

Thomas Estley Community College



Cosby Primary School



Hallbrook Primary School



Richmond Primary School

Success Academy Safeguarding Policy

This is a Trust wide policy adopted by all schools within the Success Academy Trust.

Named staff and contacts

School	Designated Safeguarding Lead	Deputy Dedicated Safeguarding Lead	<u>Nominated Safeguarding Governor</u>
Hallbrook	Tracy Withers	Tracy O'Boyle Helen Nagorski	Karen Stuart
Richmond	Carolyn Munton	Emma Clark, Michael Pallett Jennifer Carter, Jeanette Starbuck	Lee Finley
Cosby	Tracy Withers	Lorna Townsend Nicola Cox	Melvyn Booley
Thomas Estley	Cathy Cornelius	Emilia Plumb, Ashley Munton Gemma Cooper, Sarah Lee, Carolyn Ward Nick Robinson Jane Martin	Bruce Perrett Michael Elliott

Head of Service - Safeguarding and Performance Service

Hayley Binley 01163057566/07538562293

LADO / Allegations:

Kim Taylor / Lovona Brown 0116 305 7597

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

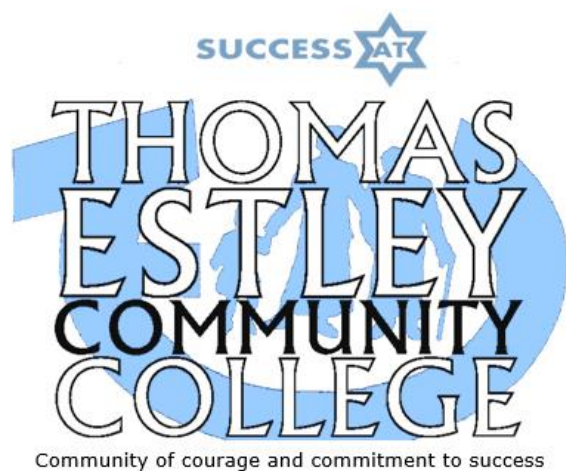
First Response Children's Duty (Tier 4 Same-day referrals)

Telephone 0116 3050005
Email childrensduty@leics.gov.uk
Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals including Early Help (Children & Family Wellbeing) Service

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line 0116 3058727



THOMAS ESTLEY COMMUNITY COLLEGE

Safeguarding Policy 2020

Reviewed by	Summary of changes	Date
Cathy Cornelius	V2 Addition of appendix 8, Peer on Peer Abuse	January 2018
Cathy Cornelius	V3 See information in red	September 2018
Cathy Cornelius	V4	October 2019
Cathy Cornelius	V5	August 2020
Cathy Cornelius	V6 Amendment to sections 5.1, 5.2, 5.6 Addition of: COVID addendum - appendix 8 Online safety addendum – appendix 9 Tackling Extremism and Radicalisation – appendix 10	November 2020
Cathy Cornelius	V7 Addition of Appendix 11, Peer on Peer Abuse – to incorporate new guidance (5.2)	May 2021

Cathy Cornelius	V8 – LA model policy update – Service manager details/ KCSIE Jan 2021 revised	MAY 2021
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LEICESTERSHIRE COUNTY COUNCIL CHILDREN & FAMILY SERVICES

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Named staff and contacts

- Designated Safeguarding Lead: Cathy Cornelius, Vice Principal
- Deputy Designated Safeguarding Lead/s Ashley Munton, Sarah Lee, Nick Robinson, Caroline Ward, Jane Martin, Emilia Plumb, Gemma Cooper
- Designated Teacher for Children in Care: Cathy Cornelius, Vice Principal
- Nominated Safeguarding Governor: Bruce Perrett, Michael Elliott

Service Manager - Safeguarding and Performance Service

Hayley Binley 01163057566 / 07538562293

LADO / Allegations:

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1 Introduction

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

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2020 (revised January 2021) and "*Working Together to Safeguard Children*", 2018.
- the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements

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

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

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

1.5 Extended school activities

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

2 Safeguarding Commitment

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

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

2.3 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children's wishes and feelings are taken into account when determining what actions to take and services to provide and they are able to express their views and give feedback. We will always seek to act in the best interests of the children.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help; Students can also report any concerns to talk@thomasestley.org.uk if they find it difficult to approach an adult in school
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.

2.4 Safeguarding in the Curriculum

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

Bullying (including Cyberbullying)

Drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)

Online safety

The danger of meeting up with strangers

Fire and water safety

Road safety

Domestic Abuse

Healthy Relationships / Consent

(so called) Honour Based Abuse issues e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6),

Sexual exploitation of children (CSE), including online

Child criminal exploitation (including cybercrime)

Preventing Extremism and Radicalisation (see Appendices 4 and 5)

3 Roles and Responsibilities

3.1 General

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

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

3.2 Governing Body

In accordance with the statutory guidance "Keeping children safe in education" September 2020, *(revised in Jan 2021)* the Governing Body will ensure that:-

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education, the pupil behaviour policy and how to respond if children go missing). The Local Authority Induction leaflet, ("Safeguarding in Education Induction – Child Protection Information, Safer Working Practice") will be used as part of this induction and Annex A from "Keeping children safe in education" September 2020 (revised Jan 2021) is provided to all staff working directly with children.

- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings May 2019” (supplemented by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children and Family Specialist Services) or the Police.

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping children safe in education” and include:

- Acting as a point of contact and the provision of information to the Safeguarding Children Partnership on safeguarding and child protection.
- Liaising with the headteacher or principal about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaising with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed).
- Referral of cases to the Channel programme (through the local police Prevent Engagement Team) where there is a radicalisation concern.
- Acting as a source of support, advice and expertise within the school and liaising with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies.
- To attend and contribute to child protection conferences and other multi-agency safeguarding meetings when required.
- Being alert to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability and young carers and promote their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues;
- Ensuring each member of staff has access to and understands the school's safeguarding/child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection, the pupil behaviour policy, children who go missing and staff behaviour. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with Part 1 of "Keeping children safe in education" and Annex A to those working directly with children;
- Keeping detailed (signed and dated), accurate and secure written records of concerns, actions and referrals;
- Obtaining access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensuring their child protection file is passed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible (best practice is in a face to face meeting)- this will be in advance of the pupil arriving where specific ongoing support is required.
- Maintaining and monitoring secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.

4 Records, Monitoring and Transfer

Teaching staff submit all concerns through My Concern. Full details of the disclosure are recorded. If a child is at immediate danger the member of staff **must** report their concerns in persons to the safeguarding lead (or deputy).

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are submitted through My Concern. Support staff without access to My Concern write down their concerns and they are signed, dated and passed immediately to the Designated Safeguarding Lead (or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg the Designated Safeguarding Lead (and relevant deputies) and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarizing case activity and significant events in the child's life, helps to enable effective monitoring. Any actions taken are clearly indicated.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school [or 6th form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, are copied.

5 Support to pupils and school staff

- 5.1 Support to pupils (including those about whom there are mental health concerns)
Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognize that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health

concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or a deputy. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care. General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education.

5.2 Peer on Peer Abuse – **please refer also to appendix 11**

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc) experienced by both boys and girls. However, girls are more likely to be the victims and boys perpetrators. There are different school and local authority or Safeguarding Children Partnership guidances and policies which detail the school's procedures to address and minimise these concerns including;

1. Appendix 11 of this policy
2. Pupil Behaviour Policy
3. Anti-bullying Policy
4. E-safety/Online safety Policy
5. "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)
6. DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" and Part 5 of "Keeping children safe in education".

Children will be encouraged to report all incidents of peer on peer abuse wherever it may have happened and will be taught about alternative ways of doing this in school and elsewhere. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the DSL or Headteacher. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written for the children involved and help offered to the alleged victim, the child or young person accused and any other children involved by different adults in school (to avoid a possible conflict of interest). A referral to any relevant outside agency will be made eg Police or Social Care. Detailed procedures are included in the linked school policies mentioned above.

5.3 Sexting

School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people"

and the DfE guidance 'Sharing nudes and semi nudes advice for education settings working with children and young people 9Dec 2020) will be used to guide the school's response on a case by case basis.

The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the children involved as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation, blackmail or the deliberate targeting of a vulnerable student, inform the police.

5.4 Sexual violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PHSE and Relationships Sex Education and Health Education will include personal privacy, respect and consent so that children will have a better understanding of how to behave towards their peer including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance 'Relationship Education, Relationships and Sex Education (RSE) and Health Education.'. This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

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

5.5 Children Missing (including absence from school)

Our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

5.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

These are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.7 So-called 'honour-based' abuse

This encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.8 Private fostering arrangements

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

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

5.10 Support for Staff

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

6 Working with parents/carers

The school will:

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

7 Other Relevant Policies

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

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

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

8 Recruitment and Selection of Staff (also see the Safer Recruitment policy)

8.1 The school's safer recruitment processes follow the statutory guidance: "*Keeping children safe in education, Part Three: Safer recruitment.*"

8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns ie about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults

working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

- 8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
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C	Designated Safeguarding Lead – main procedural steps	

A. General

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

B. Individual Staff/Volunteers/Other Adults – main procedural steps

1. When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
2. As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.

3. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
4. If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Governors (or other senior manager in a MAT) or failing that to the Local Authority Allegations Manager (LADO).
5. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

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

APPENDIX 2

PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

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

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" (part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

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

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2) Headteacher (or Chair of Governors)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- iv. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.

v. Ongoing involvement in cases:

- Liaison with the Allegations Manager (LADO)
- Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

APPENDIX 3

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY FOR THE USE OF CAMERAS AND MOBILE PHONES

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

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

APPENDIX 4

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM AND RADICALISATION

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

These include:

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

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

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

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

APPENDIX 5

Radicalisation and Extremism Risk Assessment

School.....

	Yes/No	Evidence
Does the school have a policy?	Yes	Policy in place
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	When required
Have staff received appropriate training?	Yes	August 2020 Teacher Day/ Updates on 'My Concern' through-out the academic year
Has the school got a trained Prevent lead?	Yes	Cathy Cornelius
Do staff know who to discuss concerns with? (DSL)	Yes	
Is suitable filtering of the internet in place?	Yes	
Do children know who to talk to about their concerns?	Yes	
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Tutoring programme/curriculum
Have any cases been reported?	Yes	2019
Are individual pupils risk assessed?	Yes	When concerns are raised
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		Extremists views – we continue to educate our students
Comment on the school's community, locality and relevant history: Predominantly white		
Risk evaluation	<p>Low</p> <p>Medium</p> <p>High</p>	Way Forward

Date completed: November 2020

Signed: Cathy Cornelius

APPENDIX 6

FEMALE GENITAL MUTILATION

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

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

APPENDIX 7

INDICATORS OF ABUSE AND NEGLECT

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

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

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

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

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

APPENDIX 8

COVID-19 CHILD PROTECTION POLICY ADDENDUM (NOVEMBER 2020)

DfE guidance currently recommends that schools regularly review and revise their child protection policy to take account of COVID-19 arrangements.

During the arrangements put in place due to the COVID-19 pandemic, the Child Protection policy will continue to apply unless superseded by the provisions set out here. This addendum will be reviewed and revised to take account of ongoing changes to COVID-19 guidance and arrangements.

1. If the DSL and all other trained Deputy DSLs are isolating away from school, where possible, they will continue to be available to support and advise staff with safeguarding concerns. In this scenario, or where a DSL or a Deputy is not available, a member of the Senior Leadership Team will be designated to respond on site to safeguarding concerns. Staff will continue to report all safeguarding concerns in the usual way (including allegations and safeguarding concerns about adults working in school) and be thoroughly briefed about any changes that are required.
2. Where a child known to social care is required to isolate at home, the DSL will immediately inform the social care worker allocated to the case.
3. Parents/carers of vulnerable children who are asked to isolate at home will be regularly contacted by a member of the pastoral team. Where parents or carers do not respond to calls or visits, a risk assessment will be completed and a referral to Children's Services considered.
4. There may be a greater prevalence of mental health concerns when children return to school following a period of isolating at home. Staff will be briefed about this and time will be made available to the DSL or other relevant staff to support children as required.
5. Children will be expected to attend school unless a special arrangement is agreed. The school's standard procedures will be applied in the case of absence.
6. Where a parent or carer indicates that they intend to electively home educate because of concerns related to COVID-19, before removing the child from the school roll, a meeting will be arranged involving the parent / carer, the local authority Inclusion Service and any other key professional e.g. social worker. All the options will be explored in order that the parents fully understand what is involved and so that the best interests of each individual child can be carefully considered before making a final decision. This is particularly important where vulnerable children, children with a social worker, and those at greatest risk of harm are involved. Where an EHCP is in place for the child the local authority will be asked to give consent to Elective Home Education before removing the child from the school roll.
7. Staff engaged in remote teaching and learning will follow the code of conduct guidance set out in the "Safer Working Practice Addendum" April 2020 (Safer Recruitment Consortium). Please also refer to the college Remote Learning Policy.
8. The online safety of children who may be learning remotely at home will be considered and any necessary adjustments made to networks and school devices used for this purpose. Children will be taught how to stay safe online when they are learning remotely. The designated safeguarding lead will communicate on a regular basis with parents/carers and will provide guidance on how to keep their child safe online.
9. Safer Recruitment procedures will continue to be robustly applied including where virtual interviews may be used and if so, a risk assessment will be completed.

10. The Single Central Record will be continuously updated and include the details of any staff who may be engaged in teaching and learning from home and any catch-up tutors employed by the school, for example.

How extremists are using COVID-19 to promote disinformation, misinformation, and conspiracy theories

Briefing note for schools and further education providers

This briefing note is aimed at senior leaders, teachers, and safeguarding leads. It provides a short summary of the extremist response to COVID-19, highlighting the additional radicalisation risks for children and young people and suggested actions for settings to take.

During the pandemic, local authorities have seen a significant decline in Prevent referrals, raising concerns about the welfare of vulnerable children and young people. As schools return **it is important that settings are extra-vigilant to radicalisation concerns, particularly as children and young people may have been exposed to disinformation, misinformation and conspiracy theories**, sometimes called 'fake news', due to extremists exploiting COVID-19 to spread hateful narratives and increase division.

How do we define disinformation, misinformation, and conspiracy theories?

- **'Disinformation'** – 'Fake or misleading stories created and shared deliberately, often by a writer who might have a financial or political motive'.ⁱ
- **'Misinformation'** – This also means fake or misleading stories, but in this case the stories may not have been deliberately created or shared with the intention to mislead.
- **'Conspiracy theories'** – Conspiracy theories offer a simplifying model for all that cannot be explained or easily understood. They typically involve an 'alternative' explanation for an event or situation to those provided by governments and official international bodies, sometimes suggesting a group, individual or organisation is responsible or hiding information from the public.

What are the radicalisation risks related to the impact of COVID-19?

- **Exposed to misleading and hateful content:** Young people may have been exposed to fake stories or conspiracy theories about COVID-19, which attribute blame on minority groups.
- **Engaged with extremist individuals:** Young people may have become exposed to or engaged with extremist organisations or individuals, especially online.
- **Increased vulnerability to radicalisation:** COVID-19 may have increased vulnerability to radicalisation as children and young people may feel isolated, anxious, frustrated, and angry. This could increase the resonance of intolerant messaging and appeal of extremist groups or individuals offering explanations for the crisis.

What have been the extremist themes during the pandemic?

During the COVID-19 pandemic, false and misleading narratives about the virus have been spread, particularly online, to force change or to place blame on 'out-groups' and minorities. This can further incite hatred, justify violence, and divide communities. While some of this occurs on

popular social media platforms, it can also be found on lesser known, less moderated platforms. These sites can include easily available extreme and conspiratorial content.

The Commission for Countering-Extremism (CCE)ⁱⁱ have highlighted the following prominent extremist narratives:

- **Antisemitism:** Several conspiracies blame the Jewish community for spreading the virus, including claims that COVID-19 is a Jewish plot, either as a hoax or a deliberate creation, to remove civil liberties and impose totalitarian rule.
- **Anti-Muslim hatred:** Claims that British Muslims have flouted social distancing rules and spread the virus have been promoted, particularly on social media. Whilst these have been disproven, high profile extreme right-wing influencers have blamed Muslims for the spread of the virus.
- **Anti-Chinese hatred:** Hate crime and hate incidents towards Chinese people have risen. Reports have found a 300% increase in the use of 'hashtags' that encourage or incite violence against China and Chinese people online.ⁱⁱⁱ
- **Islamist:** Islamist extremists have used COVID-19 to support existing narratives to promote the need for a Caliphate over democratic society, claiming the pandemic is a divine punishment for the West's 'sinful' behaviours.
- **Right-wing:** Right-wing extremists have similarly exploited the pandemic to amplify the weakness and hypocrisy of democratic values like tolerance and freedom.
- **Accelerationism:** Extreme right-wing individuals have promoted the idea that society is inevitably collapsing, and that right-wing terrorism can accelerate its end through inciting social conflict, violence and ultimately a race war.
- **Wider conspiracy theories:** Extremist individuals have exploited a number of prevalent non-extremist conspiracy theories, related to 5G, track and trace and anti-vax, which can be detrimental to public health messaging. In some cases, these have been linked to antisemitic or other hateful narratives. Although LeftWing, Anarchist and Single-Issue (LASI) extremism is low, a minority of individuals have supported the targeting of 5G masts. This was based on the perception that masts allowed the government to control people.

What actions do settings need to take to protect students from radicalisation?

The education sector is **best placed to understand the needs of their learners** and will be familiar with supporting vulnerable children and young people. The following are suggestions the sector should consider when assessing the changes in the radicalisation risk to children and young people.

1. Review your setting's Prevent risk assessment, considering the impact of COVID19 and the information in this briefing, as well as any local changes in risk or community tensions.
2. Ensure staff are familiar with the issues raised in this briefing to increase their confidence in recognising concerns.
3. Ensure both staff and learners are clear on the reporting procedures to raise concerns.

4. During the pandemic, children and young people may have experienced the absence of trusted adults and positive role models. As such, extremist narratives and individuals offering an explanation for the pandemic may have had an increased appeal, and may have gone unchallenged. Dedicate time to rebuild these valuable relationships and have 'safe space' discussions with learners.
5. Review curriculum opportunities for critical thinking, online safety, and media literacy. Further support and guidance can be found below.

What should staff do if they have specific concerns?

If you are concerned about a learner who may be vulnerable to radicalisation, your first course of action should be to follow your setting's safeguarding procedures. You can also visit [Educate Against Hate](#) to learn about additional support available outside of an education setting.

What can I do to support the young people I work with?

The Government has provided [advice](#) on how to keep young people safe online during the COVID-19 pandemic. Organisations such as the [NSPCC](#) (including [NetAware](#)) and the [UK Safer Internet Centre](#) offer information and guidance on how to use different social media platforms safely.

Further support and guidance **on extremism, radicalisation and the Prevent Duty** can be found at [Educate Against Hate](#), [Let's Talk About It](#), the [Education Training Foundation](#) and the [London Grid for Learning](#).

Resources to support media literacy:

Media literacy enables young people to have the skills, knowledge and understanding to make full use of the opportunities of online content, including being able to better identify false and misleading content.

[The SHARE Checklist](#) – This is a Government website, offering five easy steps to follow to identify whether information might be false.

The BBC – The BBC offer a range of resources on understanding and responding to fake news. This includes:

- [BBC Real News](#) – videos and lesson plans related to digital literacy.
- [BBC iReporter game](#) - an interactive game that puts students in the shoes of a journalist, tasking them with working out what is real and accurate, whilst avoiding fake and false information.

[National Literacy Trust](#) – offer fake news and critical literacy resources, including lesson plans for different subject areas.

[The News Literacy Project](#) – offers resources to support pupils to understand what to trust in the digital age.

[ShoutOut UK](#) – provides free weekly resources on online harms, conspiracy theories, how to spot fake news, and deal with online 'trolls'.

[Civic Online Reasoning: How to evaluate online information](#) – classroom ready materials and complete curriculum on media literacy.

[UN: Pause Before Sharing](#) – The UN has launched a campaign to help stop the spread of COVID-19 misinformation.

Further resources on fact-checking can be found through [Ofcom](#).

Resources to facilitate sensitive discussions on extremism:

The Prevent duty states that settings “should be safe spaces in which children and young people can understand and discuss sensitive topics”. This is encouraged to provide opportunities for young people to clarify their thinking, feel listened to and ask questions.

[Be Internet Citizens](#) – offers lesson resources on fake news, hate speech, emotional manipulation.

[OSCE: Addressing Antisemitism through Education](#) – a teaching aid for challenging antisemitic conspiracy theories.

[Generation Global](#) – provides resources to support teachers to explore, develop, and practice dialogue with learners, including guidance and activities to give teachers the skills to manage difficult conversations.

ⁱ BBC Bitesize, ‘What’s so bad about fake news?’, <https://www.bbc.co.uk/bitesize/articles/zjykkmn> ⁱⁱ Commission for Countering Extremism, ‘COVID-19: How hateful extremists are exploiting the pandemic’, (09/07/2020) <https://www.gov.uk/government/publications/covid-19-how-hateful-extremists-are-exploitingthe-pandemic> ⁱⁱⁱ Moonshot CVE, ‘From #CoronaVirusCoverUp to #NukeChina: An analysis of conspiracy theories, hate speech and incitements to violence across Twitter related to Covid-19’, (29/04/2020) <http://moonshotcve.com/covid19-conspiracy-theories-hate-speech-twitter/>

APPENDIX 9

ONLINE SAFETY

1. The purpose of this policy statement

The purpose of this policy statement is to:

- ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

The policy statement applies to all staff, volunteers, and students at Thomas Estley Community College.

2. Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. Summaries of the key legislation and guidance are available on:

- online abuse learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse
- bullying learning.nspcc.org.uk/child-abuse-and-neglect/bullying
- child protection learning.nspcc.org.uk/child-protection-system

3. At Thomas Estley we believe that:

- young people and adults should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguarding measures need to be in place to ensure they are kept safe at all times.

4. We recognise that:

- the online world provides everyone with many opportunities; however, it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using Thomas Estley's network and devices
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

5. We will seek to keep children and young people safe by:

- Our online safety coordinator – Safeguarding Lead, Cathy Cornelius will monitor and address all inappropriate online activity
- providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code of conduct for adults
- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others

- supporting and encouraging parents and carers to do what they can to keep their children safe online
- developing an online safety agreement for use with young people and their parents/carers
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
- reviewing and updating the security of our information systems regularly
- ensuring that user names, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

6. If online abuse occurs, we will respond to it by:

- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)
- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying/cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.
- Engaging with external agencies when required

7. Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures, including:

- Child protection Policy
- Safer working practices
- Procedures for responding to concerns about a child or young person's wellbeing
- Managing allegations against staff and volunteers
- Code of conduct for staff and volunteers
- Anti-bullying policy and procedures

Contact details

Online safety coordinator/Designated Safeguarding Lead

Name: Cathy Cornelius

Deputy Safeguarding Leads:

A Munton

C Ward

S Lee

N Robinson

J Martin

E Plumb

We are committed to reviewing our policy and good practice annually.

APPENDIX 10

TACKLING EXTREMISM & RADICALISATION

Thomas Estley Community College fully recognises its responsibilities for tackling extremism in all forms and its responsibilities in protecting children/young people from exposure to all types of radicalisation.

1. Aims & Principles

This Extremism and Radicalisation appendix to the Safeguarding policy is intended to provide us with a framework of dealing with issues of vulnerability, exposure to extreme views and ideologies which are seen to be inflammatory and against the ethos of our school.

We recognise we are in an important position to identify the early signs, looking to safeguard and protect children / young people who are susceptible and vulnerable. We recognise the need to respond in taking appropriate action to prevent extremist views and ideologies developing alongside providing a broad curriculum. This policy sets out how we will deal with this.

Our parents and carers also need an understanding of the issues being well informed of our efforts at every opportunity in order that parents and carers are clear about how the school will deal with such incidents including how our curriculum and ethos underpins our actions.

Effective engagement with our parents/family are also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and point them in the right direction for support.

We will make this policy available to our parents/carers, to our local community. This Policy will also be made available on the school website.

2. Links to other policies

The Tackling Extremism & Radicalisation Policy is linked to the following policies:

- Equality & Diversity Policy
- Anti- bullying Policy including Cyberbullying
- A British values statement

In tackling extremism and radicalisation we will take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy)
- Prevent Duty Guidance for specified local authorities HMI
- Channel Duty Guidance
- Counter Terrorism & Security Act
- The Prevent Duty, Dfe Departmental advice for schools and child care providers

3. Duties, Powers, Responsibilities

Section 26 of the Counter Terrorism and Security Act places a duty upon Local Authorities and all specified settings including Schools in the exercise of their functions to have "due regard to the

need to prevent people from been drawn into terrorism". It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation.

We are required in our functions under section 26 to:

- Know about and Identify early indicators in pupils.
- Develop the confidence to challenge and intervene.
- Assess the risk of our pupils being drawn into terrorism and terrorist ideology.
- Have clear protocols & keep records.
- Be monitored by Ofsted in how we exercise these duties.

We therefore recognise the Prevent strategy is part of the overall Counter Terrorism Strategy, CONTEST in the UK. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorist or supporting terrorism.

We understand Channel to be an element of the Prevent strategy aimed at stopping vulnerable people being drawn into terrorism, a programme working to challenge extremist ideas who work with individuals including children and young people.

We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent.

4. Definitions & Indicators

We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children / young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means especially on line and through social media. The school recognise that social media is increasingly a child's or young person preferred method of communication which can increase their risk to exposure to radicalisation.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into a School by staff, governors, or volunteers.

Research has identified helpful lists of indicators based on actual UK case studies which would identify how a child or young person is vulnerable to radicalisation.

The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff in Thomas Estley Community College being able to exercise their judgement in raising any concern and reporting to the appropriate leads within the school.

We understand the following concerns as some indicators of vulnerability in children / young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity Crisis - distance from cultural/religious heritage and uncomfortable with their place in society around them;
- Personal Crisis - family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience racism, discrimination or aspects of government policy;
- Unmet Aspirations - perceptions of injustice, feeling of failure, rejection of civic life;
- Criminality - experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential diagnostic Indicators identified in the CHANNEL Guidance which include:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

We also understand these critical risk factors which indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet & access to websites with a social networking element.
- Narrow/limited religious or political view.
- Attendance at certain meetings e.g. rallies and articulating support for.
- "Them" and "us" language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel.

We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. This College recognises we are in an important position to identify risks within our local context.

We will use our Child Protection/Safeguarding Report form used to raise safeguarding concerns in the school on an individual pupil and a risk assessment if the concern is a Prevent concern. If the concern is a Prevent concern we will use the guidance and assessment as prescribed by the local authority.

We will try and help our students to keep safe on line and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation. We are aware of the increased risk of on-line radicalisation and how terrorist groups seek to radicalise young people on line.

We will use appropriate levels of filtering and consult with the relevant IT providers and provide training where necessary.

5. The Role of the curriculum

We will work to ensure that our students will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore we recognise the need to build resilience in our pupils to make them less vulnerable.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils, Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in Britain which is diverse and changing.

Our School will ensure the promotion of British values and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

6. Training

As part of our statutory duties and through opportunities we will ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation. This includes been alert to early indicators, responding to and reporting. This will include all staff including volunteers, governors and will be incorporated into staff induction training.

We will ensure that all staff are trained to be equipped and skilled in this field, making available training resources and support opportunities where required. We will follow the recommendations of the Local Authority and ensure staff attend Prevent or other recommended training and that this is relevant to the job role in the school.

In making sure that support needs are met of the students that staff including volunteers and governors understand CHANNEL, CHANNEL strategies and how to refer into Channel using local processes.

7. Safeguarding Roles and Responsibilities

7.1. All Staff and Volunteers of our School have responsibility for the following:

- Being aware of the Leicestershire Safeguarding Procedures, and with reference to Safeguarding Children and Young People Vulnerable to Violent Extremism, ensuring these procedures are followed;
- Ensuring we attend PREVENT training and any other training prescribed by the Local Authority relevant to the role in the school;
- Being alert to the definitions and indicators around extremism and radicalisation, acting upon any of these concerns by reporting these to the Designated Safeguarding Lead(s) within the School;
- Bringing any concerns relating to extremism, or worrying ideologies, where a child or young person may have access to materials either online media contact or viewing to the Designated Lead/Teacher(s) for Safeguarding who is the single point of contact for Prevent concerns;
- Bringing any concerns to the Designated Safeguarding Lead relating to parents/carers or visitors on the schools premises relating to views seen to be inflammatory, or contrary to the schools principles in this policy and to a curriculum promoting diversity;
- Being proactive in the school in protecting vulnerable children / young people from exposure to radical views and been radicalised by them;
- Promoting an ethos within the school with regard to principles of equality, diversity, and the positive values of different cultures;
- Understanding the implications of prejudice based bullying in an aim to protect children and young people from being radicalised;
- Understanding British values, being proactive in this contributing to children's learning and the broader values of living & working in Modern Britain.
- Listening to, and seeking out, the views, wishes & feelings of our pupils, ensuring that the vulnerable child's voice is heard and acknowledged;
- Obtaining advice and seeking support for our pupils using the referral routes when a child or young person has been identified as vulnerable to extremism and radicalisation.

7.2. The Designated Safeguarding Lead has responsibility for the following:

- That they are the single point of contact in relation to protecting pupils/students from radicalisation and involvement in terrorism
- Being aware of the Leicestershire Safeguarding Procedures in regard to 'Safeguarding Children and Young People Vulnerable to Violent Extremism', ensuring these procedures are followed.
- That all concerns are seen as safeguarding concerns and reported under the procedures which are set out;
- That when concerns are brought to their attention they are aware of the advice and referral process PREVENT/Channel which is available in the local authority;
- That they may be asked to attend a Channel panel to present, discuss and agree a course of action on a child or young person raised through that process;
- That they ensure the child or young person receives the support available through PREVENT and Channel;

- That they are aware of signposting to other support services, web based organisations and agencies that can assist a school;
- They will monitor the effect in practice of the RE curriculum and assembly policy, or in teachings where relevant that they are used to promote community cohesion and are reflective of multi-faith and beliefs;
- They inform and keep up to date as part of their training responsibilities all staff and volunteers;
- That they keep records of any concerns labelled clearly as Prevent, use and record risk assessments, interventions, and any advice and support that is sought.

7.3. Governors, Proprietors and School Leadership of our school are responsible for (and need to ask a School about):

- That the Designated Lead in the School will act as the single point of contact for concerns;
- That the Safeguarding Designated lead(s) has access to the training as prescribed by the Local Authority;
- That all Staff, including volunteers is given access to the training as prescribed by the Local Authority and relevant to their job role;
- Ensuring that the Safeguarding Designated Lead(s) is sufficiently trained and equipped to deal with extremism and radicalisation in their school and he/she remains up to date with any guidance/legislation changes;
- That processes of keeping records are in place for the reporting and recording of any concerns. That there is evidence of Risk Assessments being undertaken, and records are maintained of any interventions, advice and support that have been sought;
- To consider how children may be taught about extremism and radicalisation as part of the broader Safeguarding in the school which is promoted through teaching and learning opportunities as part of providing a broad and balanced curriculum;
- Actively promoting values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- Having in place an e-Safety Policy which can also address the concerns of radicalisation on line;
- Making sure that this policy including any teachings or statements relating to the work of protecting children/young people from radicalisation is available to parents, and carers as appropriate, including displaying on the schools website.

8. Procedures for Referrals

We will treat any worry or concern that a child or young person in the College may be exposed to possible extremism, extremist ideology and or radicalisation as a safeguarding concern.

All concerns and incidents will be fully investigated and in all cases the Designated Safeguarding Lead can contact the Child Protection Manager for Schools/ Education settings or in their absence the Safeguarding Team for advice and around next steps.

Where a concern or incident is judged to be immediate and serious an appropriate lead in the College will contact the police directly.

All concerns will be referred by the Safeguarding Designated Lead into Starting Point. This is a single point of contact for advice, support and referrals for early help, MAT, Children's social care referrals.

There is a case referral pathway process and depending upon significance concerns will include a referral into the local prevent team, and decisions will be made around a referral into Channel.

9. Visitors & Use of the schools Premises

Visitors

- Upon arriving at the School all visitors including contractors will read the Safeguarding and Child Protection Guidance and any relevant Codes of Behaviour which they will be required to adhere to.
- Visitors and contractors will be subject to Identification checks which will include clarification of the purpose of their visit.

School Premises

We will ensure the school building will not be used to give a platform to extremists this will be monitored as follows:

- If a member of staff wishes to invite a speaker into Thomas Estley Community College prior approval and agreement will be made with the Principal which will be subject to the appropriate school safeguarding checks.
- Usage of school premises will be monitored and in the event of any behaviour not in keeping with this policy or the Safeguarding and Child Protection Policy, the School will terminate the contact and may in some circumstances contact the police.

10. Help, Support & Signposting

CHANNEL referral (extremism/radicalisation) – Prevent Engagement Team 0116 248 6726
Child Protection/ Safeguarding Team –0116 305 6015

Leicestershire Police 101- can route non urgent referrals through to the PREVENT Team

Contacts for training and learning: *Prevent, WRAP, Channel, CONTEST*

- http://www.saferderbyshire.gov.uk/training-and-resources/courses-and-bookings/counter_terrorism/default.asp
- <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>
- <https://www.gov.uk/government/publications/prevent-duty-guidance>

- <https://www.gov.uk/government/publications/channel-guidance>
- <https://www.gov.uk/government/publications/prevent-strategy-2011>

Useful Websites:

UK Safer Internet Centre:

Guidance for teachers, and other professionals supporting children about how to stay safe on line & from radicalisation. **Includes:** checklists for Facebook, Twitter, Snapchat, Instagram. Can be downloaded and used in Schools. www.saferinternet.org.uk

London Grid for Learning which has a range of short videos which explain some of the issues very well. Also provides the extremist narrative and developing a counter narrative. <http://counterextremism.lgfl.org.uk/>

Teaching approaches that build resilience to extremism amongst young people = www.gov.uk/government/publications/teaching

PREVENT

www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent

PREVENT Tragedies = www.preventtragedies.co.uk

Families Matter= www.familiesmatter.org.uk

NCALT -an E learning module which gives awareness of the CHANNEL process. Issued with certificate= http://course.ncalt.com/Channel_General_Awareness/01/index.html

11. Management of the Policy

The Governing Body will oversee the policy; ensure its implementation and compliance to statutory duties reviewing its content on an annual basis.

We will undertake a regular audit and review of this policy and in light of any changes in guidance /legislation how these changes will be implemented within the School.

A record of the minutes are recorded the School Governing Report covering the discussion on the Policy of Extremism, Radicalisation and the Prevention of British values, detailing how proactive the school is in ensuring this policy is reflected in the schools ethos and curriculum.

APPENDIX 11

PEER ON PEER ABUSE

1. Context and Definition

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

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

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

2. Responsibility

This appendix is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "Keeping children safe in education – Statutory guidance for schools and colleges", September 2020 and "Working Together to Safeguard Children", 2018.
- the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements

It also emphasises that the voice of the child must be heard 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.

Ultimately, all system and processes should operate with the best interests of the child at their heart.' The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At Thomas Estley Community College we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

3. Purpose of appendix

The purpose of this appendix is to explore some forms of peer on peer abuse. The appendix also includes a planned and supportive response to the issues.

At Thomas Estley we have the following policies in place that should be read in conjunction with this appendix:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

4. Framework and Legislation

This appendix is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child'.(Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, 2020 through ensuring procedures are in place in schools and settings to hear the voice of the child.

5. Abuse and harmful behaviour

It is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2020). It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and need protection. Any long term plan to reduce the risk posed by the alleged perpetrator must address their needs.

6. Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

6.1. Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

6.2. Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2018 <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> with consideration of:

- Managing internally 65.1, page 27
- Early Help 65.2, page 28
- MARF referral 65.3. page 28
- Reporting to the police 64.4, Page 29

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role plays sexual touching, sexual assault/abuse.
- Up skirting

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

6.3. Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

6.4. Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

6.5. Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

This must always be referred immediately to the Designated Safeguarding Lead.

DSL will follow the UKCCIS: Sexting in schools and colleges 2016 guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.24_39_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

6.6. Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6.7. Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

6.8. Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

6.9. Up skirting

Up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

7. Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

8. Recognising peer abuse

- An assessment of an incident between peers should be completed and consider:
- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery?
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

8.1. Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

8.2. Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

8.3. Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

8.4. Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another?

8.5. Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

It is important to be prepared for every situation and the potential time it may take.

8.6. Informing parents/carers

The best way to inform parents/carers is face to face (Please refer to COVID risk assessment) Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

Is the pupil 13+ and does not want to share with parents? Use the 'Gillick' test and the 'Fraser' guidelines. <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-childrights-law/gillick-competency-fraser-guidelines/>

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9. Points to consider

9.1. What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved?

9.2. Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

9.3. What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

9.4. What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

9.5. Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

10. Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

10.1. For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

10.2. For the young person who has displayed harmful behaviour

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth justice service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via

a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a consequence such as exclusion or internal exclusion for a period of time to allow the young person to reflect on their behaviour.

10.3. After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident.

Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

11. Preventative Strategies

Peer on peer abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent peer on peer abuse. This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before acting.

Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

THOMAS ESTLEY COMMUNITY COLLEGE

Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	SAFEGUARDING POLICY
Date of impact assessment:	22/02/2020
Is this a proposed or existing policy, procedure or practice?	EXISTING
Is this model LA policy, procedure or practice for local adoption?	Yes / In Part / No / Don't Know
What are the overall aim/s or purpose of the policy, procedure or practice?	To ensure a fair implementation of the safeguarding process
Who is intended to benefit from the policy, procedure or practice?	All students

Equality Strand	Does the policy/ procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/ provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		

Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of **high/medium/low** impact against the above equality strands. (Delete as appropriate).

Initial Assessment undertaken by: Mandi Collins (Signed)

Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.