



SAFEGUARDING AND CHILD PROTECTION POLICY

Governors' Committee Responsible: **The Student Support Committee**
Senior Designated Safeguarding Lead: **Mrs Thryza Pickering** (Assistant Principal)
DSL Deputies are: **Mrs Michelle Phillips** (LSA)
Mrs Christine Pugh (SENCo)
The Lead Safeguarding Governor is: **Mrs Nicci Shawyer**

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1. Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, both 'Keeping Children Safe in Education' 2014, Local Safeguarding Children Board guidance.
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff: volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.
- 1.5 Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/ carers and other agencies in order to promote children's welfare.
- 1.6 The Governors will also ensure that the school carries out its statutory duties to report suspected Child Abuse to the Children's Services Directorate (Social Care) and to assist that Directorate acting on behalf of children in need or enquiring into allegations of child abuse. Schools recognise the contribution they can make to protect and support students in their care.
- 1.7 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.8 The Local Authority is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

2. Aims of the policy:

- 2.1 To support the child's development in ways that will foster security, confidence and independence.
- 2.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 2.3 To raise the awareness of all teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- 2.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 2.5 To emphasise the need for good levels of communication between all members of staff.
- 2.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 2.7 To develop and promote effective working relationships with other agencies, especially the Police, Local Authority and Social Care.
- 2.8 To ensure the school practises safer recruitment in checking the suitability of staff and volunteers to work with children including verification of their identity, qualifications, and a satisfactory enhanced DBS check and a central record is kept for audit.

Our policy applies to all staff, governors and volunteers working in the school.

3. Our commitment

Parkfield School believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard all children and young people and promote their welfare, by a commitment to practice which protects them. The staff and governors are committed to:

- ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;
- supporting students who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan;
- ensuring that students are listened to and supported. Social Workers will be informed immediately if a student subject to a child protection support plan is excluded.
- the school works closely with other professionals to support individual students. including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- ensuring all teaching and support staff are aware of signs and symptoms of abuse, know the correct procedure for referring concerns, or reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- encouraging and supporting parents/carers, working in partnership with them.

4. Safe School, Safe Staff

- 4.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- there is a Safeguarding and Child Protection Policy together with a Staff Behaviour (code of conduct) Policy
 - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
 - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
 - a senior leader has Senior Designated Safeguarding Lead (DSL) responsibility
 - the DSLs undertake level 3 safeguarding training and interagency training and also undertake the 'Update' Course every 2 years
 - all other staff have Safeguarding training updated as appropriate
 - any weaknesses in Safeguarding and Child Protection are remedied immediately
 - a member of the Governing Body is, usually the Chair, is nominated to liaise with the LA in the event of an allegation of abuse made against the Principal
 - Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding and Child Protection Policy is available on the school website or by other means
 - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
 - that enhanced DBS checks are in place for Chairs of Governors
- 4.2. The Lead DSL, Daniel Sears, is a member of the Senior Leadership Team.
- 4.3. The Deputy Designated Safeguarding Leads are Sam Hanson and Rebekah Knott. These Officers have undertaken the compulsory training delivered through the LSCB and will attend biannual updates.
- 4.4. The DSL's who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training (currently on-line on the DfE website) to be renewed every 5 years
- 4.5. All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- 4.6. All members of staff are trained in and receive regular updates in e-safety and reporting concerns (Ref Appendix 5)
- 4.7. All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 4.8. All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
- 4.9. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy
- 4.10. Our Safer Recruitment Policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 4.11. Community users organising activities for children are aware of the school's child protection guidelines and procedures.

- 4.12. We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 4.13. Our procedures will be regularly reviewed and up-dated.
- 4.14. The name of the designated members of staff for Safeguarding and Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 4.15. All new members of staff will be given a copy of our safeguarding statement, and the Safeguarding and Child Protection Policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 4.16. The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website

5. Responsibilities

Schools do not operate in isolation. Safeguarding and child protection is the responsibility of all adults and especially those working with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection procedures.

5.1 Parkfield School will:

- Appoint a lead governor responsible for safeguarding practice within the school
- Appoint a Designated Safeguarding Lead (DSL) who is a member of the Senior Leadership Team and two Deputy DSL's
- Require teachers, staff and volunteers to read and implement the Bournemouth and Poole LSCB procedures, school policy and good practice guidelines
- Ensure that teachers, staff, contractors and volunteers have completed DBS checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance.
- Ensure they recruit within the safer recruitment and allegations management training guidelines
- Ensure that the relevant staff have undertaken Common Assessment Framework training and lead professional training
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed code of conduct and safer working procedures
- Ensure any external contractors using or on school premises are signed up to Child Protection Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. extended schools.
- Have and use an Anti-Bullying Policy responding to any complaint of bullying within the school
- Have an E-safety Policy in line with LSCB requirements
- Have a Whistle Blowing Policy where it is safe to discuss concerns
- Treat all students with respect regardless of age, sex, ethnicity, disability or sexual orientation.

5.2 The DSL's will:

- Refer a child if there are concerns about possible abuse, to the Children's Services Team.
- Keep written records of concerns about a child even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely and are separate from student records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensure that an indication of the existence of the additional file as stated above is marked on the pupil records.
- Ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Be the lead contacts for staff to discuss concerns.
- Circulate the Safeguarding and Child Protection statement to all adults and volunteers working within the school and to the extended services of the school.
- Support teachers, volunteers and governing body members on matters of safeguarding and child protection.
- Update the Essential Contacts sheet.
- Ensure that chronologies are on the files of all LAC, CIN, CP students and those of young people with mental health issues where harm (actual or potential) to themselves or others is a factor and all other students as agreed/advised.
- Attend Child Protection Case Conferences and Core Groups on students in their school and provide written reports. Where this is not possible, any member of staff must act on their behalf and be fully briefed prior to attending.
- Attend strategy meetings on children from their school.
- Provide the schools Safeguarding and Child Protection Policy to any parent upon request and publish it on the website.
- Ensure that all new staff including supply staff receive safeguarding induction and are given a copy of the induction document and sign upon receipt.
- That the Safeguarding and Child Protection Policy is reviewed annually
- Ensure whole school safeguarding training every 3 years
- Attend update training every 2 years
- Ensure work related placements follow the agreed safeguarding guidelines
- Provide an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- Collate information for participation in the Multi Agency Risk Assessment Conference (MARAC) process
- Undertake school risk management meeting of children and young people who pose a risk
- That students, staff and parents/carers are aware who the DSL is and how they can be contacted.
- Complete the MARAC form as requested ensuring that information is sought from all school records and return the information to the Local Authority.

5.3 Good Practice Guidelines

The role of all staff in the school is:

- To identify and meet the needs of individual students.
- To improve achievement through a progressive programme of safe, guided practice and measured performance.
- To create an environment in which individuals are motivated to maintain participation and improve performance.
- To ensure that children feel secure and are encouraged to talk and share concerns and that they are listened to.

All members of staff have a responsibility to:

- Establish and maintain a safe area in which to educate (within the limits of their control).
- Ensure the safety of students/minimise risk.
- Adhere to DfE guidelines on teacher behaviour and code of conduct
- Ensure the activities that they offer are appropriate for the age, maturity, experience and ability of the individual.
- Encourage and guide participants to take responsibility for their own behaviour and performance.
- Protect children from harm and abuse.
- Are aware of and follow the government guidelines of 'What to do if you're worried a child is being abused'
- Promote fair play, observation of rules, and the positive aspects of sport.
- Treat all young people equally, and with respect and dignity (please refer to the Equality, Diversity and Community Cohesion Policy).

To ensure good practice and to safeguard individuals,

All members of staff should:

- Adhere to safer working practice, staff code of conduct and student E-Safety policies
- Avoid spending time alone with individual children (keep doors open if this is unavoidable).
- Avoid taking children alone on car journeys.
- Encourage parents/adults to observe teaching sessions and support at school events.
- Explain actions clearly when physical guidance is necessary to teach new skills.
- Provide a good role model by displaying high personal standards.
- Dress appropriately.
- Follow restraint guidelines.
- Follow the intimate care guidelines when undertaking personal care of a student

Members of staff should not:

- Participate in, or allow sexually provocative activities.
- Allow or engage in inappropriate touching or language.
- Breach professional boundaries e.g. personal contact outside school (including via internet or over the phone).
- Allow use of inappropriate language or bullying behaviour by students or adults.
- Ignore allegations made by a child.
- take any photographs or video of children in school or on trips / visits on personal devices, eg. mobile phones.
- Do things of a personal nature that a child can do for him/herself.
- Tolerate or minimise any bullying behaviour.

5.4 Safety

- The school must ensure that the site is a clean and safe environment for children
- All staff must have an up-to-date copy of the Safeguarding and Child Protection Policy and know who the DSL safeguarding Lead and deputies are
- The school must ensure that all incidents are recorded in the accident book
- The school must ensure that it has an accurate and up-to-date database detailing contact numbers and medical information. These databases are confidential and must be stored safely.
- The school must ensure that there are regular safety audits of all equipment (first aid kits, fire extinguishers, telephones etc.) and practise the fire drill
- The school must ensure that a responsible adult is on site when children arrive and ensure the full safety of children whilst on site.

5.5 Curriculum

The Governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives:

- Developing student self-esteem
- Developing communication skills
- Informing about all aspects of risk, including e-safety
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and children & young people
- Developing non-abusive behaviour between students and in relationships
- How to respond to and report bullying behaviour

6. Supporting Children

- 6.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 6.3 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.
- 6.4 Our school will support all children by:
 - 6.41 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 6.42 Promoting a caring, safe and positive environment within the school.
 - 6.43 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 6.44 Notifying Social Care as soon as there is a significant concern.
 - 6.45 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

6.5 Children with Special Educational Needs or Disabilities

- 6.51 Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other students.
- 6.52 Governors will provide a school environment in which students with special educational needs feel confident and able to discuss their concerns. Whenever possible, students will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator to identify students with particular communication needs.

7. Confidentiality

Governors accept that Safeguarding and Child Protection raises issues of confidentiality which should be clearly understood by all staff. The Governors expect all staff to follow the guidance on confidentiality in accordance with data protection and agreed guidance on information sharing.

- 7.1 We recognise that all matters relating to child protection are confidential.
- 7.2 The Principal or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- 7.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 7.5 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 Local Authority Designated Officer (LADO) on this point.

8. Supporting Staff

- 8.1 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.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

9. Allegations against staff

- 9.1 Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Principal who will refer to the appropriate LADO (Jean Haslett or Chris Harvey 01202 456187 for Bournemouth, Wendy Manning 01202 714747 for Poole). Any concern or allegation against a Principal will be reported to the Chair of Governors. The Working Together 2006 guidance and LSCB procedures will be followed for both the investigation and support for the member of staff (see guidance contained in the Safeguarding Matters handbook Sept. 05 section on allegations against staff and Working Together 2006)
- 9.2 The school is legally obliged to make a referral to the Independent Safeguarding Authority if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm.
- 9.3 The school has a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.
- 9.4 All school 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.
- 9.5 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- 9.6 We understand that a pupil may make an allegation against a member of staff.
- 9.7 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- 9.8 The Principal will follow the procedures within the "Dealing With Allegations Of Abuse Against Teachers And Other Staff" guidance

10. Safeguarding students who are vulnerable to extremism,

- 10.1 The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.
- 10.2 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 10.3 Parkfield School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

- 10.4 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Parkfield School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 10.5 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.
- 10.6 Parkfield 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, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 10.7 Parkfield School will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Risk reduction

- 10.8 The school governors, the Principal and the Senior Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 10.9 The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.
- 10.10 This risk assessment will be reviewed as part of the annual report to governors that is monitored by the local authority and the local safeguarding children board.

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Response

- 10.11 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described in Appendix 4. The SPOC at Parkfield School will be the Principal, Terry Conaghan.
- 10.12 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Senior Designated Safeguarding Lead if this is not the same person.
- 10.13 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

11. Safeguarding Students who are vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking

- 11.1 Our safeguarding policy through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 11.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 11.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum
- 11.4 Our school works with and engages our families and communities to talk about such issues
- 11.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 11.6 Our Senior Designated Safeguarding Lead knows where to seek and get advice as necessary.
- 11.7 Our school brings in experts and uses specialist material to support the work we do.
- 11.8 More detail regarding FM and FGM can be found in Appendix 2.

12 Whistle-blowing

- 12.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 12.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO and follow the Whistle-blowing Policy.
- 12.3 Whistle-blowing re the Principal should be made to the Chair of the Governing Body whose contact details are readily available to staff.

13. Physical Intervention

- 13.1 We recognise that touch and physical intervention is appropriate and sometimes necessary in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary and employ "Safer Handling" techniques
- 13.2 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 13.3 Such events should be recorded and signed by a witness.
- 13.4 Staff who are likely to need to use physical intervention will be appropriately trained in Safer Handling.

14 Anti-Bullying

- 14.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms: cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

14.2 Definition of Bullying

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

Bullying can be carried out by boys or girls, adults or children.

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a student too hard.
- Anyone who has an attitude of "win at all costs" and places unacceptable pressure on student.

It is important to recognise that bullying may take the form of:

- Physical abuse – hitting, kicking, pinching, hair pulling, happy slapping, etc.
- Verbal abuse – teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse – ridicule, tormenting or humiliation
- If bullying comprises a sexual nature a referral must be made to the Children's Social Care Assessment Team
- Cyber bullying

15 Racist Incidents

- 15.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding and child protection procedures. We keep a record of racist incidents.

16 Prevention

- 16.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 16.2 The school community will therefore:
- 16.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 16.2.2 Include regular consultation with children e.g. through safety questionnaires and participation in anti-bullying week.

- 16.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 16.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for more personal safety/independent travel.
- 16.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

17 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 and when undertaking school trips and visits.

18 Off Site Visits

Off site visits will be the subject of a risk assessment. Child protection concerns or allegations will be responded to following the LSCB procedures as above. The member of staff in charge of the visit should report the concerns to both the Child Care Assessment Team and school DSL and Principal.

18.1 Exchange Visits

Parents/Cares who will act as host families for students visiting the school from abroad must have satisfactory DBS checks.

NB any disclosure of concern should be the subject of a risk management process using the Positive Disclosure Assessment Form.

19 Taking Appropriate Action

There is a responsibility to safeguard children by taking appropriate action enabling the relevant agencies to make enquiries and deal with the matter effectively.

19.1 Responding to Disclosures

If a child wishes to confide in you the following guidelines should be adhered to.

- **Be honest.**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment.**
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.

- **Record on the appropriate form exactly what the child has said to you and include;**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Sign and date the record and provide a copy for the Child Care Assessment Team and your records.
 - All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- **Be clear about what the child says and what you say.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintaining confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the student if necessary.
 - The DCSF decide who is going to report these concerns to the Social Care Assessment Team before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting, undertake a social care or joint investigation until the police ask you to seek further information.

19.2 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to Social Care, consideration should be given to the appropriateness of completing a CAF and making a referral to the Locality Team for a Team Around the Child meeting.

All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.

A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting any action taken.

The quality of child protection records will be monitored by the Principal

Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Principal or Designated Safeguarding Lead will also telephone the Principal or designated member of staff for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred.

19.3 Sharing Concerns with Parents

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them. Bereavement in the family, a divorce or other major change in circumstances may provide a reasonable explanation for changes in a child's behaviour.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation

19.4 Sharing Concerns with Professionals

In situations where it is inappropriate to discuss concerns with parents you should immediately discuss your concerns with the DSL and refer to the Child Care Assessment Team, Children's Social Care.

- Inform the duty officer in the Child Care Assessment Team or the police and explain the nature of the child protection concern. Give accurate details of the child and what you have observed and/or what the child has said, as well as the action that you have taken.
- The Social Care Assessment Team will advise what to do next, how and when to involve parents and will take responsibility for ensuring appropriate investigations are carried out.
- Record carefully what you have heard, seen and action taken. Follow up the referral using the agreed referral forms.
- If you are not sure what to do and cannot speak directly to one of the lead professionals in Education, you can obtain advice by telephoning;
The duty officer in the Child Care Assessment Team (Bournemouth) - Telephone 01202 458101 and Poole 01202 735046
The local police child protection unit - Telephone 01202 552099

Students who are the subject of a child protection conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Lead or their deputies will attend planning meetings and core group specified in the plan.

School will need to recognise that students who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and are likely to underachieve. Staff must be careful to ensure appropriate support mechanisms are in place in school.

Staff who are the subject of a complaint or allegation of abuse will be offered support from the school, Local Authority, staff welfare officer or can access counselling via their GP or Union support.

The Local Authority will offer support, guidance and training to support schools to enable them to meet their safeguarding responsibilities.

20. Monitoring and Evaluation

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

- The Principal
- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of ELSA referrals

This Safeguarding and Child Protection Policy should be read in conjunction with other relevant policies:

- Anti-Bullying
- Attendance
- Behaviour
- Curriculum
- Dealing With Allegations Of Abuse Against Teachers And Other Staff
- E-Safety
- Educational Trips and Visits
- Equal Opportunities
- First Aid
- Health and Safety
- Intimate Care
- Lone Working
- Medical Needs
- PHSE
- Positive Handling and the Use of Reasonable Force
- Safer Recruitment
- Risk Assessment
- Sex and Relationships Education
- Staff Behaviour Policy / Code of Conduct
- Teaching and Learning
- Whistle Blowing

Appendix 1

Recognition of Child Abuse, Bullying and Harassment

Definitions of Abuse (Working Together 2006)

What are abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. There are four defined types of abuse:

Categories of Abuse:

- Physical Abuse
 - Emotional Abuse (including Domestic Abuse)
 - Sexual Abuse
 - Neglect
- **Physical 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** is 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. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.
 - **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
 - **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 adequate food, clothing and shelter (including exclusion from home or abandonment)
 - Protect a child from physical and emotional harm or danger
 - Ensure adequate supervision (including the use of inadequate care-givers)
 - Ensure access to appropriate medical care or treatment.
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **NB – Domestic Abuse (Violence).** Whilst not a stand-alone category, domestic abuse has a significant impact on students who experience it in their home. This is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those who are or have been intimate partners and adults aged 18 or over, who are or have been family members regardless of gender or sexuality.

Recognising signs of child abuse

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

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

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

Bite Marks

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

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

Burns and Scalds

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

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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

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

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

Sexual Abuse by Young People

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

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

Consent – agreement including all the following:

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

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

Young people who present sexually problematic behaviour to others, violent behaviour or self-harm

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to the Children's Social Care Assessment Team who will advise on the appropriate action to take. For all categories schools must use the School Risk Management Process. The risk to other students must be assessed and the school must risk assess the level of support and school action needed to protect other students in the school.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 2

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status / respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom / tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of Human Rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre.

Appendix 3

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 4

Preventing violent extremism - Roles and responsibilities of the single point of contact (SPOC)

The SPOC for Parkfield School is The Principal, Terry Conaghan, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Parkfield School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Dorset Police Counter-Terrorism Unit through their "prevent" team and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

If you have any concerns about an individual

If you believe someone is at risk of radicalisation you can help them obtain support and *prevent* them becoming involved in terrorism by raising your concerns and making a referral.

Making a referral

In your organisation you can speak to your supervisor or *Prevent*Lead to discuss your concerns.

Contact

.....
.....
For referrals in Devon and Cornwall contact prevent@devonandcornwall.pnn.police.uk
For referrals in Dorset contact the Safeguarding Referral Unit: sru@dorset.pnn.police.uk
For referrals in Avon, Somerset and Wiltshire contact: channelsw@avonandsomerset.pnn.police.uk
For referrals in Gloucestershire contact the PREVENT Team Special.Branch@gloucestershire.pnn.police.uk

If you see inappropriate web content

Inappropriate content includes speeches calling for racial or religious violence or videos glorifying terrorists who have committed atrocities, inciting racial hatred.

There is a dedicated internet page where inappropriate content can be reported. You can visit the site at www.direct.gov.uk/reportingonlineerrorism

Useful contacts and information

Online
There is a lot of information about Prevent available on the Home Office website: www.gov.uk/government/organisations/home-office

Guidance for the health sector
www.gov.uk/government/publications/building-partnerships-staying-safe-guidance-for-healthcare-organisations

On the phone
Anti-terrorist hotline on **0800 789 321**
Crimestoppers on **0800 555 111**

If you suspect terrorism or violent extremism is being promoted or related activity is taking place then these concerns should be reported to the local police by calling **101** or in an emergency call **999**.

Preventing Terrorism and Radicalisation within our Communities

Working together to prevent people from being drawn into terrorism

Your guide to *Prevent* and your responsibilities



South West England - Information for Partner Agencies



The most serious threat we face in the UK is from international terrorism linked to or influenced by Al-Qaeda; who wrongly use religion to justify their actions. However, terrorism can be motivated by a range of ideologies or other factors, including religion, politics and race. In the UK extreme right wing groups and single issue groups such as animal rights campaigners can pose a significant threat.



What is *Prevent*?

Prevent is part of the Government's counter-terrorism strategy that aims to stop people becoming terrorists. It is a multi-agency approach to safeguard people at risk of radicalisation.

How does *Prevent* work?

It looks at building a deeper understanding of how individuals become radicalised.

This helps to identify ways of preventing people from becoming terrorists or supporting violent extremism.

Typically, a radicalisation process includes exposure of an individual to extremist viewpoints that may eventually influence the person to carry out an act of violent extremism or terrorism. This could take weeks, months or even years. It is possible to intervene during this process and stop someone becoming a terrorist or supporting violent extremist activity.

Violent extremism is where people seek to justify or promote terrorism or encourage others to commit such acts.

What is Channel?

Channel is a process developed to support people at risk of being drawn towards terrorism or violent extremism.

Partners work together to support individuals vulnerable to radicalisation and provide tailored safeguarding measures to support their needs. Channel Partners include Local Authority, Healthcare providers, Probation, Police and members of the community.

A range of options are available including mentoring, welfare support and access to key services.

This process can support the people in your community if it is needed. You may have concerns that an individual is susceptible to radicalisation or recruitment by terrorists or violent extremists. The earlier the Channel intervention the more likely it is to be effective; so make the referral at the earliest opportunity.

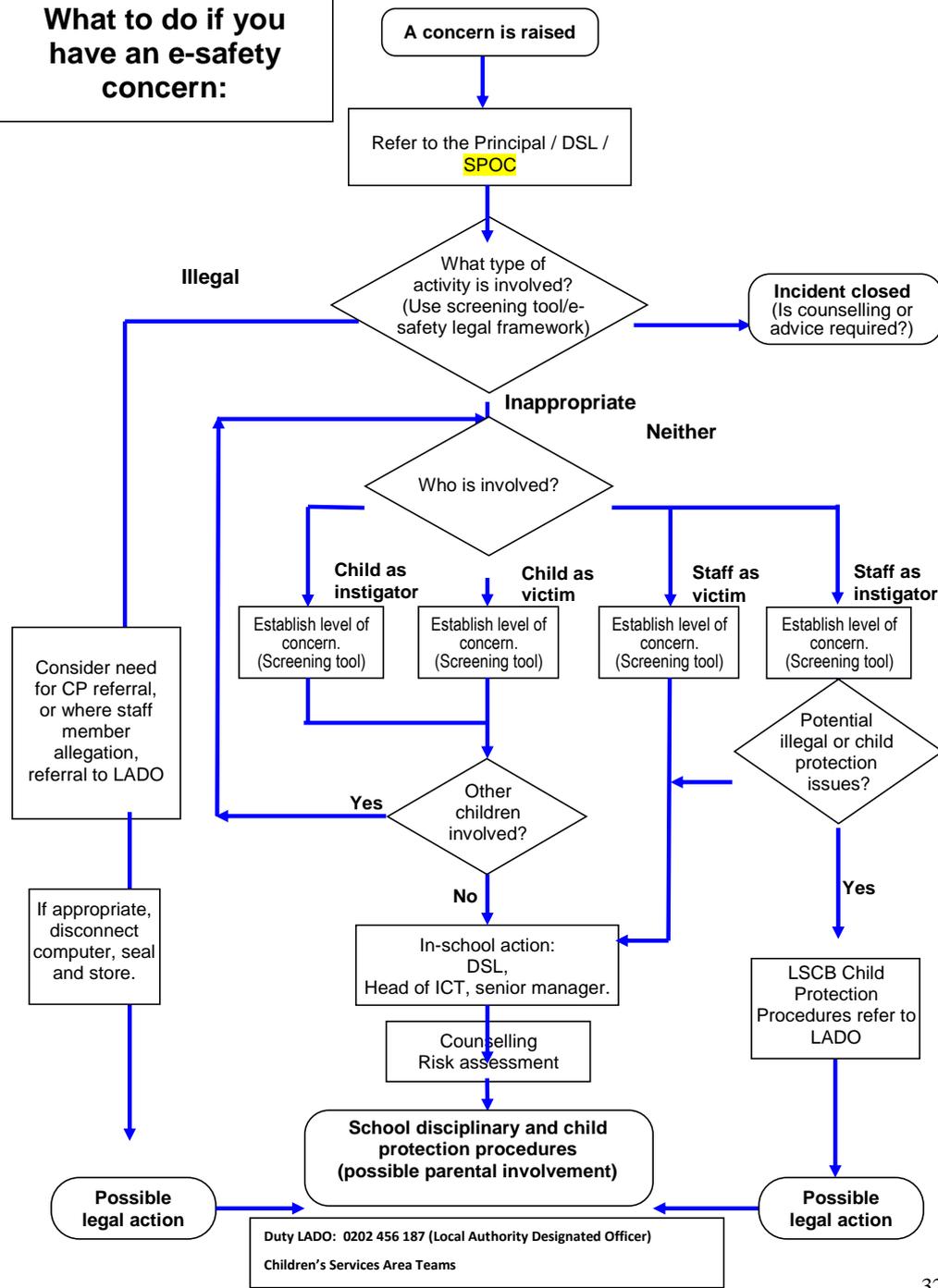
So what does this mean for you?

Extremism in itself is not illegal but we still encourage you to be aware of potential signs of it because it can act as a 'pathway' to terrorism. *Prevent* does not aim to criminalise people for holding extreme views; instead, it seeks to stop individuals from encouraging or even committing violent activity.

We all have a role to play in *Prevent* within our organisations and communities by helping people understand what the strategy aims to achieve.

Appendix 5

What to do if you have an e-safety concern:



Appendix 6

Essential Contacts

Local Contacts – to be inserted as appropriate		
Lead Officer for Bournemouth Lead Officer for Poole	Chris Harvey Julie Murphy	01202 456187 01202 261918
Social Care Assessment and Team Bournemouth	Duty Out of Hours	01202 458102 01202 657279
Poole	Referral and assessment team (Poole)	01202 735046
Public Protection Unit, Dorset In an emergency ring 999	Pam Trevellion	
National Contacts		
The NSPCC	National Centre 42 Curtain Road, London EC2A 3NH	Tel: 020 7825 2500 Helpline: 0800 800 500 Website: www.nspcc.org.uk
Childline UK	Freepost 1111 London N1 0BR	Tel: 0800 11111 Website: www.childline.org.uk
Anti Terrorism Hotline Prevent / Channel Dorset Anti-terrorism referral		Tel: 0800 789321 www.gov.uk/government/organisations/home-office sru@dorset.pnn.police.uk

Further advice on child protection is available from:

CEOPSThinkuknow: <https://www.thinkuknow.co.uk>

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

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

Review of policy

In line with statutory requirements this policy will be reviewed annually. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are the LCSB, children and young people, staff, parents and carers, governors, SLT and people from other organisations involved with the life of Parkfield School (including before/after-school clubs, contractors, transport staff etc.).

Ratified by the Governing Body: _____(date)

Principal

On behalf of the Governing Body

Policy Review date: SEPTEMBER 2015

DRAFT