Home with Host Families (Homestay)

On occasion the Academy may make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related i.e., as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements (see Annex E of KCSIE September 2021 for further details).

The Academy should:

- Consider the suitability of the adults in the host families.
- Obtain a DBS enhanced certificate with barred list information for any adults in the host home. (Where these are volunteer hosts, the check can be obtained free of charge by the school).

NB Where there are 16–18-year-olds also living in the house, schools can obtain an enhanced DBS check for these but cannot request a Barred list check.

Where the Academy arranges overseas homestays for their own students, they should liaise with their partner schools abroad to establish a shared understanding of the arrangements in place before and during the visit. They should be satisfied that the arrangements are appropriate and sufficient to safeguard their students. The school retains the safeguarding responsibility for their students.

Where 'homestays' extend to 28 days or more for a child aged under 16 (under 18 if the child has disabilities) this may amount to 'private fostering' (Children's Act 1989) and must be treated accordingly.

24. Private Fostering – LA Notification When Identified

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

School staff should notify the designated safeguarding lead (DSL) when they become aware of private fostering arrangements.

The Academy must be clear who has parental responsibility.

The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA.

The Academy itself has a mandatory duty to inform the local authority of the private fostering arrangements, and thus allow the local authority to check that the arrangement is suitable and safe for the child.

(A comprehensive guidance on the circumstances in which private fostering may arise can be found at DfE statutory guidance Children Act 1989 Private fostering).

25. NSPCC

- The Academy will clearly advertise the NSPCC contact and Child Line details with a statement about their statutory powers to take action to safeguard children.
- The Academy will clearly advertise the NSPCC dedicated helpline for reporting concerns/suspensions regarding Female Genital Mutilation (FGM) and Gangs.
- The Academy will clearly advertise the NSPCC Whistleblowing advice line which provides free advice for professionals who wish to raise concerns about how child or young adult protection issues are being handled in their own or other organisations.

26. Academy Premises

The Academy will take all practicable steps to ensure that the premises are as secure as circumstances permit, conducting regular risk assessments and maintaining a log of risk assessments, and other health and safety checks. All reportable incidents will be reported to the SMT promptly and health and safety processes followed.

Visitors and parents are not allowed into school buildings without a visitor's badge and will be accompanied by a member of staff whilst inside the building. Visitors wishing to enter the Academy building must sign in on arrival and sign out again on departure. Un-badged and unaccompanied visitors inside the building will be challenged by a member of staff and escorted to the office to complete the signing-in procedures. Those visiting the Academy site to collect or drop off children or to attend meetings are restricted to appropriate areas and will be directed as to which locations are available to them.

The Academy will check the identity of all new agency staff on arrival (by requesting photo id) and ensure the person presenting themselves for work is the same person that the agency has provided vetting checks for.

27. Monitoring and Evaluation of Safeguarding Procedures

Any serious child protection incidents at the Academy will be followed by a review of the safeguarding procedures. In addition, the DSL will monitor the operation of this policy and its procedures and will make a termly report to the SMT.

The organisation will undertake an annual review of this policy and how their duties under it have been discharged. They will ensure that any deficiencies or weaknesses with regard to child protection arrangements at any time are remedied or reported without delay. Prior to any review of the policy, feedback will be sought from SMT, Safeguarding Leads, students, staff, and parent/carers on the effectiveness of the policy.

The Academy will undertake an annual safeguarding review to monitor policy into practice. The findings will be shared with the SMT. The SMT will ensure, that all actions arising from the review are addressed appropriately and in a timely manner.

Staff should receive training on how to identify vulnerable learners and understand that there may be additional safeguarding vulnerabilities for students with SEN and disabilities (SEND) and how those barriers can be overcome. *Safeguarding disabled children, practice guidance 2009.*

28. Additional Safeguarding Information

- **Appendix 1:** Recognising signs of child abuse
- **Appendix 2:** Sexual Abuse and Sexual Harassment
- **Appendix 3:** Exploitation (including Child Sex Exploitation, Child Criminal Exploitation and County Lines)
- **Appendix 4:** Female Genital Mutilation (FGM)
- **Appendix 5:** Domestic Abuse
- **Appendix 6:** Indicators of Vulnerability to Radicalisation
- **Appendix 7:** Further Advice

29. Links with Other Policies

This policy links to the following policies and procedures:

- Anti-bullying (which includes Racist issues)
- Attendance
- Behaviour (which includes Positive handling)
- Complaints
- Curriculum
- Exclusions
- First Aid
- Health and Safety
- Medicines Policy
- Online Safety
- Risk Assessment
- Safer Recruitment
- Sex and Relationship Education
- Staff code of conduct
- Whistleblowing

30. Additional Contact Information

- Main contact: 0808 800 5000 (help@nspcc.org.uk)
- ChildLine: 0800 1111
- FGM direct line: 0800 028 3550
- Gangs direct line: 0808 800 5000
- Whistleblowing advice line: 0800 028 0285
- Forced Marriage Unit 020 7008 0151 (fmu@fco.gov.uk)
- Tackling Extremism and Radicalisation (Prevent) counter.extremism@education.gsi.gov.uk 020 7340 7264

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

Significant change in behaviour

- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child 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.

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
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby

- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g., belt marks, handprints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

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:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate, or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

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.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g., for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia, or clothing

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
- A child seen to be listless, apathetic, and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2

Sexual Abuse & Sexual Harassment

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Staff should be vigilant to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- upskirting

Developmental Sexual Activity

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out”

which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration.

The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Appendix 3

Exploitation (including Child Sex Exploitation, Child Criminal Exploitation and County Lines) 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 or criminal exploitation.

Signs include:

- going missing from home or school
- regular school absence/truanting
- 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
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- 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.

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line.'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate, and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

Appendix 4

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

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 are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child'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 child's sibling has undergone FGM
- Child 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 changes 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
- 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** and make a referral to children's services.

Appendix 5

Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to serious long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed, and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge <https://www.refuge.org.uk/>

Operation Encompass helps police and schools work together to provide emotional and practical help for children. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also

include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *Foster hatred which might lead to inter-community violence in the UK.*

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being drawn into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

Guidance on Channel

<https://www.gov.uk/government/publications/channel-guidance>

Further information can be obtained from the Home Office website.

Appendix 7

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International – making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

Schools transgender toolkit

Intercom trust transgender guidance