

Thomas Estley Community College



Cosby Primary School



Hallbrook Primary School



Richmond Primary School

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

## Head of Service - Safeguarding and Performance Service

Kelda Claire 0116 3059084 / 07507686100

### LADO / Allegations:

Kim Taylor / Lovona Brown 0116 305 7597

### Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

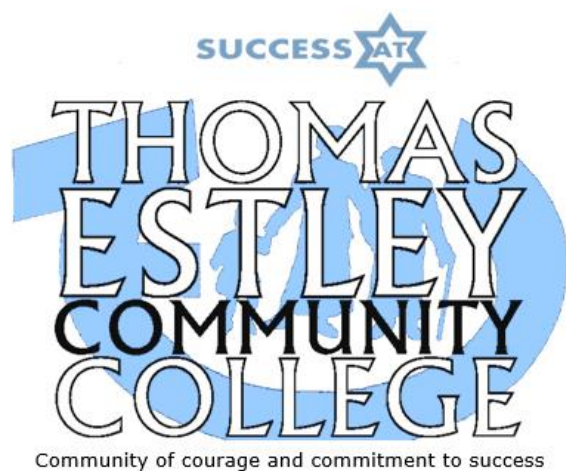
### First Response Children's Duty (Tier 4 Same-day referrals)

Telephone 0116 3050005  
 Email [childrensduty@leics.gov.uk](mailto: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 | <b>V2</b> Addition of appendix 8, Peer on Peer Abuse   | January 2018   |
| Cathy Cornelius | <b>V3</b> See information in red   | September 2018 |
| Cathy Cornelius | <b>V4</b>  | October 2019   |
| Cathy Cornelius | <b>V5</b>  | August 2020    |
| Cathy Cornelius | <b>V6</b> Amendment to sections 5.1, 5.2, 5.6<br>Addition of:<br>COVID addendum - appendix 8<br>Online safety addendum – appendix 9<br>Tackling Extremism and Radicalisation – appendix 10 | November 2020  |
|                 |  |                |
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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

## **Head of Service - Safeguarding and Performance Service**

Kelda Claire 0116 3059084 / 07507686100

### **LADO / Allegations:**

Kim Taylor / Lovona Brown 0116 305 7597

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Simon Genders 0116 305 7750

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Address First Response Children's Duty  
Room 100b  
County Hall  
Championship Way  
Glenfield  
LE3 8RF

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

**Early Help queries and Consultation Line** 0116 3058727

## 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 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 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;
- 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, 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 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 6<sup>th</sup> 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 2020".

## 5.2 Peer on Peer Abuse

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

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 will be 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" 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 Education, Relationships and Sex Education and Health Education will include a number of safeguarding issues as set out in the DfE statutory guidance. 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 September 2020, 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**

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

#### **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](http://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" September 2020 (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.....

|  | <b>Yes/No</b>   | <b>Evidence</b>  |
|--|---|--|
| 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?<br>(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><b>Low</b></p> <p><b>Medium</b></p> <p><b>High</b></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'.<sup>i</sup>
- **'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)<sup>ii</sup> 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.<sup>iii</sup>
- **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.

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<sup>i</sup> BBC Bitesize, ‘What’s so bad about fake news?’,

<https://www.bbc.co.uk/bitesize/articles/zjykkmn> <sup>ii</sup> 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> <sup>iii</sup> 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](https://www.learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse)
- bullying [learning.nspcc.org.uk/child-abuse-and-neglect/bullying](https://www.learning.nspcc.org.uk/child-abuse-and-neglect/bullying)
- child protection [learning.nspcc.org.uk/child-protection-system](https://www.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](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](http://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](http://www.gov.uk/government/publications/teaching)

#### **PREVENT**

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

PREVENT Tragedies = [www.preventtragedies.co.uk](http://www.preventtragedies.co.uk)

Families Matter= [www.familiesmatter.org.uk](http://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](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.

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.