



Safeguarding and Child Protection policy

<u>INDEX</u>	<u>Page No</u>
1. Introduction	3
1.1 Keep children safe	3
1.2 A recognition of specific Safeguarding issues	4
1.3 Recognition of Vulnerabilities	4
2. Promoting Good Practice	5
2.1 Good Practise	5
2.2 Poor Practise	6
3. Physical Contact in sport	6
4. Safeguarding and Promoting the Welfare of Children	7
4.1 Underpinning values	7
4.2 Thresholds for Intervention	8
4.3 Child Protection - S47 of the Children Act 1989	9
4.4 Concerns about children about who abuse other children	10
4.5 Private Fostering	10
5 Making referrals	11
6 Confidentiality	11
7 Record Keeping	12
8 Attendance at Child Protection Conferences	13
9 Escalation Process	13
10 Looked After Children (LAC)	13
11 Safer recruitment	14
12 Induction and training	14
13 Professional Support	15
14 Providing a safe working culture	15
15 Allegations of abuse against a person working in a position of trust	16
16 Specific safeguarding issues	17

17 E-Safety	18
18 Child Sexual Exploitation (CSE)	19
19 Children missing education (CME)	19
20 Peer on Peer Abuse	19
21 Sexual Violence and Sexual Harassment	20
22 Sexual Harassment	21
23 Child Criminal Exploitation (county lines)	21
24 Domestic Violence	21
25 Drugs	22
26 Mental Health	22
27 Sexting	23
28 Trafficking	23
29 Preventing Extremism and Radicalisation	24
30 Communication – Confidentiality/Information Sharing	25
31 Working with the outcome	25
32 Site Security	26
33 Resources	26
34 Links with other school policies	27
35 Local Contacts	28

Appendices

Appendix A	Safeguarding Induction Sheet for new or supply staff and Regular visitors	30
Appendix B	Incident Report Form	33
Appendix C	Actions where there are concerns about a child	34
Appendix D	Dealing with a Disclosure of Abuse	36
Appendix E	Allegations about a Member of Staff, Governor or Volunteer	37
Appendix F	Indicators of Vulnerability to Radicalisation	38

1. Introduction

CornerPost Education Centre/Tamworth Boxing (referred to as centre in subsequent paragraphs) recognises its legal duty under s175 Education Act 2002 and the 1989 and 2004 Children Acts. We take seriously our responsibilities to protect and safeguard the interests of all pupils. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all practice regarding safeguarding children is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

This policy has regard to the statutory guidance 'Working Together to Safeguard Children 2018' Amended Feb 2019 and 'Keeping Children Safe in Education September 2021' (KCSIE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) Policies, Procedures and Training Strategy (www.staffsscb.org.uk) and reflects what SSCB considers to be safe and professional practice. Child Protection must be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and nonteaching, including temporary and supply), committee members and volunteers, to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with the Policy, and our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL(s) in subsequent paragraphs). This policy is also on our website www.cornerposteducation.com

This Safeguarding Policy will be reviewed annually by the management committee.

1.1 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

1.2 A recognition of specific Safeguarding issues:

- Abuse
- Bullying, including cyberbullying
- Children and the courts
- Children with family members in prison
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Missing children and adult's strategy
- Online safety
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Sexual violence and sexual harassment
- Sexting
- Trafficking

1.3 Recognition of Vulnerabilities:

As a school we are aware of the potential for children with SEN-D to have **additional barriers when it comes to safeguarding**, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be **especially vulnerable to abuse** because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it **difficult to tell** others what is happening.

Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A **combination** of these factors can make them more susceptible to risks.

Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol if there is a sudden change in their mental health or if domestic abuse is present. By **understanding the warning signs**, you can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent, rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

2. PROMOTING GOOD PRACTICE

To provide children with the best possible experience and opportunities everyone must operate within an accepted ethical framework such as the Code of Conduct and an equity policy

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of employees or participants at the centre to make judgements about whether abuse is taking place or not. It is however their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of the child.

This section will help you identify what is meant by good practice and poor practice.

2.1. Good Practice

All personnel should adhere to the following principles and action:

- always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets)
- make the experience fun and enjoyable: promote fairness, confront, and deal with bullying
- treat all children equally and with respect and dignity
- always put the welfare of the child first, before winning
- maintain a safe and appropriate distance with players (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with a child or to share a room with them)
- avoid unnecessary physical contact with children. Where any form of manual/physical support is required it should be provided openly and with the consent of the child. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the child's consent has been given
- Involve parents/carers wherever possible, e.g. where children need to be supervised in

changing rooms, encourage parents to take responsibility for their own child. If groups must be supervised in changing rooms always ensure parents, coaches, staff etc work in pairs

- request written parental consent if club officials are required to transport children in their cars
- gain written parental consent for any significant travel arrangements e.g. overnight stays
- ensure that if mixed teams are taken away, they should always be accompanied by a male and female member of staff
- ensure that at away events adults should not enter a child's room or invite child to their rooms
- be an excellent role model, this includes not smoking or drinking alcohol in the company of children
- always give enthusiastic and constructive feedback rather than negative criticism
- recognising the developmental needs and capacity of the child and do not risk sacrifice welfare in a desire for the centre or personal achievements. This means avoiding excessive training or competition and not pushing them against their will
- secure written parental consent for the club to act in loco parentis, to give permission for the administration of emergency first aid or other medical treatment if the need arises
- keep a written record of any injury that occurs, along with details of any treatment given

2.2. Poor Practice

The following are regarded as poor practice and should be avoided by all personnel:

- unnecessarily spending excessive amounts of time alone with children away from others
- taking children alone in a car on journeys, however short
- taking children to your home where they will be alone with you
- sharing a room with a child
- engaging in rough, physical, or sexually provocative games, including horseplay
- allow or engage in inappropriate touching of any form
- allowing children to use inappropriate language unchallenged
- making sexually suggestive comments to a child, even in fun
- reducing a child to tears as a form of control
- allow allegations made by a child to go unchallenged, unrecorded, or not acted upon
- do things of a personal nature that the child can do for themselves

Where case arise where it is impractical/impossible to avoid certain situation e.g. transporting a child in your car, the tasks should only be carried out with the full understanding and consent of the parent/care and the child involved

3. Physical Contact in Sport

Many sports, by their nature, require a degree of physical contact between adults and children. Physical contact can be used appropriately to instruct, encourage, protect, or comfort. The aims of guidelines relating to physical contact are to provide adults and children with appropriate types and contexts for touching.

Physical contact between adults and children should only be used when the aim is to:

- Develop sports skills or techniques
- Treat an injury
- Prevent an injury
- Meet the requirements of a particular sport

Physical contact should:

- Not involve touching genital areas, buttocks, or breasts
- Meet the need of the child and not the need of the adult
- Be fully explained to the child with the exception of an emergency, permission should be sought
- Not take place in secret or out of sight of others

Records of injuries should be fully recorded

4. Safeguarding and Promoting the Welfare of Children

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2018 is:

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

4.1. Underpinning values

Where there is a safeguarding issue, the Centre will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic, and religious background, their gender, their sexual orientation, their individual ability, and any special needs
- Children, parents, and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances
- Parents will be advised about the Centre's Safeguarding Policy on admission to the centre (e.g. in 'welcome' meetings). A copy of the Policy is available on the centre's website and in the centre office.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare.

In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict “need to know” basis

- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation
- Providing early support services is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children and enshrined in legislation and statutory guidance (Children’s Act 2004, Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2021)

4.2 Thresholds for Intervention:

Early Support: Early Help Assessment

Practitioners should complete the Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person’s needs.

All staff receive EHA awareness training. Staff should discuss children who appear to have additional needs with the Designated Safeguarding Lead or Home School Link Worker (EHA Lead), the child and parents. The centre will need to obtain parental/pupil consent for an EHA to be completed. The Home School Link Worker may need to make a referral directly to other agencies or request the support of Staffordshire County Council Local Support Team (LST). Staff will follow the guidance of the SSCB

Threshold Document - accessing the right help at the right time (www.staffsscb.org.uk – procedure 1E). The school will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether there is an LST worker involved with the family.

Child in Need - S17 of the Children Act 1989:

A ‘Child in Need’ referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social worker led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the Designated Safeguarding Lead considers that the welfare concerns indicate that a ‘Child in Need’ referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (FRT) or the appropriate Social Care Team if a different authority, to request an assessment. If parents refuse to give consent, but the child’s needs are not being met, the Designated Safeguarding Lead will discuss the issues with the FRT.

Appropriate centre staff should be invited to participate in Child in Need (CIN) meetings convened by Children’s Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need Section 17 support. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).

4.3. Child Protection - S47 of the Children Act 1989:

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation does not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refers reasonable concerns which indicate that a child may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines the likelihood that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological, and social development.

In order, to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any child, they must make them known to the Designated Leader (Claire Keast, Tel No 07898952183, email: claire@tamworthboxing.com or Deputy Designated Safeguarding Lead (Michelle McGeough, email: admin@tamworthboxing.com) without delay in accordance with reporting and recording procedures. Staff complete the yellow 'concern sheets' available in every classroom, office and staffroom.

These concerns may include:

Physical abuse:

This 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 (Working Together to Safeguard Children' 2018).

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection 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 Cyber bullying), causing children frequently to feel frightened or in danger, or

the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. (Working Together to Safeguard Children' 2018).

Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (Working Together to Safeguard Children' 2018).

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 (e.g. 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 online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (Working Together to Safeguard Children' 2018).

4.4. Concerns about children who abuse other children

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and / or making threats, and may include online bullying through social networks, online games, or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children.

CornerPost Education Centre works with children, parents, and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils. Pupils are encouraged to talk to staff who have all completed SSCB Level 1 if they have worries and concerns, and there are processes where they can report any problems confidentially and anonymously. Parents and carers are also encouraged to talk to staff if they have concerns and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. This school will follow our anti-bullying policy when this is appropriate to the circumstances and follow the Behaviour and Discipline Policy should sanctions be necessary.

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting (see e-safety section of policy below). In regard to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this school may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the school, we will share information appropriately with other agencies to safeguard and promote their welfare.

4.5. Private Fostering

This is when another adult who is not a close relative is caring for someone else's child under the age of 16 (under 18 if disabled) for longer than 28 days. Should this occur, a referral will be made to the Local Authority for assessments to be undertaken.

5. Making referrals

Where a child is registered at CornerPost Education Centre, consultation must take place with the Designated Safeguarding Lead (or named deputy) who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. This should then be given to the Designated Safeguarding Lead (or Deputy) who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the Designated Safeguarding Lead to the relevant Children's Social Care team in that area.

As per statutory government guidance 'Keeping Children Safe in Education', anybody **can** make a referral. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the DSL must be informed about the referral as soon as possible.

For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi-agency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

For further advice and support regarding making a referral, contact can be made with Staffordshire Safeguarding Advice Line on 01785 895836.

6. Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding children and child protection. This is a complex area and involves consideration of number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others.

A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act

1989) and there may be reasons for not sharing the concerns with the child, their parents, or carers prior to making a referral to children's social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. The Centre will follow the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children's Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

6.1. Talking to and listening to children

If a child chooses to disclose, you **SHOULD**:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said.

You should **NEVER**:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger, or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

7. Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. This will include any unexplained bruising, marks or signs of possible abuse or neglect. In the Early Years Foundation Stage staff will record existing injuries.

Records should:

- state who was present, time, date, and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder.

Records about child protection or pertaining to welfare concerns or issues, including EHA paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be suitably redacted regarding the identification of other children or adults and sent in a timely and secure manner to the DSL of the receiving school or college.

8. Attendance at Child Protection Conferences

The Designated Safeguarding Lead or their deputy will be expected to attend the initial Child Protection Conference and Reviews and provide a written report. A suggested template for this report is available on [Staffordshire Education Safeguarding Advice](#). Parents should be informed of what is in the report as there should be no surprises about the information shared at a Child Protection Conference.

If a child is made subject to a Child Protection Plan, it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the DSL. However, at CornerPost Education Centre, the DSL / Deputy Safeguarding Officer will attend such meetings.

9. Escalation Procedure

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the Schools DSL.

Guidance on the escalation procedure can be found at this link.

<https://www.staffsscb.org.uk/Professionals/Procedures/Section-Seven/Section-Seven-Docs/Section-7B-Escalation-Procedure-v10-March-2019.doc>

10. Looked after Children (LAC)

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning, and teaching remains with the schools where they are enrolled.

Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal

Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments

Name of LAC and previously LAC designated lead: - Claire Keast

The Management Committee ensures that the designated lead undertakes appropriate training

The role of the designated lead for LAC and previously LAC within the centre

The designated lead plays a crucial role leading the responsibility for helping centre staff understand how things affect how looked after children and previously looked after children learn and achieve.

The designated lead will:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets.
Be a source of advice for staff about differentiated strategies appropriate for individual children and in making full use of Assessment for Learning and emotional wellbeing.
- Has the responsibility for supporting the development and implementation of the child's personal education plan (PEP) within the school.

Guidance Document:

- [Designated Teacher for Looked After Children](#)

11. Safer Recruitment

When recruiting new members of staff, the Centre follows the government guidance 'Keeping Children Safe in Education' 2021 and safer recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012

The centre has separate written recruitment and selection procedures in place and ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained (Two references, one of which must be from the candidate's current/most recent employer, will be taken up before the selection stage so that any discrepancies may be probed during this stage of the selection process), qualifications are verified, and that successful applicants for qualified teacher posts are checked against the 'prohibition of teachers' list. In accordance with regulations and 'Keeping Children Safe in Education' 2021, the school retain a 'single central record' of when the appropriate checks are undertaken regarding relevant staff.

Safer recruitment training has been undertaken by senior members of staff and appropriate Committee members who sit on recruitment panels in accordance with guidance and best practice principles the school acts in accordance with The School Staffing Regulations (England) 2009).

12. Induction and Training

All staff are encouraged to read the full government guidance 'Keeping Children Safe in Education' 2021 and have been given a copy of part one of this guidance which they must read.

Newly appointed staff and volunteers have a robust induction into the safeguarding procedures when they join the centre. They will be made aware of the Staffordshire Safeguarding Children Board procedures (www.staffsscb.org.uk) as part of that induction programme, and be given a copy of part one of 'keeping children safe in education' 2021, the school safeguarding policy and the 'Staff Behaviour Policy when Working in School'. Staff will also attend appropriate child protection / safeguarding training to enable staff to identify signs of possible abuse and neglect and respond in a timely and appropriate way, in accordance with the SSCB training strategy, within 6 months of joining the school. This will be the SSCB Level 1 Safeguarding. The child protection and safeguarding training given to each member of the organisation will be refreshed and updated annually. The DSL will retain records of all child protection and safeguarding training accessed by staff and volunteers.

At the centre we have a robust Safeguarding training schedule for all staff. All staff receive Level 1 Safeguarding training as required and receive regular updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff, the Designated and Deputy Designated Safeguarding Leads attend Staffordshire Safeguarding Board Courses at Level Two and above at least every 2 years in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy. The DSLs will cascade relevant safeguarding information and training to staff in the school and enable relevant staff to attend specific training events.

13. Professional support

The Centre recognises the importance of professional reflective support for staff when working with vulnerable children, particularly in relation to child protection cases. Arrangements are in place for the Designated Safeguarding Leads to have regular and scheduled professional support. The Designated Safeguarding Leads offer appropriate support to other staff within the centre according to need or at their request.

14. Providing a safe working culture

The Centre has implemented a 'Staff Behaviour Policy when Working in School' which applies to all permanent and temporary staff, and adult volunteers working in this organisation. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the 'Staff Behaviour Policy when Working in School' and follow the safer working practice guidance given by this organisation. Our 'Staff Behaviour Policy when Working in School' includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Centre Manager with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age.

Staff are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards
- Make sure that other adults visit the room occasionally
- Must not give out personal mobile phone numbers or private e mail addresses

- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)
- Inform SLT to enable CCTV observations are increased in that area/room

Any use of physical force or restraint involving pupils/students will be carried out and documented in accordance with the relevant physical intervention policy. If it is necessary to use physical intervention (for example to prevent the child hurting themselves or others), parents will be informed. Children who attend our setting will not be punished by any form of hitting, slapping, shaking or other degrading treatment, including verbal abuse.

Committee members at this school recognise their responsibility to remain vigilant and ensure that all staff and volunteers are, and remain, suitable to work with children.

The Centre complies with the requirements of the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009. In addition, irrespective of the age group worked with, any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Centre Manager.

They must also inform the Centre Manager if they live in the same household as a person who is, or becomes, disqualified because they have committed a relevant offence against a child or adult. In such cases the worker is required to seek a waiver from Ofsted to allow them to continue to work with this cohort of children. Whilst the application for a waiver is being considered by Ofsted, the school will take appropriate measures in regard to staffing, which may include redeployment or suspension.

Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Centre Manager. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include 'spent' convictions under the Rehabilitation of Offenders Act). The Centre Manager will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO), and any required action will be agreed.

Any staff member, volunteer, or committee member whose own children become subject to child protection investigations must inform the Centre Manager. The Centre Manager will discuss with the LADO in accordance with SSCB procedures for dealing with allegations against adults who work in a position of trust with children (SSCB procedure 4a). Appropriate action will be agreed.

Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the Centre Manager (or, if the allegation is against the centre manager, it should be reported to the Chair of Management Committee). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. Staff raising genuine concerns, even if, on investigation, these concerns are not substantiated, will be supported by the senior leadership team, and their employment protected.

Staff who fail to follow the school / college policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures.

15. Allegations of abuse against a person working in a position of trust

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children in relation to any staff member or volunteer is therefore taken seriously. The centre ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and managers. Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at the centre. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children* and Part 4 of 'Keeping Children Safe in Education', DfE (2021) are adhered to and will seek appropriate advice.

If an allegation is made or information is received about an adult who works at the centre which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the centre manager immediately. Should an allegation be made against the Centre Manager, this will be reported to the Management Committee. If neither the Centre Manager nor Chair of Management Committee is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Centre Manager or the Vice Chair of Management Committee.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Centre Manager or Chair of Management Committee should contact **the LADO directly on 0800 1313126**.

The NSPCC [whistleblowing helpline](https://www.nspcc.org.uk/help-and-support/helpline/) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

The Centre has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our centre, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

16. Specific Safeguarding Issues

Identifying cases of female genital mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- The Centre is an 'open environment', where students feel able to discuss issues that they may be facing;
- the Designated Safeguarding Leads have good understanding of the issues surrounding FGM and Forced Marriage and access relevant training;
- advice and signposting are available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the school's safeguarding training so that all staff and volunteers can identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- To contact the Police immediately with their concerns. The DSL and the member of staff will then liaise with the Police and any external agencies that the Police recommend.
- Alert the Designated Safeguarding Lead to their concerns. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- **not** to consult or discuss with the pupil's parents or family, or others within the community.

Signs and Symptoms of FGM:

- A female pupil talking of a long holiday to one of the countries where FGM is practised.
- Parents/carers taking the child out of the country for a prolonged period of time.
- Any reference to FGM e.g. having a special procedure.
- A visiting female elder being in the UK from the country of the child's origin.

Indications of FGM:

- A female pupil having difficulty in walking, sitting, or standing.
- A female pupil spending longer than normal in the toilet due to difficulties in this area.
- A female pupil spending periods of time away with bladder or menstrual problems.

17. E-Safety

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, tablets, laptops, mobile phones, webcams, gaming consoles, etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this centre.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping) or distributing indecent images of children (e.g. sexting).

The Centre utilises the curriculum (particularly PSHE and Sex and Relationship Education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

Further, in order to help protect our pupils

- Software is in place to minimise access and to highlight anyone accessing inappropriate sites or information
- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the centre's Designated Safeguarding Lead will be informed immediately)
- Pupils / students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils and staff should adhere to the centre policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Storage of Mobile Phone, Images of children (Early Years Framework 2014)

The school adheres to the YFS statutory framework document (page 16 (3.4) about the use of mobile phones and cameras in the setting.

18. Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities. Child sexual exploitation can occur using technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. The Centre recognises that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

The Centre believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

Signs and Symptoms:

- Regularly coming home late or goes missing
- Overt sexualised dress
- Sexualised risk taking
- Unaccounted for monies/goods
- Reduced contact with family and friends
- Poor self-image, eating disorder, some self-harm
- Poor school attendance
- Older boy/girlfriend

19. Children missing education (CME)

The Centre is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed.

Comprehensive records are held and shared between the relevant agencies to help and protect children.

20. Peer on Peer Abuse

All CornerPost Education Centre staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting; up skirting and initiating/ hazing type violence and rituals... Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff should **be vigilant** to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should **never be passed off** as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate.

School has an anti-bullying and behaviour policy to guide children, staff, and parents

21. Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Up skirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

22. Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats
- Up skirting

23. Child Criminal Exploitation (county lines)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and

Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

24. Domestic Violence

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Guidance Documents:

- [Promoting the Welfare & Safety of Children in Specific Circumstances](#) - Section 4N
- [Domestic Violence and Abuse](#)

25. Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and sexual exploitation.

Guidance Documents:

- Working with Parent who misuse substances [guidance](#)
- [Drugs Advice for Schools](#)

Fabricated or induced illness - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.

There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance Documents:

- [Promoting the Welfare & Safety of Children in Specific Circumstances](#) - Section 4R
- [Safeguarding children in whom illness is fabricated or induced](#)

26. Mental Health

This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

Guidance Documents:

- [Parenting capacity and mental health](#) – Section 4O
- [Mental Health & Behaviour in schools](#)

27. Sexting

Sexting is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by pedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Guidance Documents:

- [Further Guidance for Practitioners](#) – Section C
- [Disrespect Nobody](#)
- [CEOP](#)
- [U tube resource](#)

28. Trafficking

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components – movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

'Child' refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

Guidance Documents:

- [Promoting the Welfare & Safety of Children](#) – Section 4K
- [Safeguarding children who may have been trafficked](#)

29. Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. We also have a duty under the Counter Terrorism Act 2015 (The Prevent Duty) to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils or the Staff Behaviour Policy when Working in School. We will share information with the First Response Team and/ or the Staffordshire Police Prevent Team when appropriate. We will also work with Staffordshire's Channel Panel in relevant circumstances.

Risk Reduction

The Management committee, the Centre manager and the DSL will assess the level of risk within the centre and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of centre premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our centre.

This risk assessment will be reviewed as part of the annual Section175 return that is monitored by the Staffordshire Safeguarding Children Board.

Response

With effect from 1 July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability, and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 5.

Our centre, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our centre is Claire Keast.

Staff within our centre will be alerted to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

Our Centre will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done by the use of specialist online monitoring software, which in this centre is called Securus.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015)

Guidance Documents:

- Duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).
- [Further Guidance for Practitioners](#) – Section 6L
- [Educate Against Hate](#)

All staff receive awareness raising and training regarding preventing extremism and radicalisation. The DSL will raise further awareness and literature with all staff regarding preventing extremism and radicalisation.

30. Communication – Confidentiality/Information Sharing

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with Working Together to Safeguard Children (2018). The schools work closely with Staffordshire Children's Social Care and, where appropriate from a placing local authority.

As a centre we recognise the importance of information sharing between professionals and local agencies. We follow [best practice guidance](#)

The General Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a centre we **adhere to data protection**, yet we **do not allow this to stand in our way** in the need to promote the welfare and protect the safety of our children in our care.

31. Working with the Outcome

After a suspicion or allegation about a child protection concern has been investigated, there is likely to be strong feelings amongst staff, parents, and children and possibly among the wider community, which will need to be addressed.

There are likely to be issues of:

- Communication - if rumour or fact
- Guilt and blame - if suspicions had been around for some time
- Impact - on individuals, or the nature of what occurred and to whom
- Gaps in the organisation in terms of roles and post held

Careful thought will need to be given to the sharing of information and the provision of appropriate support. Meetings will be held to reassure staff, parents, and pupils with robust future measures.

32. Site Security

The Centre provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore: -

- Gates are kept closed during the school day; visitors gain access through the main entrance.
- CCTV is operated 24 hours a day, monitored during school hours.
- Visitors, volunteers, and students must only enter through the main entrance via fob entry system and after signing in at the office will be issued with a visitor's pass. School has a clear system of ensuring staff are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitor's pass will be challenged by any staff member and this will be reported to Senior Leadership Team member.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrance, with tickets for visitors for appropriate school events
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- Health and safety audit to be completed annually with risk assessment and will form part of Governors annual report. This will include a fire evacuation and evacuation Prevent risk assessment.

Risk management of site security is managed by senior leadership/management, centre has a clear system of risk assessments and review timescales of these.

33. Resources

Section 175 of the Education Act 2002 puts an explicit duty on Governing Bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The management committee will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Management committee will also ensure that all Committee members have an understanding of safeguarding issues and the policies and procedures that are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be

addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

Key documents referred to and underpinning this policy are:

- Working Together to Safeguard Children 2018 (DfE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- Staffordshire Safeguarding Children Board Procedures (online)
www.staffsscb.org.uk/professionals/procedures/
- Staffordshire Safeguarding Children Board Training Catalogue (online)
www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/
- Keeping Children Safe in Education September 2021 (DFE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2021.Pdf
- Disqualification under the Child Care Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- CornerPost Education Centre Whistle Blowing policy
<http://cornerposteducation.com/wp-content/uploads/2017/09/Whistle-Blowing-Policy.pdf>
- Staffordshire e-safety Tool Kit
- Children Missing from Education Policy
www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf
- Early Years Statutory Framework
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYF_S_framework_from_1_September_2014_with_clarification_note.pdf

34. Links with other school policies

This policy document should also be considered within the context of other policies and documents relating to our work with children and young people. These include:

- Staff Code of Conduct
- Anti-Bullying
(See <http://cornerposteducation.com/wp-content/uploads/2017/09/ANTI-BULLYING-POLICY.pdf>)
- Attendance
See (<http://cornerposteducation.com/wp-content/uploads/2017/09/ATTENDANCE-Policy.pdf>)

- Managing Behaviour
(See <http://cornerposteducation.com/wp-content/uploads/2017/09/BEHAVIOUR-POLICY.pdf>)
- Complaints
(See <http://cornerposteducation.com/wp-content/uploads/2017/09/Complaints-policy.pdf>)
- Physical intervention
(See <http://cornerposteducation.com/wp-content/uploads/2017/09/Restraint-Policy.pdf>)
- Code of conduct
- E-Safety
(See <http://cornerposteducation.com/wp-content/uploads/2017/09/e-safetypolicy.pdf>)
- Safer Recruitment Policy
(See <http://cornerposteducation.com/wp-content/uploads/2018/01/safer-recruitment.pdf>)
- Preventing Extremism and Radicalisation Safeguarding Policy
(See <http://cornerposteducation.com/wp-content/uploads/2019/12/PREVENT.pdf>)
- Staff and Visitor Mobile Phone Guidance (EYFS Framework)
- Safeguarding Whistle Blowing Policy
See (<http://cornerposteducation.com/wp-content/uploads/2017/09/Whistle-Blowing-Policy.pdf>)
- The recording and reporting of all discriminatory incidents
- Whistleblowing
(See <http://cornerposteducation.com/wp-content/uploads/2017/09/Whistle-Blowing-Policy.pdf>)

The Designated Safeguarding Lead in this school is: Claire Keast

The Deputy Designated Safeguarding Lead in this school is: Michelle McGeough

The Nominated Management Committee for Safeguarding is Ian Seagrave

The Chair of Committee members is Tony Nicholls

Policy updated and adopted by Committee members: 01st December 2016

REVIEW DATE: Sept 2022

Further advice on Safeguarding matters can also be obtained from:

35. Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service
01785 895836 e-mail: esas@staffordshire.gov.uk
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email www.staffordshire.gov.uk/reportconcern
- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays)
Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police Force coordinator: Mark Hardern
Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

NSPCC

Harmful Sexual Behaviour project: **0844 892 0273**

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email families.first@staffordshire.gov.uk
- Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board 01785 277151 sscb.admin@staffordshire.gov.uk
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) <http://ceop.police.uk/>
- Professionals Online Safety Helpline – 0844 381 4772 www.saferinternet.org.uk/helpline
- Internet Watch Foundation (IWF) – <http://www.iwf.org.uk>
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 www.childline.org.uk
- Ofsted – General enquiries: 0300 123 1231
About Schools: 0300 123 4234
Concerns: 0300 123 4666
e-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- **NSPCC Harmful Sexual Behaviour project: 0844 892 0273**

Useful websites

- Staffordshire Safeguarding Children Board <http://www.staffsscb.org.uk>
- Stoke-on-Trent Safeguarding Children Board <http://www.safeguardingchildren.stoke-on-trent.gov.uk>
- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk & www.knowaboutcse.co.uk
- NSPCC – 24-hour Child Protection Helpline 0808 800 5000 <https://www.nspcc.org.uk/>
- WOMENS AID - 24 Hour Helpline: **0870 2700 123** http://www.staffordshirewomensaid.org/contact_us/
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. www.unicef.org.uk

SIGNED  CHAIR OF THE MANAGEMENT COMMITTEE

DATE September 2020

REVIEW September 2022

Appendix A

Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead **Claire Keast** or Deputy Safeguarding Lead **Michelle McGeough**.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this.

If you are unable to locate them ask a staff member at the centre to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Centre Manager. If an allegation is made about the Centre Manager, you should pass this information to the Chair of the Management Committee. Alternatively, you can contact the Local Authority Designated Officer on 0800 1313126.

The people you should talk to in school are:

Designated Safeguarding Lead: Claire Keast

Location of office: Front office

Contact Number: 01827 314111 / 07898952183 / email: claire@tamworthboxing.com

Deputy Designated Safeguarding Lead: Michelle McGeough

Location of office: Front Office

Contact Number: 01827 314111 / email: admin@tamworthboxing.com

Chair of Management Committee: Tony Nicholls

Contact Number: 01827 314111

Safeguarding Induction Checklist

Name:

Date:

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
DAY 1	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body- members		
	Staff Conduct of Code Policy		
	Behaviour Policy		
	Children Missing from education process		
	Confidentiality and breaches		
	General Data Protection Act		

	Health & Safety: Fire procedures and Fire officers (review date)		
WEEK 1	Meet with Head teacher & DSL		
	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding- Chair-		
	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	Policies to read: Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 or 2) Online Safety Prevent Site Security Behaviour Other: Other:		
WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs Identified:

Appendix B

Incident Report Form

Name of child _____ Age/Dob _____

Parent/Carer's name _____

Home address _____

Telephone number _____

Are you reporting your own concerns or passing on those of someone else? Give details of witnesses.

Brief description of the concerns: include date, time, location etc of specific incidents

Any physical signs? Behavioural Signs?

Have you spoken to the child? If so, what was said?

Have you spoken to the parent(s)? If so, what was said?

Has anyone been alleged to be the abuser? If so, give details, including the relationship with the child. Have you consulted with anyone else? Give details.

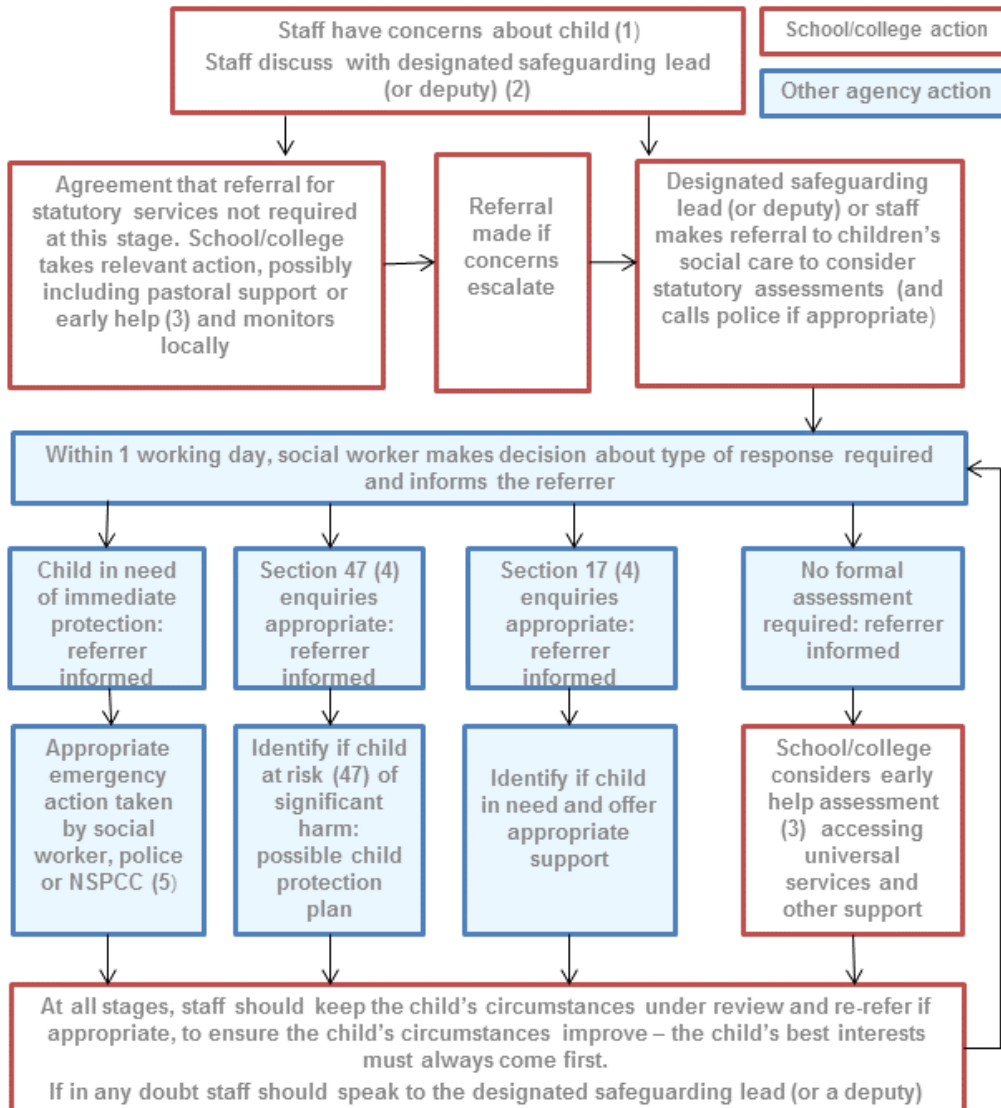
Your name/position _____

To who reported and date of reporting? Give contact information for future reference

Signature _____

Date _____

Actions where there are concerns about a child



Appendix D

Dealing with a Disclosure of Abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never agree or promise to keep it a secret. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Use the acronym **T.E.D**: **T**ell me. **E**xplain. **D**escribe
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Communicate that s/he has a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded)
- Use the schools written/electronic recording forms
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible

The information should then be passed, in a timely way, to the DSL/DDSL. Immediately if the child discloses any abuse they have suffered or may be at risk of suffering.

If DSL/DDSL not available, it is the staff member's **responsibility** to make a referral to First Response, and then inform the DSL at the earliest opportunity. **(First Response, 0800 13 13 126)** or email www.staffordshire.gov.uk/reportconcern

Appendix E

Allegations about a Member of Staff, Governor or Volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, visitor or volunteer the Centre Manager/Principal must be informed immediately. The Centre Manager must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Centre Manager should not carry out the investigation him/herself or interview pupils.
3. The Centre Manager should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Centre Manager will notify the Staffordshire Designated Officer (**LADO**) (**0800 1313126**). The LADO will liaise with the Chair of management Committee and advise about action to be taken and may initiate internal referrals within Staffordshire Childrens Social Care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Centre Manager decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.
4. Where an allegation has been made against the Centre Manager /Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward.
Please see SSCB guidance: -
[Managing Allegations of Abuse against a Person who works with Children](#)
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

Appendix F

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
 - The demonstration of unacceptable behaviour by using any means or medium to express views which
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.