

Child Protection Policy



BRADGATE
Education Partnership

Trust Level

Approved (Trust Board):

Review Date:

Responsible Officer:

Director of Schools

School Adopted

School Name:

Mercenfeld Primary School

Review Date:

September 2020

Responsible Officer:

Head Teacher & Local Advisory Board

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Named Staff and Contacts

Training Received:

	Name	Date
Designated Safeguarding Lead	Joanna Shephard	14.11.18
Safer Recruitment	Joanna Shephard	14.1.19
Allegations Management	Joanna Shephard	<...insert date...>

School and Trust Contact Details:

	Name	Position	Contact Details
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Safeguarding and Performance Unit contacts:

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LADO/Allegations	Mark Goddard / Kim Taylor	Designated Officer	0116 305 7597
LA Safeguarding	Simon Genders Ann Prideaux	Safeguarding Development Officers	0116 305 7750 0116 305 7317
First Response Children's Duty (Same-day referrals)	Telephone: 0116 3050005 Email: childrensduty@leics.gov.uk Address: First Response Children's Duty Room 100b County Hall Championship Way Glenfield LE3 8RF		
All other referrals including Early Help Services	http://lrsb.org.uk/childreport		
Early Help queries and Consultation Line	0116 3058727		

Other Contacts

Name	Contact
The NSPCC whistle blowing helpline number	Telephone: 0800 028 0285.

1 Introduction

1.1 Bradgate Education Partnership and Mercenfeld Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2019 and "*Working Together to Safeguard Children*", 2018.
- the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements

1.3 There are four main elements to our Safeguarding/Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been harmed or abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, volunteers, governors and visitors to the school. We recognise that child protection is the responsibility of all adults in school. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents as appropriate.

1.5 Extended School Activities

Where the Local Advisory Board (LAB) provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the LAB will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.

2.3 Safeguarding in the Curriculum

(please amend this section to reflect your school)

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:-

- Bullying (including Cyberbullying)
- Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- Online safety
- The danger of meeting up with strangers
- Fire and water safety
- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (including cybercrime)
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Trust Board

In accordance with the statutory guidance “Keeping Children Safe in Education” September 2019, the Trust Board will ensure that:

- Each school has their own Child Protection/Safeguarding Policy in place to ensure that members of the Trust and schools act in a timely manner to safeguard and promote childrens welfare.
- A Code of Conduct is in place for the Trust to include the appropriate training and induction for staff to ensure that clear expectations are outlined with regards to expected standards of behaviour and conduct.

- That schools have an appropriate safeguarding response to children who go missing from education.
- Ensure that appropriate staff members are in place within the central staffing team to provide support to schools with regards to safeguarding as and when appropriate.
- Request that all serious safeguarding concerns are escalated to Trust Board for review and determination of lessons learned so that this can be shared across the Trust.
- The Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Trust Chief Executive Officer, in liaison with the Local Authority Allegations Manager (LADO) and Human Resources.

3.3 Central Team

The Trust's Central Team will also play a vital role in supporting school in creating a proactive and ongoing culture of vigilance through:

- Providing the appropriate staffing to support schools with safeguarding issues and to facilitate information sharing where appropriate to ensure that schools across the Trust are aware of lessons learned.
- Set out its approach to Safer Recruitment and maintenance of schools individual Single Central Records.
- Ensuring that there are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2), providing advice, guidance, support as and when required.
- Ensure that the appropriate training is in place in relation to allegations management of staff/volunteers within schools.
- Ensure that appropriate Trust wide policies and procedures are in place to support schools in dealing with safeguarding concerns.
- Provides Safer Recruitment Training to the appropriate staff across the Trust.
- Ensure that the appropriate safeguarding training is taking place within schools with all staff.
- The Chief Executive Officer will deal with any allegations in relation to central team members of staff.

3.4 Local Advisory Board (LAB)

In accordance with the statutory guidance "Keeping Children Safe in Education" September 2019, the LAB will ensure that:-

- The school has its own Child Protection/Safeguarding Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers in line with Trust Safer Recruitment procedures.

Furthermore, the Head Teacher, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

- Trust procedures for dealing with allegations of abuse against members of staff and volunteers are adhered to (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings etc.
- The Head Teacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education, the pupil behaviour policy and how to respond if children go missing). The Local Authority Induction leaflet, ("Safeguarding in Education Induction – Child Protection Information, Safer Working Practice") will be used as part of this induction and Annex A from "Keeping children safe in education" September 2019 is provided to all staff working directly with children.
- Ensure that the Trust's Code of Conduct is shared with staff so that expected standards of behaviour are clear.
- Any deficiencies or weaknesses brought to the attention of the Head Teacher/Designated Safeguarding Lead/LAB will be rectified without delay.
- Any allegations of abuse that are made against the Head Teacher are escalated to the Trust (Bradgate Education Partnership) specifically the Director of Schools to deal with. The Director of Schools will remain in liaison with the Local Authority Allegations Manager (LADO)
- Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.
- There is an individual member of the LAB who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the LAB and Trust Board where appropriate.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

3.5 Head Teacher

The Head Teacher of the school will ensure that:

- The Trust policies and procedures adopted by the LAB are effectively implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer and to the Trust, in accordance with Bradgate Education Partnership's LADO process (Appendix 2).
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in line with the Trust's Whistleblowing Policy.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails within school and Trust support mechanisms, to report these directly to Children's Social Care (Children's Services) or the Police.

3.6 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping Children Safe in Education" and include:

- Provision of information to the Safeguarding Children Partnership on safeguarding and child protection.
- Liaison with the LAB and the Local Authority on any deficiencies brought to the attention of the LAB and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed).
- Act as a source of support, advice and expertise within the school.
- To attend and contribute to child protection conferences and other social care meetings when required.
- Be alert to the specific needs of children in need - those with special educational needs, disability and young carers
- Ensure each member of staff has access to and understands the school's Safeguarding/Child Protection Policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing and Code of Conduct. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with Part 1 of "Keeping Children Safe in Education" and Annex A to those working directly with children;
- Keep detailed (signed and dated), accurate and secure written records of concerns and referrals;

- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible – this will be in advance of the pupil arriving where specific ongoing support is required.
- Maintain and monitor secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

****NB - COVID - 19 Whilst schools are closed, the DSLs will make twice weekly telephone welfare check with children who have social services involvement and weekly/fortnightly contact with vulnerable pupils we have outlined. Call will be logged and updated on the vulnerable child register.**

4 Records, Monitoring and Transfer

- 4.1 The school uses the CPOMS system. Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies. Up until August 2019 each school maintained a set of electronic and/or paper records. From September 2019 all safeguarding records, including the recording of initial concerns will be done via the CPOMS system. Any records prior to September 2019 will be retained and archived: where appropriate some records will be scanned and added to the CPOMS system.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg the Designated Safeguarding Lead (and deputies) and the Head Teacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarizing case activity, helps to enable effective monitoring. Any actions taken are clearly indicated.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school *[or 6th form / FE college]*, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police are copied.
- 4.6 A record of allegations made against staff is kept in a confidential file by the Trust HR Manager where appropriate.

5 Support to Pupils and School Staff

- 5.1 **Support to Pupils** – Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children’s Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, “Keeping Children Safe in Education 2019”.
- 5.2 **Peer on Peer Abuse** – This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate school and local authority or Safeguarding Children Partnership guidances and policies to address these concerns including the pupil Behaviour Policy, Anti-bullying Policy, E-safety Policy and “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance) Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.
- 5.3 **Sexting** – School will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the school’s response on a case by case basis. The key points being:-
- Inform the Head Teacher/DSL as soon as possible
 - Support the victim as appropriate and in accordance with their best interests
 - Inform all parents of involved children unless by doing so you put a child at risk
 - Images will not be viewed by school staff
 - If school is to deal with the matter, involve parents in ensuring the images are deleted
 - If there is evidence of exploitation or the targeting of a vulnerable student, inform the police
- 5.4 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. ‘Upskirting’ is now a criminal offence and typically involves taking a picture under a person’s clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PHSE and SRE will include 'healthy and respectful behaviours'. This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

- 5.5 **Children Missing (including absence from school)** – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children who go missing is a sign that they may have been targeted by Child Sexual Exploitation perpetrators and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision are more likely to be vulnerable to these forms of exploitation.
- 5.6 **Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.
- 5.7 **Child Criminal Exploitation**
Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime is associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences. Organised criminal groups or individuals exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money.
- 5.8 **So-called 'honour-based' violence** (HBV) encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.
- 5.9 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

5.10 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.11 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

The Trust will also provide access to the Employee Wellbeing Service.

6 Working with Parents/Carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 The Trust and LAB's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance

- Pupil Behaviour Policy
- Staff Code of Conduct
- "Guidance for Safer working practice"
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Relationships and Sex Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff

- 8.1 The school's safer recruitment processes follow the statutory guidance: "*Keeping Children Safe in Education September 2019, Part Three: Safer recruitment.*" The Trust has set out its approach to safer recruitment to which all schools are expected to adhere to when undertaking pre-employment checks on prospective new employees.
- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the Trust's Code of Conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager/Trust staff or governor) who has undertaken Safer Recruitment Training.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (August 2018).
- 8.6 For most appointments, an enhanced DBS certificate will be required for a person considered to be engaging in regulated activity (see Part 3 of KCSIE 2019 – Safer Recruitment).

Whistleblowing

Where staff feel that it is appropriate to raise a whistleblowing concern they must refer to the Trust's Whistleblowing Policy.

APPENDIX 1 Procedure To Follow In Cases Of Possible, Alleged Or Suspected Abuse, Or Serious Cause For Concern About A Child

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
- 2) It is important that all parties act swiftly (***within 15 minutes***) and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children’s Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – Main Procedural Steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next. (See Appendix BEP Form 8/9)

- 2) As soon as possible (***within 15 minutes***) make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school. (See Appendix BEP Form 8/9)
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Head Teacher must be informed and the Trust's LADO process will be used (Appendix 3).
- 4) If the allegation is about the Head Teacher, the information should normally be passed to the Trust's Director of Schools (or other senior manager/HR Manager within the Trust) or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

- 1) Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer). Include a chronology of case activity. (See Appendix BEP Form 8/9)
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2 Process For Dealing With Allegations Against Staff (Including Head Teachers) And Volunteers

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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 would pose a risk of harm to children.

Relevant documents:

- DfE “Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges” September 2019 (Part 4: Allegations of abuse made against teachers and other staff).

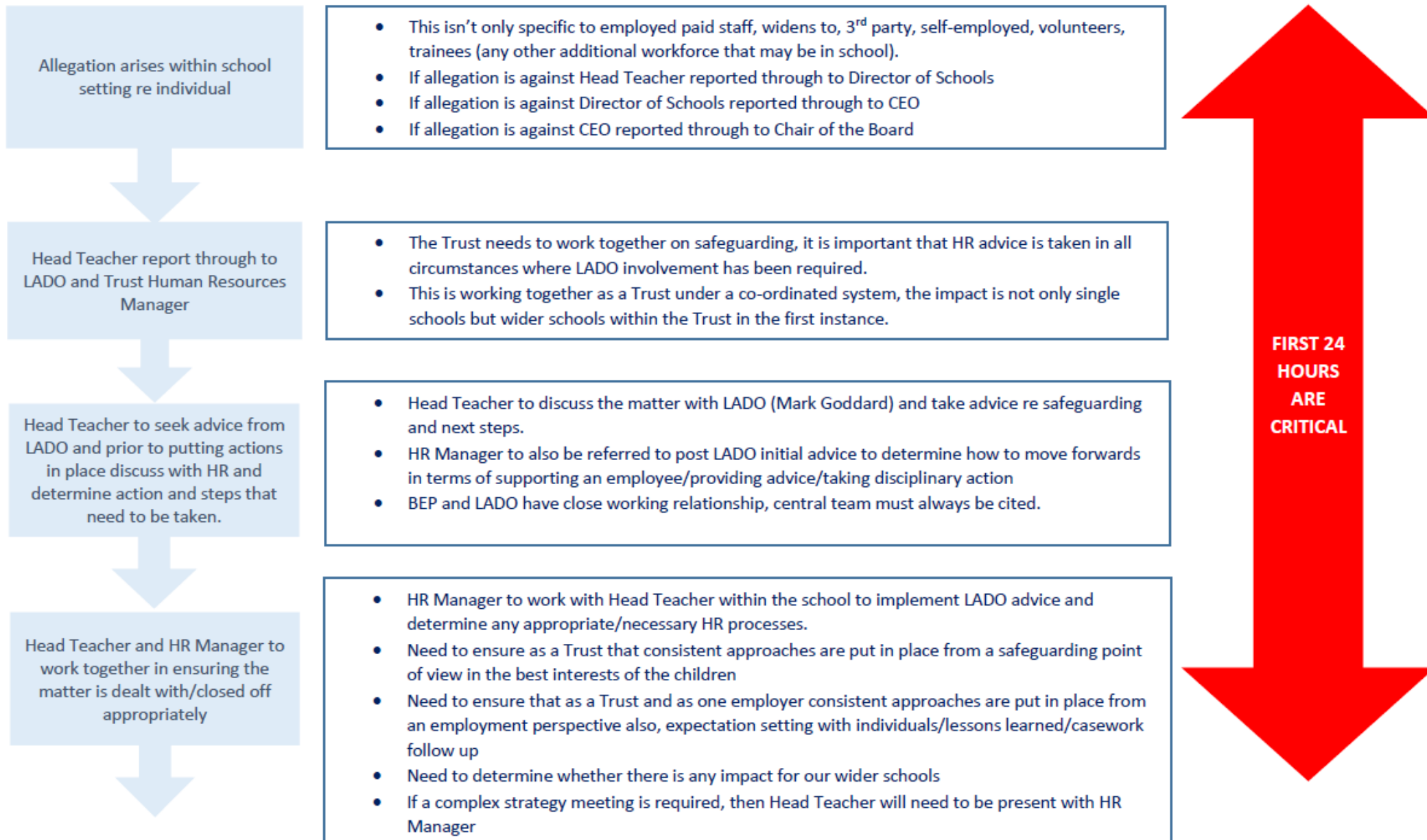
1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Head Teacher/Designated Safeguarding Lead.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Head Teacher, report immediately to the Trust’s Director of Schools/Trust HR Manager. Pass on the written record. (If there is difficulty reporting to the Director of Schools, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2) Head Teacher (or Director of Schools)

- i. The process outlined in the process map below should be followed, this is to ensure that the Head Teacher works with the Trust and LADO to resolve issues effectively and appropriately.
- ii. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

BEP LADO/Allegations Management Process



APPENDIX 3 Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 4 Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Head Teacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

APPENDIX 5 Radicalisation and Extremism Risk Assessment

School **Mercenfeld Primary School**

	Yes/No	Evidence
Does the school have a policy?	No	Covered within the CP policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	No	
Have staff received appropriate training?	Yes	Staff have engaged in training and would know who to contact in the event of a concern.
Has the school got a trained Prevent lead?	Yes	Jo Shephard
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	Yes	Jo Shephard
Is suitable filtering of the internet in place?	Yes	Schools Broadband
Do children know who to talk to about their concerns?	Yes	All staff
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Planned within the PSHE/RE curriculum
Have any cases been reported?	No	-
Are individual pupils risk assessed?	No	Not applicable at this time
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		Islamic Teaching Centre within the village.
<p>Comment on the school's community, locality and relevant history The school is within a predominately White British community that consists of a wide variety of homes; social housing, elderly nursing homes, retirement homes, independent home owners. The village community is positive with range of amenities designed to support; community centre, nurseries, high street shops and places of worship. We are currently unaware of any conflict or</p>		

unrest within the community.

Risk evaluation	Low Medium High	Way Forward To continue to monitor and review.
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Date completed September 2019 Signed *JShephard* Jo Shephard

APPENDIX 6 Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 7 Indicators of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 8 Child Protection – Initial Concern Sheet

Please complete this form as fully as possible. Give accurate, detailed information and record as soon as you can when an event has caused you concern.

Hand in to the DSL promptly (**within 15 minutes**) on the same day of the event. DO NOT MAKE COPIES or LEAVE ELECTRONIC FILES ON SYSTEMS THAT COULD BE ACCESSED BY UNAUTHORISED PEOPLE.

Name of child causing concern:.....

DOB:

Attendance:.....

Class teacher:.....

Your name:

Day/Date of concern:.....

Times of any incident / disclosure:

Level of concern:

Level of concern:

1 = mild e.g. slight change in behaviour, presentation, attitude to school but significant enough for it to stand out to you.

2 = significant poor presentation, child attendance falling, hungry, fearful, tired not engaging in lessons causing frequent behavioural concerns.

3 = smelly, dirty clothes, serious concerns about neglect, clingy behaviour, frequent anger, general unhappiness.

4= same as point 3 but child expresses unhappiness, discloses they are feeling unhappy, threatened, vulnerable in or out of school.

5 = same as point 4 but immediate risk of physical / sexual abuse

Safeguarding Evidence Collection Form

Describe concerns / event:

Was there an injury? Yes/No

Did you see it? Yes/No

(If Yes please complete the body plan on next page to show where the injury is and its approximate size e.g. The bruise is size of 10p coin)

Describe the injury:

Direct disclosure – verbatim (do not question / probe!):

Any witnesses or corroborating evidence:

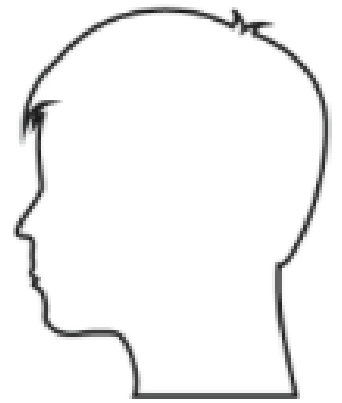
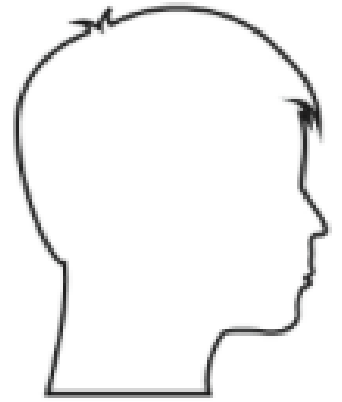
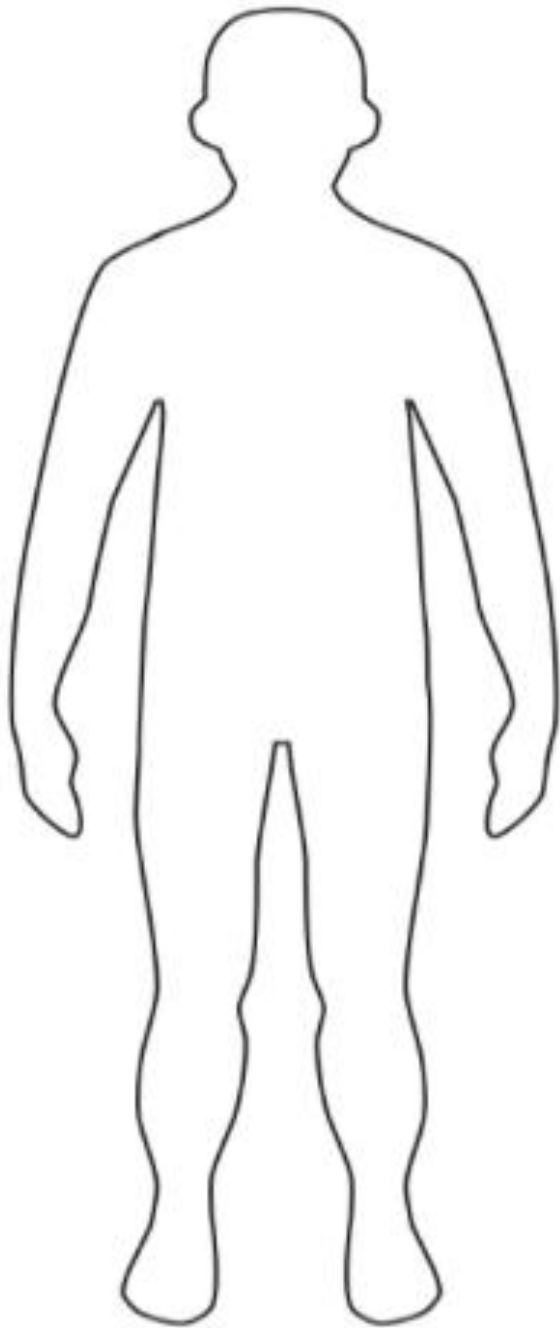
Integrity of information recorded (do not discuss elsewhere):

Complete Yes / No

If no, why not. Include names of anyone else with knowledge.

Signed:.....Date:.....

Body Map



Date	Day	Current Year group	Referred by (full name)	Description	Action	Current status

APPENDIX 9 Chronology of Events

Child's name

DOB

Name and contacts of key people (Social Workers/ Family support workers etc)

APPENDIX 10 Adults on site, other than those employed by the school

Adults need to visit the school for many reasons. Those employed by other agencies likewise will have been vetted by those agencies. Written documentation from these organisations and agencies is held by the school to verify this.

All visitors to the school are required to sign in and wear a visitor pass which they are issued with.

Contractors

All contractors are required to sign in and wear a visitor pass. Contractors are accompanied by the school's Premises Officer or a member of staff who will remain with them. Contractors who make frequent visits to the school and / or are in the school for long periods of time on a number of occasions are to be asked for evidence of vetting.

Traffic on the Site

Parents are required to use the designated car park (if school has one) to drop off pupils/students at the beginning of the school day. They do not park on the school site. This is part of the school's Travel Plan.

Specific Guidance / Checklist for all members of staff organising visits from external agencies.

- Ensure the visitor from the external agency complements the school's planned programme or scheme of learning.
- Be confident that the visitor / external agency has expertise in the subject they are delivering and the experience and skills in delivering sessions to young people.
- Ensure that the appropriate checks have been made in relation to safeguarding children in line with the Trust's Safer Recruitment procedures.
- Discuss and agree the aims of the session, professional boundaries, classroom discipline, fees, if applicable and before the session
- Inform visitor / external agency of: number, age, gender, ratio of pupils/students, background, ethnicity and culture of students, SEN status.
- Provide copies of relevant school policies e.g. SRE, Drugs, Confidentiality etc.
- Inform relevant people of presence and remit of visitor: e.g. School Reception, Head.
- Inform pupils/students in advance of activity.
- Provide visitor with named contact.

- Organise, meet and greet and ensure arrangements and classroom / assembly are prepared.
- Ensure relevant staff member is present or available during the session and is responsible for class behavior.
- Ensure activity meets the Health and Safety guidelines.
- Ensure pupils/students are given time to reflect on what they have learned.
- Ensure students, teacher and visitor carry out and record agreed evaluation method of the session.

****NB - COVID 19. Whilst school are open for vulnerable children and children of keyworkers, staff are entitled to bring their own children in to work if there is no alternative care for them. We will only accept children from our own setting at this time.**

APPENDIX 11 Tackling Extremism and Radicalisation Policy

Background

This Preventing Radicalisation Policy is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when they start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of our school's work and protecting them from extremism is one aspect of that.

Policy Statement

Mercenfeld Primary School is fully committed to safeguarding and promoting the welfare of all students. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We have a duty to prepare our young people for life in modern Britain and to keep them safe. The Tackling Extremism and Radicalisation Policy sets out our beliefs about how to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. Strategies and procedures are covered in a separate document for staff. Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2019)
- PREVENT Duty Guidance (2015)
- Working Together to Safeguard Children (2018)

Non-Statutory Guidance

Promoting fundamental British values as part of SMSC in schools: Departmental Advice for Maintained Schools (DfE 2014).

Aims and Principles

Mercenfeld Primary School's Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions. The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen in the local community and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

The objectives are that:

- All governors, teachers, learning support assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, learning support assistants and non-teaching staff will know what the school policy is on safeguarding against extremism and radicalisation and will follow the Child Protection Policy guidance swiftly when issues arise.
- All students will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents / carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Definitions and indicators

- British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Extremism is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values. We also include in our definitions of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Links to other Policies

- Tackling Extremism and Radicalisation Policy links to the following School policies;
- Child Protection
- Staff Code of Conduct
- Care and Guidance
- E-Safety
- Teaching and Learning

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

Signs of vulnerability may include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify

- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes on dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- online searches or sharing extremist messages or social profiles
- intolerance or indifference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist messages or social profiles
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Roles and responsibilities

Role of the Local Governing Committee (LAB)

It is the role of the Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The Safeguarding Governor will liaise with the Head Teacher and other staff with regard to protecting children from radicalisation.

Role of Head Teacher

It is the role of the Head Teacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.
- Ensure that the school's curriculum addresses the issues involved in radicalisation.
- Ensure that staff conduct is consistent with preventing radicalisation.

Role of Designated Safeguarding Leads

It is the role of the Designated Safeguarding Leads to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- Make referrals to appropriate agencies with regard to concerns about radicalisation.
- Liaise with partners, including the local authority and the police.
- Report to the Governing Body via the Governor responsible for Safeguarding.

Role of Staff

It is the role of staff to:

- Understand the issues of radicalisation.
- Recognise the signs of vulnerability and radicalisation.
- Know how to refer concerns.

Policy Review

Mercenfeld Primary School's Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection policy review. This policy will be ratified by the Trust Board and LAB.

Tackling Extremism and Radicalisation - Procedures for Staff

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at Mercenfeld Primary School's to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, county and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and / or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this. We are aware of the potential factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and antisocial behaviour, family tensions, race / hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances, in the event of prejudicial behaviour the following procedure will be followed:

- All incidents of prejudicial behaviour will be reported to the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Care and Guidance Policy and records will be kept.
- Parents / Carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral.
- The Head Teacher will follow-up any referrals, with the support of relevant school staff, for a period of four weeks to assess whether there is a change in behaviour or attitude.
- If deemed necessary serious incidents will be discussed with the Central Duty Team and a Referral made to Children's Services.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will make a CHANNEL referral and / or contact Leicestershire Police Counter Terrorism Unit.

The Role of the Curriculum

Our curriculum is broad and balanced and promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. The PD, History and RE curriculum cover topics which consider these themes throughout Years 7-11. In Drama lessons, teachers respond to world events with stand-alone lessons, together with covering topical issues in Year 7. These themes also appear in our programme of assemblies across the academic year and underpin the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Students are regularly taught in ICT and Humanities subjects about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The filtering and monitoring systems in our school blocks inappropriate content, including extremist content.

Staff training

Through INSET opportunities, which form part of our coordinated whole school approach to Safeguarding, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

Safer Recruitment


We ensure that the staff we appoint are suitable, our recruitment processes are rigorous and we follow the statutory guidance published in Part 3 of Keeping Children Safe in Education (2019). Vetting and barring checks are undertaken on relevant people including governors and volunteers.

APPENDIX 12 What is Channel? What is Prevent?

What is Channel?

Channel provides support across the country to those who may be vulnerable to being drawn into terrorism. The overall aim of the programme is early intervention and diverting people away from the risk they may face.

Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism. Who delivers channel? The process is a multi agency approach with a wide range of agencies and local partners working together to provide support for individuals. Coordinators are usually police officers with the multi-agency panel being chaired by the Local Authority.



Channel is aimed at all individuals who may be most at risk of being drawn into terrorism – whatever section of society they may be from.

How does channel work?

Channel works by partners jointly assessing the nature and the extent of the risk and where necessary, providing an appropriate support package tailored to the individual's needs.

The three key stages of Channel are:

- Identify individuals at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

Assessing the nature and extent of the risk

Where necessary, referring cases to a multi agency panel for development of the most appropriate support package to divert and support the individual at risk.

How do you identify those at risk?

Referrals come from those who have concerns about individuals who may be vulnerable to being drawn into terrorism.

Who makes the referrals?

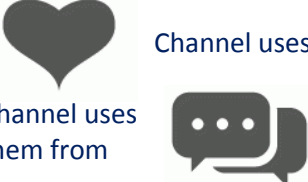
Referrals can come from a wide range of individuals and partners and could include youth offending teams, social services, health, police, education and local communities.

Who sits on the multi-agency panel?

The panel is designed to work in the same way as other multi agency structures that are used to safeguard individuals at risk – from drugs, knife and gun crime, gangs etc. The panel is chaired by the local authority and consists of statutory partners and the Channel coordinator.

What kind of support is provided through the channel?

Examples of support provided could include mentoring, diversionary activities such as sport, signposting to mainstream services such as education, employment or housing. Support is always tailored to specific needs of the individual following assessment by the multi-agency panel.



Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism

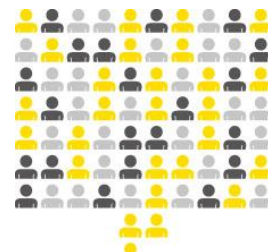
Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism

What is Prevent?

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.



Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism.

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

Prevent uses a range of measures to challenge extremism including:

- Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process, see the What is Channel section to find out more about this
- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable; and
- Supporting local schools, local industry and partner agencies through engagement, advice and training.

Prevent is measured locally and nationally to make sure the Prevent programme provides value for money.



The main aim of Prevent is to stop people from becoming terrorists or supporting terrorism.



At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

Prevent effort are



addresses all forms of terrorism, but continues to ensure resources and allocated on the basis of threats to our national security.