

# Safeguarding and Child Protection Policy

## Lord's School And Lord's Prep School



**ESTABLISHED 1906**

This policy was adopted on 1<sup>st</sup> October 2019

The policy must be reviewed and updated at least every 12 months.

Lord's School recognises its responsibility for Safeguarding and Child Protection.

<b>Designated CPO</b>	<b>Deputy Designated CPO</b>
Principal Anne Ainsworth	Deputy Head Mr Z Ghanchi

## Introduction

- This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:
- “Working Together to Safeguard Children 2019”
- “Framework for the Assessment of Children in Need and their Families” 2000
- “What to do if you are worried a Child is being Abused” 2019 <sup>1</sup>
- “Keeping Children Safe in Education” 2019
- Bolton Safeguarding Children Board guidelines

The Governing Body/management committee/proprietor takes seriously its responsibility under section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff, trustees and volunteers working in our school

The aims of this policy are:

- To support the child’s development in ways that will foster security, confidence and resilience
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness with all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, contribute to assessments of need and support plans for those children where appropriate.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children and young people.
- To develop a structured procedure within the school which will be followed by all members of the staff in cases of suspected abuse.

- To develop effective working relationships with all other agencies, involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities, following correct staff recruitment and selection procedures

## Procedures

Our school procedures for safeguarding children will be in line with Bolton Local Authority (the LA) and Bolton Safeguarding Children Board Child Protection Procedures, and “Working Together to Safeguard Children 2019”. We will ensure that:

- The governing body/proprietor and or senior staff understand and fulfil its safeguarding responsibilities.
- We have Designated Members of staff who have undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated staff will update their training with LA approved training every two years. Our designated staff members are Principal (Anne Ainsworth) and Deputy Head ( Z Ghanchi).
- In the absence of an appropriately trained member of staff, the Bursar ( T Ainsworth) will assume this role.
- All adults, (including volunteers) new to our school will be made aware of this policy and the procedures for child protection, the name and contact details of the Designated Person and have these explained, as part of their induction into the school.
- All members of staff are provided with opportunities every year to receive training in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. Staff will sign to confirm that they have received this training, read and understood the safeguarding policy.
- Community users organising activities for children are aware of and understand the need for compliance with the school’s child protection guidelines and procedures.
- The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure and Barring service), with the advice and support of Human Resources and or LADO.
- Our procedures will be annually reviewed and up-dated.

## Responsibilities

We will therefore:

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- Ensure that we refer a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care as soon as possible within 24 hours.
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely
- Ensure that the designated staff member, or another appropriate member of staff, attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Ensure that all school staff are aware of the CP policy and procedures, and understand their responsibilities in being alert to, and acting appropriately in cases of abuse, or suspected abuse, and know how to recognise and refer any concerns.
- The designated lead for Child Protection will provide, every academic year an annual report detailing any changes to the policy and procedures; training undertaken by the Designated Person, and by all staff ,number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymous). This report will fulfil the responsibility to provide the LA with information about their Safeguarding policies and procedures.
- Keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Bolton Safeguarding Children Board, or the Schools Safeguarding Team. Frequent training should include training on child sexual exploitation, radicalisation as well as generalist and specialist safeguarding training.
- Ensure that all staff and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against staff. This procedure must be followed on all occasions. All staff must be made aware of this process and how it differs from other concerns about children.

- Ensure that we have staff on all interview panels who are Safer Recruitment Trained.
- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks.
- All staff and volunteers working in early years or foundation stage (including before and after school provision for under 8's) will be expected to disclose to the Headteacher or Manager any circumstances which may indicate that the member of staff or volunteer could be barred from working with children under the terms of the Childcare Regulations 2006:
  - Our setting will have regard to our obligations to prevent our students from being drawn into extremism or terrorism. We recognise that this is our statutory duty under the counter terrorism and security act 2015.

## **Supporting Children**

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- 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.

Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child/young person attending the centre is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately.

## **Confidentiality**

- We recognise that all matters relating to child protection are confidential.
- The Designated Person will disclose personal information about a child or young person to other members of staff on a need to know basis only.

- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Social Care on this point.
- We will take 'no names' consultations with our local Assessment Teams / MASH team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

### Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- In consultation with all staff, we have adopted a code of conduct for staff at our setting. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.
- We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

### Allegations against staff

- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the centre manager or the most senior member of staff available.
- The manager on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer) **before taking any action.**
- If the allegation made to a member of staff concerns the manager themselves, the person receiving the allegation will immediately inform the secondary CPO or Bursar who will consult with LADO, without notifying the manger first.
- The school will follow the procedures for managing allegations against staff, as outlined in keeping children safe in education 2015.

- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with LADO and HR.
- Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from premises.

## **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO (Local Authority Designated Officer) or Safeguarding Team where necessary.

## **Physical Intervention/Positive Handling**

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' 2010.

Such events should be recorded and signed by a witness.

We recommend that staff who are likely to need to use physical intervention should be appropriately trained.

We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

## **Anti-Bullying**

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our setting will take seriously any bullying concerns and both investigate and take action to protect pupils where appropriate.

## **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

## **Role of the Staff**

The Head teacher will undertake the regular review of safeguarding related policies and procedures that operate in our school. The HT has a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements

All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

All staff are asked to be alert to possible physical or emotional problems being experienced by children and young people.

**If a student asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a colleague.**

### Categories of Abuse

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010. (Full definitions can be found in this document) Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

<b>Type of Abuse</b>	<b><u>Possible</u> Indicators</b>
<p><b>Neglect</b> The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; ensure access to appropriate medical care or treatment.</p>	<p>Obvious signs of lack of care including: Problems with personal hygiene; Constant hunger; Inadequate clothing; Emaciation; Lateness or non-attendance at school; Poor relationship with peers; Untreated medical problems; Compulsive stealing and scavenging; Rocking, hair twisting, thumb sucking; Running away; Low self-esteem.</p>
<p><b>Physical Abuse</b> 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</p>	<p>Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p>
<p><b>Sexual Abuse</b> Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in</p>	<p>Sudden changes in behaviour Displays of affection which are sexual and age inappropriate Tendency to cling or need constant reassurance Tendency to cry easily Regression to younger behaviour – e.g. thumb sucking, acting like a baby Unexplained gifts or money</p>

watching pornographic material or watching sexual acts.	Depression and withdrawal Wetting/soiling day or night Fear of undressing for PE
<b>Emotional Abuse</b> The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.	Rejection Isolation child being blamed for actions of adults child being used as carer for younger siblings affection and basic emotional care giving/warmth, persistently absent or withheld.

### Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009)

#### **Key facts about (CSE Child Sexual Exploitation)**

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.
- Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

#### **Good practice – Individuals**

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Link to guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278849/Safeguarding\\_Children\\_and\\_Young\\_People\\_from\\_Sexual\\_Exploitation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf)

## **Forced Marriages (FM)**

FM is now a specific offence under section 121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Link to the guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

## **Female Genital Mutilation**

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

Link to the guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

## **Safeguarding Students from Radicalisation and Extremism**

The Counter-Terrorism and Security Act 2015 puts a responsibility on schools to participate in work to prevent people from being drawn into terrorism, and challenge extremist ideas that support or are shared by terrorist groups. At Lord's School the CPO and deputy CPO will undertake Prevent training and then lead the in house staff training. All staff will receive Prevent awareness training annually.

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 & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

*Prevent should be seen as part of the existing school or college **safeguarding** framework; a local approach to ensuring the safety and well-being of all children and young people from birth to age 19.*

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

*The Governments Prevent Strategy defines **extremism** 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".*

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. The 2014 Government extremism task force identified risks around radicalisation within educational institutions and it is important that Prevent is actively supporting these institutions to protect children from harm and ensure that they are taught in a way that is consistent with the law and British values.

### **British values**

*All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.*

To find guidance on British values within schools visit –

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

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## Peer on Peer Abuse

Staff will always keep a very careful watch on pupils for any signs of Peer on Peer pressure

Peer pressure is physical, sexual, emotional or financial coercion and abuse exercised by people over others of the same age or social group.

It can take many forms include bullying, abusive relationships, violence and harmful sexual behaviour, and can happen face-to-face, online, or through other forms of communication.

Peer pressure can happen to people of all ages but particular concerns exist over young people.

The desire to conform to peer influences often increases during adolescence, with the importance and social role of peer groups outstripping that of the family.

Young people can be particularly vulnerable to the influence of harmful or anti-social peer groups, especially if their home and social environments are unable to counteract these peer influences.

If any signs of Peer on Peer Abuse are witnessed staff will refer immediately to Mrs Ainsworth.

In addition staff will be aware of any signs of County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”.

Any evidence of ‘gang’ involvement witnessed will be immediately be referred to Mrs Ainsworth who will take the matter forward to the correct authorities.

Upskirting is now a form of peer-on-peer abuse

It’s a criminal offence and is now listed in paragraph 27.

Definition: upskirting is typically when a photograph is taken under a person’s clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

## **Embedding Prevent**

At Lord's School, Prevent strategies will be embedded to keep students safe from the risk of radicalisation and extremism.

All schools have a clear responsibility to exercise their duty of care and to protect the welfare of students. Any engagement or activity conducted under Prevent must be considered in light of local circumstances. Prevent support can be adapted to ensure activity is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the institution, its requirements and the potential risk.

### ***The Counter Terrorism & Security Act 2015***

*The Act places a Prevent duty on Lord's School to have "due regard to the need to prevent people from being drawn into terrorism".*

Lord's School will prevent students being at risk of radicalisation and extremism by:

- Assessing the risk of children being drawn into terrorism.
- Protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensuring that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Ensuring that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- Ensuring children are safe from terrorist and extremist material when accessing the Internet in school.

The self assessment tool attached at Appendix A will be used as a health check for the Senior Leadership Team within an educational establishment to assess if Prevent has been adopted into Lord's School's mainstream processes and if the Lord's requires any advice and support from their local Police Prevent Team or partner agencies to reduce their vulnerability. A School Prevent Duty Action Plan attached at Appendix C will assist the Senior Leadership Team to deliver against the Prevent Duty.

### **Indicators**

The early identification of safeguarding risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is a key element of the Prevent strategy. Following an assessment of Prevent activity within a school or college key indicators may be identified which will require further intervention activity within the location. Indicators may include things such as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with students or vulnerable students being influenced by others with extreme views.

## Vulnerable Young People

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. A list of indicators is attached as Appendix B to provide support for professionals to understand and identify factors that could suggest a child, young person or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

## Supportive Interventions

Prevent Interventions may take many forms. Police activity can be utilised when delivering intervention activity but more often it is partner agency activity that can be the most effective form of intervention. Individuals who are identified as being vulnerable to being drawn into any form of extremism that could lead to terrorist related activity may be referred into Prevent for appropriate support.

### **Channel**

*Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:*

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

*Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.*

*Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here.*

[www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)

[Channel vulnerability assessment - Publications - GOV.UK](#)

*There is an online training package that covers Prevent and Channel (approx. completion time is 20 minutes).*

[http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

## Reporting Concerns

Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following:

- Dept for Education Due Diligence & Counter Extremism Group: **020 7340 7264**
- Anti Terrorist Hotline: **0800 789 321**
  
- Crime stoppers: **0800 555 111**
- Relevant Police force: **101**
- [www.gov.uk/report-suspicious-activity-to-mi5](http://www.gov.uk/report-suspicious-activity-to-mi5)
- [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

## Social media

*Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.*

To report any online terrorist related online material visit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

## Resources and Training

In addition to the Channel training package mentioned above there are a range of training materials available.

In support of the Prevent Duty the Home Office will be making training materials available.

The National Prevent Delivery Unit has created a 'Prevent Cloud' containing a number of Prevent awareness products which can be accessed via Google Drive. For further details contact your local Police Prevent Officer.

## Find out more

The following resources are available to find out more about the Prevent strategy:

### The Prevent strategy:

[www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent](http://www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent)

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

### The Prevent Duty:

[Prevent duty guidance - Publications - GOV.UK](#)

## Dealing with Disclosures

### Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

## Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

## React

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. "is there anything else you want to say?"

Do not criticize the perpetrator; the student may have affection for him/her.

Explain what you will do next – inform designated teacher, keep in contact.

## Record

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

## Making a referral

If staff have significant concerns or are uncertain about acting upon more unspecified concerns about any student they should make them known to the UTC's Designated Child Protection Officer ("CPO").

### Designated CPO

### Deputy Designated CPO

Principal (Anne Ainsworth)	Deputy Head (Z Ghanchi)

## Report

Report the incident to the designated teacher and do not tell any other adults or students what you have been told.

**Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

## Record Keeping

The designated teachers for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential

place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

## Appendix A



# Prevent & Safeguarding Self Assessment



## Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children (March 2013)* and *Keeping Children Safe in Education (October 2014)*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to have “due regard to the need to prevent people from being drawn into terrorism”.

## The Prevent Strategy has three main objectives:

- Respond to the **ideological challenge** of terrorism & the threat we face from those who promote it;
- **Prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support;
- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

# Prevent Self Assessment

## Objective: Adoption of Prevent into Mainstream Processes

### Governance

No		Owner	Evidence	R A G Status
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead?			

### Risk Assessment

No		Owner	Evidence	RAG
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?			
2.2	Is Prevent included within the Institution's Safeguarding Policy?			
2.3	Is Prevent included within the Institution's Safer Recruitment Policy?			
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?			
2.5	Is Prevent included within the Institution's Visitors Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?			
2.6	Is Prevent included within the Institution's Contractors Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?			
2.7	Is Prevent an agenda item of relevant meetings / planning processes?			
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?			
2.9	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?			

### Working In Partnership

No		Owner	Evidence	RAG
3.1	Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?			
3.2	Is Prevent included within Information sharing protocols / MOU?			
3.3	Is the Institution included in an agreed Prevent Partnership Communication Policy?			
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?			
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?			
<b>Staff Training</b>				
No		Owner	Evidence	RAG
4.1	Does the Institution have an annual policy and training review process in place?			
4.2	Does the institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?			
4.3	Are staff members aware of Prevent issues and the referrals process into the Channel process?			
<b>Safety Online</b>				
No		Owner	Evidence	RAG
5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the Internet in school?			
5.2	What processes and procedures are in place to ensure children use the Internet responsibly?			

<b>5.3</b>	Do staff, pupils and carers receive any Internet Safety awareness training?			
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This self assessment tool has been developed to aid compliance with the Prevent Duty as a health check for the Senior Leadership Team within a school to assess if Prevent has been adopted into their institution's mainstream processes. This will identify if their institution requires any advice and support from their local Prevent Team or partner agencies to reduce their vulnerability.

## Appendix B

### Indicators

#### Vulnerability

- Identity•Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal•Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal•Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet•Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

#### Access to extremism / extremist influences

- Is•there•reason•to•believe•that•the•child/young•person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does•the•child/young•person•frequent,•or•is•there•evidence•to•suggest•that•they•are•accessing•the•internet•for•the•purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is•there•reason•to•believe•that•the•child/young•person•has•been•or•is•likely•to•be•involved•with•extremist•military•training camps/ locations?
- Is•the•child/young•person•known•to•have•possessed•or•is•actively•seeking•to•possess•and/•or•distribute•extremist•literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does•the•child/young•person•sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does•the•child/young•person•support•groups•with•links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

#### Experiences, Behaviours and Influences

- Has•the•child/•young•person•encountered•peer,•social,•family•or•faith•group•rejection?
- Is•there•evidence•of•extremist•ideological,•political•or•religious•influence•on•the•child/young person from within or outside UK?

- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

## Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

## Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/ mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

## More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature

- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

**If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer**

## Appendix C

### School Prevent Duty Action Plan Template

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Leadership and values	<ul style="list-style-type: none"> <li>• Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice</li> <li>• Development of rigorous recruitment policies which include core School values</li> <li>• Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation</li> <li>• Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged</li> <li>• All new staff are aware of the School's expectations and subscribe to its values</li> <li>• The School leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided</li> <li>• Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SLT</li> </ul>		
Partnership	<ul style="list-style-type: none"> <li>• Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas</li> <li>• Development of links with other Schools on the agenda</li> <li>• Development of links between key School staff/governors and external partners, including the Local Authority and Police</li> </ul>	<ul style="list-style-type: none"> <li>• School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively</li> <li>• The School is able to benefit from existing best practice and resources</li> <li>• The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals</li> </ul>		
Safeguarding and	<ul style="list-style-type: none"> <li>• Inclusion of radicalisation and extremism within</li> </ul>	<ul style="list-style-type: none"> <li>• All are aware of the safeguarding procedure and that</li> </ul>		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
pastoral care	<p>safeguarding policy and procedure including a reference to the Channel process</p> <ul style="list-style-type: none"> <li>• Development and implementation of rolling cross-organisation training plan to increase organisational awareness</li> <li>• Consideration of a School safeguarding panel to assess and manage concerns relating to extremism and radicalisation</li> <li>• Inclusion of a whistle blowing mechanism within the safeguarding procedures</li> <li>• Inclusion of sub-contracted education providers within the safeguarding procedures</li> </ul>	<p>radicalisation is included within it</p> <ul style="list-style-type: none"> <li>• All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism</li> <li>• A whole School approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation</li> <li>• Staff feel confident and protected in raising any concerns which may place the safety of learners at risk</li> <li>• Learners are protected whilst they are studying or working externally to the School</li> </ul>		
Student and learner resilience	<ul style="list-style-type: none"> <li>• Include activities within existing lesson structure to enhance student and learner resilience for example, Internet safety sessions and activities to improve critical thinking skills</li> <li>• Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills</li> <li>• Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech</li> <li>• All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation</li> <li>• Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should</li> <li>• Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School</li> <li>• All are aware of their individual responsibilities in the online space, especially regarding freedom of speech</li> <li>• All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement</li> <li>• Learners understand what the School values mean in practice</li> </ul>		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Internet safety	<ul style="list-style-type: none"> <li>• Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material</li> <li>• Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like</li> <li>• Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed</li> <li>• Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through School servers</li> </ul>	<ul style="list-style-type: none"> <li>• Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material</li> <li>• Learner study of extremist and terrorist material for legitimate purposes is protected</li> <li>• Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas</li> <li>• Learners are safe from accessing extremist or terrorist materials whilst using School servers</li> </ul>		
Reputation and brand	<ul style="list-style-type: none"> <li>• Development of policies which outline when the School's branding can be used and the responsibilities which come with its use</li> <li>• Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism</li> <li>• Delivery of awareness raising training to communications colleagues</li> <li>• Delivery of awareness raising to all administration, teachers and students or learners advising of responsibility in the online space</li> </ul>	<ul style="list-style-type: none"> <li>• Any references to the School online are picked up quickly and referred for action if they have links to terrorist/extremist material</li> <li>• School administration, tutors and learners are aware of their responsibility in the online space regarding the School's brand and reputation</li> </ul>		
School Environment	<ul style="list-style-type: none"> <li>• Development of policies governing events organised by staff, learners or visitors on School premises</li> <li>• Creation of a code of conduct policy and</li> </ul>	<ul style="list-style-type: none"> <li>• The School does not host events or speakers supportive of, or conducive to, terrorism</li> <li>• Learners are aware of the conduct expected by the School in creating a safe space for all groups on site</li> </ul>		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	<p>communication plan for setting expectations on learner behaviour</p> <ul style="list-style-type: none"> <li>• Development of a policy governing the display of materials internally at the School</li> <li>• Development of a protocol to manage the layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar</li> </ul>	<ul style="list-style-type: none"> <li>• A safe learning space is created, avoiding the display of inappropriate materials</li> <li>• Prayer and contemplation space is accessible to all learners on an equal basis and the School is aware of and able to manage any risks associated with the space</li> </ul>		

**Immediate action is required where there is  
Concern about possible abuse, written records must be  
made at each stage of the process.**