

# Child Protection and Safeguarding Policy

**This Policy includes within it the *Safeguarding Lead Policy - The role of the Designated Safeguarding Officer***

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## Related Government Documents

**This policy should be read with reference to the DfE document: *Keeping children safe in education – Statutory guidance for schools and colleges* September 2016.** That government document is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

### **Also relevant are:**

- *What to do if you're worried a child is being abused - Advice for practitioners* March 2015,
- *Working together to safeguard children – A guide to inter-agency working to safeguard and promote the welfare of children*, March 2015,
- *Neglect Matters – A Multi-agency guide for professionals working together on behalf of teenagers*, 2010,
- *The Prevent Duty – Departmental advice for schools and childcare providers*, June 2015,
- *Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*, February 2017
- *Multi-agency statutory guidance on female genital mutilation*, April 2016.
- *A range of documents prepared by Bristol Safeguarding Children Board (BSCB) – these are found at <https://bristolsafeguarding.org/children-home/>*

**Belgrave School aims to work in accordance with all the recommendations within these documents.**

These documents are published either by HM Government, mainly The Department for Education, and can be obtained from the government website at [gov.uk/government/publications](http://gov.uk/government/publications)

## Definitions

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility.

Safeguarding and promoting the welfare of children is defined as:

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

Children includes everyone under the age of 18.

## A Summary of the Policy

This Policy contains the following elements:

1. General Policy
2. Safeguarding Lead Policy
3. Logging Safeguarding Issues Policy
4. Whistle-blowing Policy
5. Definitions and Indications of Abuse
6. Policy and Procedures Concerning Alleged Abuse Perpetrated by Children and Young People
7. Policy concerning safeguarding children who are vulnerable to exploitation, forced marriage, female genital mutilation, or trafficking
8. Policy concerning the safeguarding of children who are vulnerable to extremism and radicalisation

## Safeguarding is Everyone's Responsibility

The following emphasis on safeguarding being everyone's responsibility is taken from, *Keeping children safe in education Statutory guidance for schools and colleges* September 2016.

1. Safeguarding and promoting the welfare of children is **everyone's responsibility**. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
2. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
3. **All** school staff have a responsibility to provide a safe environment in which children can learn.

4. **All** school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
5. **Any staff member** who has a concern about a child's welfare should follow the referral processes. Staff may be required to support social workers and other agencies following any referral.
6. **All staff** members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction as well as reinforced and updated at least annually as part of ongoing safeguarding training. This should include:
  - the child protection policy;
  - the staff behaviour policy (sometimes called a code of conduct); and
  - the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

7. **All staff** members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
8. **All staff** should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
9. **All staff** should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 2004 that may follow a referral, along with the role they might be expected to play in such assessments.
10. **All staff** should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.
11. **All staff** members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
12. **All Staff** members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
13. If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. **Anyone** can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

14. If **any** staff members have concerns about another staff member then this should be referred to the headteacher. Where there are concerns about the headteacher this should be referred to the proprietor.
15. **All staff** and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the leadership.
16. **All staff** should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
17. **All staff** should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.
18. **All staff** members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
19. Safeguarding training for **all staff** should be updated at least annually.

## Staff training

The proprietor and headteacher should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the LSCB.

In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The proprietor and headteacher should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

## Children with special educational needs and disabilities

As Belgrave School has many children with special educational needs (SEN) and disabilities, it is especially recognised that these pupils can face additional safeguarding challenges in that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

Due to this, staff need to be particularly vigilant.

# **1. General Policy**

**Children and young people have a fundamental right to be protected from harm. Children and young people have a right to expect schools to provide a safe and secure environment.**

Any fears or worries that children and young people bring into the classroom should not go unnoticed by staff. If deemed necessary those fears should be logged in the incident book.

It is a guiding principle of the law and child protection procedures that the protection and welfare of the child must always be the first priority. The protection of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help abused children. Belgrave School fully recognises its responsibilities for child protection.

## **Aims:**

**We aim to provide a caring environment which will underpin the whole school aims and a curriculum where self-esteem can be nurtured and children empowered to protect themselves. Our policy applies to all staff, directors of the company and visitors working in the school.**

**There are five main elements to our policy:**

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.

Physical restraint of children is not required at Belgrave School and would only be used if the child was at risk of causing harm to themselves or to another person.

**We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:**

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
2. Ensure children know that there are adults in the school whom they can approach if they are worried.
3. Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

**We will follow the procedures set out by the Bristol Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to:**

1. Ensure we have a designated teacher for child protection who has received appropriate training and support for this role.
2. Ensure we have a nominated director of the company responsible for safeguarding.
3. Ensure every member of staff, volunteer and director knows the name of the designated teacher responsible for safeguarding and their role.

4. Ensure all staff and regular visitors understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
5. Ensure that the Designated Safeguarding Lead (DSL) receives appropriate BSCB approved multi-agency training every 2 years, and that all staff receive appropriate in-house training every year. All new staff will receive training within 2 months of appointment/starting work. A record of all training will be kept in the school office.
6. Ensure that the Designated Safeguarding Lead (DSL) engages actively with the various safeguarding and multi-agency networks within the Bristol area.
7. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by referring clearly to the Child Protection and Safeguarding Policy on the school website.
8. Notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
9. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
10. Keep written records of concerns about children, even where there is no need to refer the matter immediately. These records are to be individual.
11. Ensure all records are kept securely; separate from the main pupil file, and in a locked location.
12. Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
13. Ensure safe recruitment practises are always followed by ensuring the Principal and Headteacher undertake the appropriate NCSL online training course.
14. Conduct an annual child protection audit and review it mid-year. The outcomes of the audit/review will become the basis for any necessary action plan.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

1. The content of the curriculum
2. The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
3. The school behaviour policy which is aimed at supporting vulnerable pupils in the school
4. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
5. Liaison with other agencies that support the pupil such as social service, child and adult mental health service, education welfare service and educational psychology service
6. Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

***All procedures must be in accordance with the DfE documents that are contained in the folder: Policies / Safeguarding / Safeguarding Resources / Government Documents. This folder must be updated annually with the most up to date advice and documentation.***

**The designated teacher is Jonathan Skinner**

**The designated Director is Pat Jones.**

## **2. Safeguarding Lead Policy**

### **The role of the Designated Safeguarding Officer**

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#### **Choosing a Designated Safeguarding Officer**

It is recommended that at least one person is a “designated safeguarding officer”. This person will take the lead on safeguarding at Belgrave School. (The Headteacher: Jonathan Skinner) In nominating someone to undertake the role the person chosen should:

- be someone with authority in the group such as a manager or team leader
- a paid member of staff if possible
- have a Disclosure and Baring Service (DBS) check.
- have at least two references which are followed up.

The deputy is Pat Jones..

### **Responsibilities**

1. The Designated Safeguarding Officer are the first point of contact for all staff and volunteers to go to for advice if they are concerned about a child (this may also need to be out of hours so staff and volunteers should always know how to contact them) or you can also appoint a Deputy (At Belgrave School, The Principal, Pat Jones);
2. They have a higher level of safeguarding training and knowledge than the rest of the staff. They should receive appropriate BSCB approved multi-agency training every 2 years.
3. They are responsible for ensuring that their organisation’s safeguarding policy is kept up to date and complete the Section 11 audit tool every 2 years (in practice we conduct annual audits under the auspices of the ;
4. They ensure that they comply with safe recruitment procedures for new staff members and their induction.
5. They assess information from staff regarding concerns about children and make decisions about whether staff concerns are sufficient enough to notify Children’s Social Work Services or whether other courses of action are more appropriate, for example the completion of a Common Assessment Framework (CAF);
6. They make formal referrals to the Duty and Advice Team;
7. They ensure that concerns are logged and stored securely
8. They have joint responsibility to ensure that the organisation’s safeguarding policy and related policies and procedures are followed and regularly updated;
9. They are responsible for promoting a safe environment for children and young people;
10. They know the contact details of relevant statutory agencies eg Bristol Safeguarding in Education Team, Children’s Social Work Services (CSWS), Police, Local Safeguarding Children Board, and the Local Authority Designated Officer (LADO) for allegations against staff.

It is not the responsibility of the designated safeguarding officer to decide whether a child has been abused or not- that is the responsibility of investigative statutory agencies such as Children's Social Work Services or the police. However keeping children safe is everybody's business and all staff should know who to go to and how to report any concerns they may have about a child being harmed or at risk of being harmed.

The Designated Safeguarding Officer should register with the BSCB to ensure that they are kept up to date with all the latest safeguarding information from the Board and details of events and training. On registering they will receive a helpful pack of information to assist the role.

### **3. Logging Safeguarding Issues Policy**

As needed, each child has in their digital file on Staff Storage an incident log, which records minor events, observations and communications with parents, including issues concerning behaviour, medical information, injuries, tiredness, disagreements, and so on. Also minor safeguarding concerns are noted. These are "niggle notes", which means that staff can enter them, however minor. This helps staff in general, and the DSL in particular, to discern patterns that may raise more serious concerns.

At the end of each half term, or at appropriate times, the relevant staff member keeping an incident log on Staff Storage will e-mail their log to the office to be stored on the secure Admin Storage system.

Anything deemed serious enough is copied and recorded into the Individual Student Electronic Safeguarding Log in the general Safeguarding File on the Admin Storage System. This latter file is only created as needed. The Safeguarding Log is kept securely and only designated staff can access it.

Alongside this, If any specific safeguarding incident or concern is noticed, or reported, these are passed to the Safeguarding Officer immediately and they will log it in an Individual Student Electronic Safeguarding Log, along with any action taken. This is stored on Admin Storage and not Staff Storage. It can only be accessed by designated staff.

### **4. Whistle-blowing Policy** (this also exists as a separate policy, but is included here as aspects of it pertain and are relevant to safeguarding)

#### **1. Introduction & Purpose of Policy**

Belgrave School is committed to the highest possible standards of honesty, openness, probity and accountability. It seeks to conduct its affairs in a responsible manner, to ensure that all its activities are openly and effectively managed, and that the School's integrity and the principles of public interest disclosure are sustained.

In line with that commitment, all members of staff and those working on behalf of the School who have serious concerns about any aspect of the School's work are encouraged to come forward and voice those concerns to their immediate manager and/or the Headteacher. Staff not only have the right but also a duty to report any improper actions or omissions, particularly where the welfare of young people may be at risk. Where any member of staff decides to report a serious incident within the scope of this policy, whether anonymously or otherwise, this will be treated as a 'protected' disclosure. Staff members should feel reassured that they can raise concerns in accordance with this policy without fear of victimisation, subsequent discrimination or disadvantage. This policy aims to:

- Encourage staff to feel confident in raising serious concerns and to question and act upon concerns about practice;

- Provide avenues to raise those concerns and receive feedback on any action taken;
- Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied;
- Reassure staff that they will be protected from possible reprisals or victimisation if they have made any disclosure in good faith.

The policy will be applied fairly and consistently to all staff employed at the school as well as those carrying out work for the School, for example, volunteers, agency workers, contractors or consultants. The term 'member(s) of staff' is used in this document for simplicity but is intended to include this broader range of individuals covered by this policy. Copies of this policy, are available to all members of staff from the school office.

A copy of this policy is given to all new members of staff as part of their Induction Programme. All parent volunteers who help in school are asked to read this policy and sign a Safe Code of Conduct.

## **2. Scope of the Policy**

There are existing procedures in place to enable employees to lodge a grievance relating to their own employment. The whistle blowing policy is intended to cover serious concerns that may fall outside the scope of other procedures, in accordance with the Public Interest Disclosure Act 1998. These include:

- Conduct which is an offence or a breach of law
- Failure to comply with a legal obligation
- Disclosures related to miscarriages of justice
- Health and safety risks, including risks to the public or pupils as well as other staff
- Damage to the environment
- Information relating to the above issues that has been, or is likely to be, deliberately concealed.

Examples of the above categories are likely to include:

- The unauthorised use or misuse of public funds
- Possible fraud and corruption
- Sexual, physical or psychological abuse of pupils at the school
- Harassment & bullying of staff
- Breaches of codes of conduct
- Malpractice in examinations and assessments.

Therefore any serious concerns that a member of staff has about any aspect of the School's service provision or the conduct of staff or others connected with the School can be reported under this whistle blowing policy where that member of staff has a reasonable belief in the validity of those concerns and they relate to one of the specified areas set out above.

A member of staff who makes such a protected disclosure has the right not to be dismissed, subjected to any other detriment, or victimised, because he/she has made a disclosure.

## **3. Key Points About Raising Concerns**

### **3.1 Safeguarding Against Harassment or Victimisation**

It is recognised that the decision to report a concern can be a difficult one to make. The School will take a zero tolerance approach to any act of harassment or victimisation (including informal pressures) resulting from a member of staff raising a concern in good faith.

A member of staff making an allegation within the scope of this policy will be supported by the School when raising a concern, providing that he/she:

- Believes the concern to be true
- Is not acting maliciously or making false allegations
- Is not seeking any personal gain.

### **3.2 Unsubstantiated Allegations**

If a member of staff makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against them. If, however, an allegation is made frivolously, maliciously or for personal gain, disciplinary action is likely to be taken.

### **3.3 Confidentiality**

All concerns will be treated in confidence but, at the appropriate time, the whistle blower may be asked to come forward as a witness and this will be discussed with him/her.

### **3.4 Anonymous Allegations**

This policy encourages staff to put their name to their allegation wherever possible.

The School will take all concerns raised seriously. Concerns expressed anonymously are much less powerful but will still be given consideration

## **4. How to Raise a Concern**

As a first step, a member of staff should normally raise concerns with the Headteacher, the School's Designated Safeguarding Lead (DSL) where this is appropriate to the nature of the concern), or the Principal.

### **Designated Safeguarding Leads:**

**Headteacher: Jonathan Skinner**

**Principal: Pat Jones**

Concerns may be raised verbally or in writing, but the earlier the concern is expressed the easier it is to take any required action. Members of staff who wish to make a written report are encouraged to include the following information:

- The background and history of the concern, giving relevant dates and providing as much supporting evidence as possible;
- The reason(s) why they are particularly concerned about the situation.

Where a concern is raised verbally, the person hearing it must ensure that a written account of it is made to assist with any subsequent investigation. School management will take all concerns raised within the scope of this policy seriously and identify the appropriate level of investigation.

## **5. How the School Will Respond**

### **5.1 Initial Enquiry**

In order to protect the individuals involved, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take and who should be appointed to conduct it. The overriding principle is that of the public interest. If urgent action is required, for

example if the welfare of pupils may be at risk, this action will be taken before any investigation is conducted. Further to the results of this enquiry, the following steps will be considered:

- Concerns or allegations which fall within the scope of specific procedures, e.g. child protection, bullying or harassment or disciplinary, will normally be referred for investigation and consideration under those procedures.
- Where there are any concerns about financial impropriety or criminal activity, the concern may be reported to the police.

## **5.2 Communication**

Within ten working days of a concern being raised, the person who is dealing with the concern will respond in writing either to the employee directly. The response will:

- Acknowledge receipt of the concern
- Indicate how the School proposes to deal with the matter
- Give an estimate of how long it will take to provide a final response
- Advise whether any initial enquiries have been made
- Supply information on any staff support mechanisms , and
- Advise whether further investigation or action is required, and if not, why not.

## **5.3 Investigation**

Once preliminary enquiries have established the need for an investigation, an appropriate person will be appointed to conduct the investigation. The person appointed to undertake the investigation is responsible for establishing the facts of the matter, as far as it is reasonably possible to do so, and assessing whether the concern has foundation and can be resolved internally. Other people may need to be interviewed to provide further information and/or clarification concerning the issue(s) raised.

Written records of all interviews will be kept throughout the investigation together with details of any action taken. The investigation will result in a written report and recommendations for corrective action.

The member of staff raising the concern will, subject to legal constraints, be advised in writing of the outcome of the investigation and, where appropriate, what action is being taken.

## **6. Taking the Matter Further**

This policy is intended to provide members of staff with an avenue to raise concerns internally. If the member of staff feels that it is right to take the matter outside the School, contact can be made with a recognised trade union, local Citizens Advice Bureau, relevant voluntary or independent organisation or legal advisor. The Public Interest Disclosure Act also sets out a number of bodies to which protected disclosures can be made, including HM Revenue & Customs, the FSA, the Health and Safety Executive and the Serious Fraud Office. Employees should be aware that going directly to the press may limit their protection under the Public Interest Disclosure Act and they could therefore be subject to disciplinary action. An employee considering such a course of action is strongly advised to seek prior advice from their trade union or an independent organisation such as Public Concern at Work ([www.pcaaw.co.uk](http://www.pcaaw.co.uk))

## **7. Monitoring & Reporting**

The Governing Body of the School is responsible for overseeing the operation of this policy and for ensuring that appropriate records are maintained regarding concerns raised and the outcomes. It is also responsible for reporting concerns to officers at Surrey County Council

and to other external bodies as appropriate to the circumstances. In reviewing this policy from time to time, the Governing Body will have regard to the Council's whistle blowing procedures in force at the time of review.

## **5. Definitions and Indications of Abuse**

### **1. NEGLECT**

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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

### **2. PHYSICAL ABUSE**

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;

- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### **3. SEXUAL ABUSE**

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

### **4. SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;

- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

## 5. EMOTIONAL ABUSE

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber 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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## 6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## 7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

## 6. Policy and Procedures Concerning Alleged Abuse Perpetrated by Children and Young People

**The sections in this document provide guidance in the multi-agency response to allegations of a child or young person allegedly abusing another child or young person. This document is adapted from the latest BSCB (2015) guidelines.**

- Bullying
- Children's Social Care
- Involvement of the youth offending team
- Peer sex abuse in schools
- Police

### Principles

- Where an allegation is made regarding alleged abuse perpetrated by children and young people, the age and understanding of the alleged perpetrator must be considered throughout decision making.
- The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.
- The focus of involvement with the alleged perpetrator and their family, will be both to determine risks to and from the young person concerned within the parameters of the Children Act 2004, and to manage the allegations against them within the criminal justice framework.
- Children and young people who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

When dealing with such allegations, professionals should be mindful that there is significant research evidence, to suggest that children who behave in a sexually inappropriate and/or aggressive way towards other children, are often victims of abuse themselves.

Where an allegation of child abuse is made concerning an alleged perpetrator who is under 18 years old:

## Action

- All such referrals should be passed onto Children's social care.
- Where a strategy discussion is convened regarding the alleged victim, a separate strategy discussion should be held regarding the alleged perpetrator.
- Along with considerations outlined in the South West Child Protection Procedures, this meeting will need to specifically consider:
  1. The nature of the assessment of the young person's own circumstances (including consideration of their age and development), particularly regarding sources of risk to them, including any allegations that they are enacting abuse which they have suffered themselves.
  2. Early contact with a child psychiatrist for the alleged perpetrator, where appropriate.
  3. The needs of the young person and their family in terms of support. If the alleged perpetrator is disabled this must be accommodated in the planning.
  4. Whether the criteria for convening a child protection conference is met with regard to the alleged perpetrator.
  5. Risks to other children in, or visiting the household, either from adults implicated by the young person or from the young person themselves.
  6. A behaviour management plan for the alleged perpetrator.
  7. Timing of arrest and interview in relation to the alleged offences. Multiple interviews of children should be avoided.

**There is significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children and young people.**

## Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies. All agency personnel should foster an environment where children feel valued and respected, their self-esteem is promoted, and inappropriate or intimidating behaviour by young people towards their peers is challenged.

Working Together to Safeguard Children, defines three main types of bullying:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. racist or homophobic remarks, threats, name-calling)
- emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

## **Schools**

Since 1999 schools have been under a legal duty to put measures in place to promote good behaviour, respect for others and to prevent all forms of bullying among pupils. In practice schools need to draw up an anti-bullying policy linked to the behaviour policy. Specific guidance for schools in this regard is available see 'Protocols for Multi-agency action' or further information.

## **Children with Disabilities**

Children and young people who have a disability can be particularly vulnerable to bullying. Specific steps should be taken to ensure that measures are in place to address this behaviour in all settings.

## **Children's Social Care**

Children's social care have responsibility to assess both the needs (including protection needs) of the alleged victim and those of the alleged perpetrator. The strategy discussion will need to decide whether enquiries under S47 CA 1989 need to be undertaken in relation to the alleged perpetrator and their family.

## **See Allegations against people who work with children**

Such enquiries will form part of a core assessment and should consider:

- The nature and extent of the abusive behaviour, drawing a clear distinction between normal childhood development and experimentation and sexually inappropriate or aggressive behaviour;
- The context of the abusive behaviours;
- The child's development and family and social circumstances;
- Any mental health issues for the suspected perpetrator;
- Needs for services; and
- The risks to self and others.

The procedures outlined in the South West Child Protection Procedures, must be followed in relation to assessing the child's needs and responding to levels of suspected risk of harm.

Where the abuse is alleged to have happened in school, the team manager should keep the headteacher informed.

Child protection conferences will only be held in respect of the alleged perpetrator where there is evidence of continued personal risk to that young person. However, there may still be a need for a multi-agency approach if the young abuser's needs are complex. Issues regarding suitable educational and accommodation arrangements often require skilled and careful consideration (WTSC 2010).

Where the abuse is alleged to have taken place in an institution, and where it is decided not to convene a conference, the team manager should consider calling a meeting of strategy discussion members to review the situation, formally close S.47 Enquiries, and plan preventative action. The Children's social care team covering the area where the institution is, is responsible for progressing enquiries regarding children in that institution. Where a strategy discussion is held, consideration should be given to inviting the relevant Registration and Inspection unit.

## **Involvement of the Youth Offending Team**

Direct involvement of the YOT will only be relevant where:

- The young person admits the offence and receives a final warning, or
- The young person is found guilty in court and reports are requested.

When a young person is charged, reprimanded or no further action is taken:

## **Action**

The police will inform the Youth Offending Team, who will enter a note on the Children's social care database, of the young person's charge, or reprimand or final warning.

When consideration is given to a final warning the young person will be released on bail to return to a station in three weeks' time for the final warning to be administered. This will allow time for consultation with the YOT in order to verify the decision and, if necessary, prepare a diversion plan for the offender.

## **Peer sex abuse in schools**

School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer sex abuse.

Factors affecting decision making should include:

- The possible impact on the child/victim.
- Any disparity in age between the abusing and abused child.
- Whether there is any element of coercion or violence.

Exploratory play should be dealt with in school, involving parents as appropriate, however, allegations of peer sex abuse must be referred to Children's social care following the referral procedures outlined in the *South West Child Protection Procedures*, for all of the children involved. The Children and Young People Service's (CYPS) designated schools protection officer should be notified and consideration should be given to their inclusion in any subsequent strategy discussions.

The referral should be made to the relevant Children's social care team covering the area in which the school is located. This team has responsibility for progressing enquiries regardless of the home address of the children. This will include ensuring that other area teams are involved as appropriate.

## **Responsibilities of Headteachers**

Where allegations of peer abuse occur within their school, the headteacher should:

### **Action**

- Keep the involved children separate throughout the school day to avoid collusion or intimidation (this may involve them attending on a rota basis until enquiries are complete);
- Not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- Keep a detailed log of actions, discussions and decisions.
- Contact parents of involved children in light of the information sharing protocol (see *Information sharing protocol and Referrals*) and request that, pending the interview with Children's social care, they should not discuss the allegation in depth with the child.

- If the situation warrants it (for example possible press coverage), sending a letter to all parents/carers of children in the school, giving appropriate information about the situation. CYPS has produced a draft letter for such purposes.

If the assessment concludes that the allegations made can be substantiated, the children should not necessarily be expected to continue their education in contact with each other.

The children responsible for the abuse should be moved if necessary. The views and wishes of the children who have been abused and their parents should be appropriately considered in the decision making.

## **Police response**

The police Child Abuse Investigation Team has responsibilities towards all children involved in the allegation both in decision making about them having suffered, or being at risk of suffering, significant harm, and regarding whether a crime has been committed by, or against, any of them.

Where a child is suspected to have committed an offence:

### **Action**

The police Child Abuse Investigation Team will interview the child and make a decision on disposal based upon:

- Seriousness of the offence
- Evidence
- Public interest, and
- Interests of all of the children involved.

## **Disposal Options**

There are a number of disposal options including:

- Charge and detain in custody pending the next available court sitting.
- Charge and release on bail; with or without conditions.
- A reprimand or final warning.
- Defer and release on police bail pending further enquiries.
- No further action.

Neither child welfare nor criminal justice agencies should embark on a course of action that has implications for the other without appropriate consultation.

## **Prosecution**

Prosecution of the alleged offender will be considered and in some cases will be the most appropriate way of communicating to them the seriousness of their actions and their responsibility in addressing offending behaviour. However a decision to prosecute must be made on the basis that it is in the best interests of the child/ren involved and other forms of intervention and treatment must also be considered.

## **7. POLICY CONCERNING SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING**

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.
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. (See BSCB documents in the folder Policies / Safeguarding / Safeguarding Resources / BSCB Resources)
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.
4. Our school works with and engages our families and communities to talk about such issues.
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.
6. Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
7. Our school brings in experts and uses specialist material to support the work we do.

### **WHAT WE DO WHEN WE ARE CONCERNED**

1. Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
2. In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –
  - The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
  - The school will review the situation after taking appropriate action to address the concerns.
3. The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or

making a referral to children's social care. The local family support and safeguarding hub can assist us.

4. If the concerns about the pupil/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household,
5. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers.

## **8. POLICY CONCERNING SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO SO CALLED HONOUR BASED VIOLENCE**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Belgrave staff will need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines:

### **Handling case of forced marriage**

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

## **9. POLICY CONCERNING THE SAFEGUARDING OF CHILDREN WHO ARE VULNERABLE TO EXTREMISM AND RADICALISATION**

<http://educateagainsthate.com/> - an excellent resource all staff should be aware of

There is an excellent Channel General Awareness Course from the College of Policing, which explains how Channel links to the government's counter terrorism strategy (CONTEST), describes the channel process and purpose, identify factors that can make people vulnerable to radicalisation and define the safeguarding and risk ownership of the Channel process at [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

1. 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 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.

- 2 Belgrave School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/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.
- 3 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. Belgrave School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in the Appendix ONE.
- 5 Belgrave 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.

### **Risk Reduction**

- 6 The Principal and the Head Teacher / 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, PSHE 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.
- 7 This risk assessment will be reviewed annually.

### **Response**

- 8 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: this will normally be the Headteacher / Designated Safeguarding Lead. The SPOC for Belgrave School is Jonathan Skinner. The responsibilities of the SPOC are described in Appendix TWO.
- 9 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 Designated Safeguarding Lead if this is not the same person.
- 10 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.

## **WHAT WE DO WHEN WE ARE CONCERNED**

6. Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
7. In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –
  - The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
  - The school will review the situation after taking appropriate action to address the concerns.
8. The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.
9. If the concerns about the pupil/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household,

## **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.

### **PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The **SPOC** for Belgrave School is Jonathan Skinner, 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 Belgrave 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/pupils from radicalisation and involvement in terrorism;
  - Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
  - Collating relevant information from in relation to referrals of vulnerable students / pupils 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. The Channel process aims to provide support to individuals at risk of being drawn into violent extremism. It draws on existing collaboration between local authorities, the police, statutory partners (such as the

education sector, social services, children's and youth services and offender management services) and the local community.

Channel attempts to establish an effective multi-agency referral and intervention process to identify vulnerable individuals. It aims at safeguarding individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; it also attempts to provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

In summary, it has three objectives:

- to identify individuals at risk of being drawn into violent extremism;
- to assess the nature and extent of that risk;
- to develop the most appropriate support for the individuals concerned.