



## Safeguarding Policy

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## 1. Introduction

### This policy needs to be read in conjunction with:

- ‘Keeping Children Safe in Education’ September 2016 - Part One and Annex A for school leaders and staff that work directly with children. Safeguarding Leads, Designated Safeguarding Leads and Deputy Designated Safeguarding Leads are required to have read the entire document.
- The schools’ code of conduct, ‘ Guidance for Safer Working Practice for those working with children and young people in education settings’ October 2015
- For staff at RNIB Sunshine House, this policy needs to be read in conjunction with the RNIB corporate policy for safeguarding and associated information

1.1. This policy has been authorised by the Eden Academy Board of Trustees, and is based on the Schools HR Co-operative model policy. It is addressed to all pupils, members of staff, members of local advisory boards and Trustees , volunteers and visitors to the school. It is freely available and is published on the Academy website. It applies wherever staff or volunteers are working with pupils even when they are away from the schools, for example, at an activity centre or on an educational visit.

1.2. The welfare of our pupils will always be our central concern informed by our ethos and by legal requirements. Pupils are actively encouraged to raise personal and general concerns with members of staff.

*“Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop. (Working Together under the Children Act 1989)*

1.3. The Director for Schools, Headteachers, Heads of School, the Safeguarding Leads , the Designated Leads and the Deputy Designated Leads have very important roles in

being available to all members of the community to offer advice on matters relating to safeguarding. Responsibility for the welfare of pupils rests with all staff, but particularly with Senior Managers in the schools.

Across the academy, we have two Safeguarding leads, Hilary McDermott and Lisa Hatcher.

At Alexandra School,

- the Designated Leads are Catherine Holdsworth and Ivan Talbott
- the Deputy Designated Lead is Perdy Buchanan-Barrow,

At Grangewood School,

- the Designated Lead is Hilary McDermott
- the Deputy Designated Lead is Ashley Clark
- the Designated Lead (Health) is Kath Bottomley,

At Moorcroft School,

- the Designated Lead is Andrew Sanders,
- the Deputy Designated Leads are Olga Toulkeridou,

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At Pentland Field School,

- the Designated Lead is Audrey Pantelis,
- the Deputy Designated Leads are Joanna Beckwith and Liz Edwards,

At Sunshine House School,

- the Designated Leads are Jackie Seaman and Mark Fuell
- the Deputy Designated Lead is John Ayres
- the Designated Governor is Peggy Lovett

**Please note : The policy refers to local advisory boards throughout. For RNIB SHS only, this should be read as 'governors'.**

- For out of hours activities Lisa Hatcher, Academy Safeguarding Lead, will be the Designated Safeguarding Lead for all schools
- 1.4. The Trustees and local advisory boards of the schools, are fully and properly informed of matters relating to Child Protection and Safeguarding. They have full access to all the facts surrounding Child Protection concerns and the response, as and when it is appropriate. They have overall responsibility for the response made and to those in their care when events took place. The lead trustee in safeguarding matters is Karen Deacon, who is informed and consulted on exceptional and specific issues such as allegations against staff, as well as through the regular reporting process.
  - 1.5. Trustees should utilise the expertise of their staff when shaping safeguarding policies and provide opportunities for staff to do this.
  - 1.6. The Safeguarding Lead and the Designated Leads in each school, supported by the Director for Schools, will ensure that the performance of the safeguarding and child protection regime is reported to regular meetings of the local advisory board and the Board of Trustees. (see the Designated Officer's responsibilities below). Exceptional incidents will be reported to the safeguarding trustee, the Director for Schools and Chief Executive Officer at the time of the event.
  - 1.7. All staff should be aware of the challenges faced by pupils in understanding what they are being asked and in explaining what has happened to them. While staff must be mindful of the importance of not leading or suggesting, they will need to ensure that the pupils understand and are understood. Many pupils will choose or need to have a member of staff with them if they have any interviews or meetings with outside agencies and will be made aware of the opportunity to do so. There must be consideration to where this can be accommodated, for example when an external agency deems it inappropriate that a school staff member is the representation. This could be from police or social services.

## 2. Commitment

2.1. The Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The Trust will take measures to:

- ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in Safer Recruitment in Education Guidance reviewed in February 2016.
- ensure that schools adhere and apply the disclosure by association procedure for all staff, now in force from 2016.
- ensure that we carry out all necessary checks on the suitability of people who serve on the Eden Academy Board of Trustees and the individual school local advisory boards in accordance with the above regulations and guidance given in Safer Recruitment in Education Guidance September 2016 .
- ensure that where the Trust ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible and in any event within one month; ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
- ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that

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organisation, that appropriate child protection checks and procedures apply to those staff.

- follow the All London Child Protection Procedures.
- protect each pupil from any form of abuse, whether from an adult or another child.
- be alert to signs of abuse both in the Trust and from outside.
- deal appropriately with each suspicion or allegation of abuse against a member of staff, volunteer, governor or trustee in accordance with *“Dealing with Allegations of Abuse against Teachers and Other Staff”*, and by consulting with the Local Authority Designated Lead (LADO).
- Should information of this nature come to light through a disclosure during the recruitment process ie before appointment, whether current or historical, it is the school’s responsibility to refer the matter to the DBS
- operate procedures which promote this policy.
- operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- support children who have been abused in accordance with an agreed multi-agency child protection plan if applicable.
- be alert to the medical needs of children with medical conditions.
- operate robust health & safety procedures.
- ensure that premises are as secure as circumstances permit.
- provide staff with training about taking sensible steps when working with individual pupils to ensure they are not in secluded or private areas.



- operate clear and supportive policies on drugs, alcohol and substance misuse, medication error management, bullying, including cyberbullying.
- deal with any other safeguarding issues which may be specific to individual children in our Schools; have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations, the main source of guidance currently being: 'Keeping Children Safe in Education' September 2016.
- maintain a positive school atmosphere which will help prevent incidents from occurring, supported by the teaching and pastoral support offered to pupils.

- 2.2. Every child protection concern, complaint, or suspicion of abuse from within or outside the School will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Lead (LADO) Children's Services, or Safeguarding Lead for Education. In each case, the matter will be referred to Children's Services and where appropriate, Children's Services in the child's home area. This includes allegations of historic abuse. In the case of those working in a school, the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff* is specific, namely that the employer (school) should report to the Local Authority Designated Lead (LADO) all cases where it is alleged that a person who works with children has:
- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

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### **3. Roles and responsibilities**

#### 3.1 The Designated Lead for Child Protection

Eden Academy has one Safeguarding Lead Lisa Hatcher who work across the academy, reporting directly to the Director of Schools Jarlath O'Brien. Additionally, each school in the

Trust has appointed a senior member of staff with the necessary status and authority (Designated Lead) to be responsible for matters relating to child protection and welfare. This person must have undertaken the Designated Lead training and have refreshed this every two years with regular updates (at least annually). The main responsibilities of the Designated Lead, which are included in his or her job description, are:

- a) To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- b) To be fully conversant with the Local Authority and School Child Protection and Safeguarding Policy and procedures.
- c) To be available to all staff of the school community for consultation on child protection issues.
- d) To co-ordinate the child protection procedures in the School.
- e) To maintain an ongoing training programme for all School employees.
- f) To monitor the keeping, confidentiality and storage of records in relation to child protection.
- g) To liaise with the Local Authority Designated Lead (LADO) and with the academy Safeguarding Leads.
- h) To liaise with Children's Services and other agencies on behalf of the School.
- i) To ensure that appropriate action is taken in the School and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse.
- j) To contact the duty social worker as soon as possible, within 24 hours at the most, to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupils' family involved is known to Children's Services.

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- k) To monitor records of pupils in the School who are subject to a child protection plan. To ensure that their records are maintained and updated as notification is received.
- l) To liaise with other professionals to ensure that children who are subject to a child protection plan are monitored.
- m) Where appropriate, to take part in the child protection conferences or reviews. One of the academy Safeguarding Leads may also attend conferences. When the Designated Lead in the school cannot attend and the school wishes a representative to be there, the Deputy Designated Lead or a key member of staff may attend. The school will provide a written report to the conference from the school.
- n) To inform the child's Social Worker in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child's status.
- o) In consultation with the Director for Schools and the head, to monitor staff development and training needs with regard to child protection issues and to ensure that training provided is current and relevant.
- p) To ensure that the curriculum offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHCE) programme, and reflect this in the school improvement plan.
- q) Together with the Director for Schools, the academy safeguarding leads and School Leadership Team, annually to review the School's Policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the local advisory boards and Board of Trustees .

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3.2 In the absence of the Designated Lead, a Deputy Designated Lead, who must be nominated in advance, must take responsibility for child protection issues within the School and liaise with the academy safeguarding leads .

They will (for each respective school):

- advise and act upon all Child Protection concerns reported to him or her.
- keep the Director for Schools and the head of the school informed of all actions unless they are the subject of a complaint. In this situation, the Designated Lead should consult with the Chair of Governors or in his or her absence, the Vice Chair.
- liaise with Children’s Services and other agencies on behalf of the School.
- carry out any other duties normally conducted by the Designated Lead.

3.3 If the Designated Lead is unavailable or is him/herself the subject of a complaint, his / her duties will be carried out by the other Designated Lead or a Deputy Designated Lead who has received appropriate training in safeguarding and inter-agency working.

Further details of the DSL role may be found in Annex A of ‘Keeping Children Safe in Education’ 2016.

#### **4. Employees, Trustees, Local Advisory Boards, School Advisors and Volunteers**

4.1 The Director for Schools, Heads, Trustees , local advisory boards and all other employees of the School, as well as every Volunteer and School Advisor who works with pupils, are under a general legal duty:

- a. To protect children from abuse and promote their welfare.
- b. To be aware of the Trust's practice and policies on Safeguarding and
- c. Child Protection and to follow them.
- d. To know how to access and implement the procedures, independently if necessary.
- e. In dealing with a child protection issue, to remain as objective as possible, never assuming that they know which categories of children are at risk.
- f. To keep an appropriate record of any significant complaint, conversation or event.
- g. Information should be recorded verbatim, if possible. They should not prompt, lead or suggest information to the child.

- h. To refer to the Designated Lead (or in his/her absence, the Deputy Designated Lead) immediately.
- i. In the case of allegations brought against a colleague, to refer the incident to the Director for Schools, Headteacher or Head of School (as appropriate) immediately (please see the section below on Staff Allegations). S/he will then refer to the DSL in the school.
- j. To undertake appropriate training including induction training and refresher training at regular intervals required by each individual.
- k. Staff need to be able to identify learners who need early help. These are the vulnerable children in schools. Part of this duty involves understanding the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm.

## 5. **Whistle blowing**

- 5.1 All staff are required to report to the Designated Lead any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Director for Schools, the head of the school, the Designated Lead and the Local Authority Designated Lead (LADO). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistle blowing which should be read in conjunction with this summary. The NSPCC whistle blowing helpline number is 0808 800 5000.

## 6. **Training**

- 6.1 The Designated Leads have undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals, with at least annual updates. The Deputy Designated Leads with responsibilities for child protection issues, as detailed in this policy, also undertake this same training. This will either be Designated Leads' training as provided by Hillingdon or Harrow Local Safeguarding Children Board or provided by the academy safeguarding lead. The safeguarding lead will receive external training annually to ensure the training offered

in the academy is current and up to date and receive regular updates via Andrew Hall's Safeguarding.Pro, which provides weekly email bulletins and updates. Where relevant, updates are sent to all staff.

- 6.2 All staff will undertake Level 1 safeguarding training annually.
- 6.3 Records of training will be monitored by the local advisory boards and Trustees.
- 6.4 Every year at the beginning of the school year, all staff and volunteers who work in the school are reminded of the provisions in this Safeguarding Policy.
- 6.5 Every year, mechanisms are put in place to assist all staff to understand and discharge their role and responsibilities in relation to 'Keeping Children Safe in Education 2016' Part 1, which they are required to read and understand. Staff working directly with children must also have read and understood Annex A, and the staff code of conduct 'Guidance for Safer Working Practice'.
- 6.6 Training for staff needs to include discussions, as appropriate to the cohort of children, on peer abuse, honour based violence, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Children Missing Education (CME) and the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how those barriers to safeguarding can be overcome. In each school, the PSHE curriculum addresses these areas as appropriate to the cohort. Trustees and Leaders should ensure that pupils are being taught about safeguarding, including online, as part of a broad and balanced curriculum.
- 6.7 Every recruitment panel includes at least one member of staff who has undergone safer recruitment training.
- 6.8 The Trustees and local advisory boards will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every three years.
- 6.9 If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of the School's arrangements for safeguarding and their responsibilities as above whilst they are waiting to attend the next available safeguarding course.
  - a. The school office will keep a central record of all safeguarding training undertaken by members of staff and others.
  - b. One of the Safeguarding Leads will attend, wherever possible, the Safeguarding Schools Cluster Meeting which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a

good opportunity to share good practice and to outline concerns. It is chaired by the Safeguarding Lead for Education in Hillingdon.

## **7. Child abuse and vulnerabilities: Categories and definitions**

10.1 Possible signs of abuse include (but are not limited to):

- the pupil says s/he has been abused or asks a question which gives rise to that inference
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- the pupil's development is delayed.
- the pupil loses or gains weight.
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
- The pupil is reluctant to go to school.

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### Physical Abuse

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

Physical abuse will include girls who we suspect have been subject to female genital mutilation.

Where this is suspected or if it is believed a child is at risk from this, it must be reported as a safeguarding matter to the local authority immediately.

Possible signs of Physical Abuse:

10.3 Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes someone burns a child, perhaps by holding a part of the body against something very hot or by scalding. Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport.

Responsible staff need to be especially concerned about:

- injuries which do not match the explanation given for them.
- bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence.
- bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks.
- burns or scalds with clear outlines.
- bite marks and bruises like love-bites, bruising in or around the mouth.

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### Emotional Abuse

10.4 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible signs of Emotional Abuse:



10.5 This form of abuse may result in a child becoming withdrawn, nervous, and unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm.

Responsible staff should be especially concerned about a child who:

- is continually depressed and withdrawn.
- runs away or who is frightened to go home.
- is reluctant to attend school.
- is persistently blamed for things that go wrong.
- is made to carry out tasks inappropriate to their age.
- is not allowed to do normal childhood activities.
- displays excessive fear of their parents or carers.
- is excessively clingy and tearful.

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### Sexual Abuse

10.6 The definition given in *Working Together to Safeguard Children* is as follows:

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

Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of sexual abuse are:

- the betrayal of trust and responsibility.
- abuse of power for the purpose of the sexual gratification of the abuser.

Possible signs of sexual abuse:

10.7 The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Responsible staff should be especially concerned about a child who:

- exhibits sexually explicit behaviour.
- has inappropriate sexual knowledge for his or her age.
- attempts suicide or self-inflicts injuries.
- repeatedly runs away from home.

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### Neglect

10.8 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 affect a foetus during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

needs.

Possible signs of neglect:

10.9 Responsible staff should be especially concerned about a child who:

- is constantly hungry, greedy or stealing food.
- has lingering illnesses which have not been treated.
- is continually smelly, scruffy and dirty.
- is often dressed in inadequate or unsuitable clothing for the weather conditions.
- suffers repeated accidents, suggesting a lack of proper supervision.
- is constantly tired.
- does not respond when given attention or, on the other hand, craves attention and affection from any adult.

## **Specific Safeguarding issues**

### **Female Genital Mutilation**

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Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old. However, it is believed that the majority of cases happen between the ages of 5 and 8. The risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

### **Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure of celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place include:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear
- Talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

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Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

### **Child Sexual Exploitation**

The statutory definition of child sexual exploitation (CSE) changed in February 2017. See 'Child Sexual Exploitation: Definition and a guide for Practitioners' : DfE Feb 2017. It now reads:

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology'

Indicators of cse may include:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour forage/sexually transmitted infections
- Evidence of /suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals
- Multiple callers( unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self –harm or significant changes in emotional well being

Potential vulnerabilities include:

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- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a stable home environment, now or in the past
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children or young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care
- Sexual identity

### **Honour-based Violence**

So called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and / or the community,

including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the designated safeguarding lead as a matter of urgency.

### **Children Missing Education (CME)**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation. We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education ( September 2016) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off roll when they:
  - leave school to be home educated
  - move away from the school's location
  - remain medically unfit beyond compulsory school age
  - are in custody for four months or more (and will not return to school afterwards);
  - or
  - are permanently excluded.

We will ensure that pupils who are expected to attend the school, but fail to take up the place, will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information can be found in 'Children Missing Education: Statutory Guidance for

local authorities, September 2016’.

### **Peer on Peer abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender based violence / sexual assaults and sexting. Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched / assaulted or boys being subject to initiation –type violence.

At school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally allegations may be made against students by others in the schools which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

### **Sexting**

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: Sexting in schools and colleges, responding to incidents, and safeguarding young people.’

## **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half siblings and step parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when a child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

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Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **Domestic Abuse:**

Domestic Abuse, also known as domestic violence or DV, is a pattern of threatening behaviour, coercive behaviour, control, violence or abuse by one person against another in a



home or family setting.

It can happen to anyone - regardless of gender, age or culture - and can exist in any relationship - with partners, ex-partners or relatives.

Domestic abuse can take many forms and includes, but is not limited to:

**Physical** - Assault, punching, kicking, hitting, forced imprisonment, biting, strangling, burning, dragging, using weapons, throwing objects

**Sexual** - Rape, sexual assault, forced prostitution, degradation, using objects, forced to watch or act in pornography

**Psychological** - Verbal or emotional abuse, threats to kill, blaming, mind games, criticism, accusations, jealousy and obsessive behaviours, manipulation, sleep deprivation

**Financial** - Preventing a person from getting or keeping a job, taking money, not permitting access to or withholding family income

**Isolation** - Not being allowed to see others, to see who you want, denied any form of contact with family or friends and any other support networks

Domestic abuse is **never** acceptable.

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### **How does it affect children?**

**Children** who witness domestic abuse are being **emotionally abused**.

In the majority of reported domestic abuse incidents, children have either been present in the same or a nearby room.

Children who witness, intervene or hear incidents are affected in many ways, even after a short time.

### **Short-term effects:**

- Anxiety or depression
- Feeling frightened
- Becoming withdrawn
- Bed wetting
- Running away
- Aggressiveness or behavioural difficulties
- Problems with school, poor concentration
- Difficulty sleeping, emotional turmoil
- Eating disorders or alcohol or drug misuse

### **Long-term effects**

- Lack of respect for the parent
- Loss of self confidence
- An inability to trust and form relationships
- Becoming over protective or feeling responsible for the parent

## 8. Staff and volunteer responsibility

8.1 Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action.

Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.

8.2 ALL abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

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## 9. Procedures

9.1 A member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- must not ask leading questions, that is, a question which suggests its own answer (“was it your Father?” or “did this take place on Tuesday when you were away?”)
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Lead, who will ensure that the correct action is taken.
- must keep a written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use

names, not initials. The record must be kept securely and handed to the Designated Lead or Deputy.

- All cause for concern forms, stored in a central and accessible place in all schools must be completed thoroughly by the person who has the concern and handed directly to the Designated Lead or Deputy .

## 10. Preserving evidence

10.1 All evidence (for example scribbled notes, mobile phones containing text messages, clothing, and computers) must be safeguarded and preserved.

## 11. Recording

15.1 It is essential to create a full, contemporaneous report of the meeting. To do this:

- a. make brief notes as soon as possible after the meeting. This may be possible in the meeting itself.
- b. write up your notes in full and include time, date, place and signature.
- c. describe observable behaviour e.g. was shaking, continued to cry,
- d. constantly moved around the room (Do not interpret these features).
- e. record the actual words spoken by the child wherever possible.
- f. complete a cause for concern form with the above details and personally hand to the DSL or the Deputy.

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## 12. Reporting

12.1 All suspicion or complaints of abuse must be reported to the Designated Lead, or if the complaint involves the Designated Lead, to the Director for Schools.

### Action by the Designated Lead:

15.2 The action to be taken will:

- a. Conform to the All London Child Protection Procedures.

- b. Ensure that the school will not investigate concerns but refer them to the Local Authority Designated Lead (LADO), Children's Services or Police; respect the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- c. Respect duties of confidentiality, so far as applicable.
- d. Ensure that a child's interests are paramount.
- e. Ensure that, if there is room for doubt as to whether a referral to Children's Services should be made, the Designated Lead will consult with the Safeguarding Lead or the Safeguarding Lead for Education, or in the case of an allegation against a professional, the LADO, or other appropriate professionals on a no names basis without identifying the pupil. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made as soon as possible, within a maximum of 24 hours. If the initial referral is made by telephone, the Designated Lead will confirm the referral in writing to Children's Services within 24 hours using an inter-agency referral form . If no response or acknowledgment is received within three working days, the Designated Lead will contact Social Services again. The Designated Lead will agree with the recipient of the referral what the child and parents will be told, by whom and when.

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### **13. Referral guidelines**

- 13.1 Our policy is to refer all matters to the appropriate agency. If it is a matter of child protection it will be referred to Children's Services. If the concern relates to an allegation against a member of staff it will be referred to the Local Authority Designated Lead (LADO). It is the LADO who makes a decision if the matter can be managed locally and referred back to internal investigation, if no action is required or if it needs to be taken forward to a strategy meeting.

## **14. Low Level Monitoring**

14.1 Any indication of a potential child protection issue must be discussed with the Designated Lead. If the Designated Lead has concerns he or she will contact either the Safeguarding Lead for Education, duty social worker at the MASH team (Multi Agency Safeguarding Hub) or the LADO as appropriate to seek clarification on what action should be taken. The academy safeguarding lead is available for support and advice.

## **15. Allegations against staff members, volunteers, members of local advisory boards or Trustees**

15.1 The School follows procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff* and also from the All London Child Protection Procedures. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.

15.2 Where an allegation or complaint is made against the Designated Lead, the matter will be reported immediately to the Director for Schools. Where an allegation or complaint is made against the Director for Schools, the person receiving the allegation should immediately inform the Chief Executive Officer, as well as the designated trustee without first notifying the Director for Schools.

15.3 Staff should know how to reduce the likelihood that their behaviour and actions might place pupils or themselves at risk of harm or of allegations of harm to a pupil. They must have read the document 'Guidance for Safer Working Practice for those working with children and young people in education settings' (October 2015) and must agree to adopt this document as their code of conduct.

15.4 If the School ceases to use the services of a member of staff (or a trustee or member of the local advisory board or volunteer) because that person has engaged in conduct that harmed

(or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the local advisory board and Board of Trustees without delay.

- 15.5 If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. Then on a case by case basis if an allegation is not substantiated, is unfounded or malicious, the decision will be made as to whether it will be referred to in any employment reference.

## **16. Allegations against pupils**

- 16.1 A pupil against whom an allegation of abuse has been made may be suspended from the school and the school's policy on behaviour, discipline and sanctions will apply. The School will take advice from Children's Services or the Local Authority Designated Lead (LADO) as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Services or the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her.
- 16.2 If a pupil is suspended from school as a result of an allegation of abuse, the Board of Trustees will be informed as soon as practicable.

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## **17. Harm from outside the school**

- 17.1 A member of staff who suspects that a pupil is suffering harm from outside the School should refer the matter to the Designated Lead.

## **18. Supporting pupils at risk**

It is recognised that children with special educational needs and/or disabilities pose additional safeguarding challenges (KCSIE para. 95) and that extra barriers can exist when recognising abuse and neglect in this group of children.

- 18.1 The Eden Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

The Trust will endeavor to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation.
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- the implementation of the school's behaviour management policies.
- a consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- regular liaison with other professionals and agencies that support the pupils and their families.
- a commitment to developing productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- recognition that in a home environment where there is domestic abuse, drug or alcohol abuse, and any other difficulties experienced by families, children may also be vulnerable and in need of support and/or protection.

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- 18.2 This policy should be considered alongside other related policies in school. These are the policies for the teaching of PSHE, the wellbeing and behaviour policy, the physical intervention policy, the anti-bullying policy and the health and safety policy.
- 18.3 Looked after children are particularly at risk. There are designated staff members in the academy, who attend all LAC reviews and ensure that additional funding and the Pupil Premium Grant is put to the best possible use to ensure the best outcomes for these pupils.

## **19. Monitoring**

- 19.1 The Designated Lead will monitor the operation of this policy and its procedures and make an annual report to the local advisory board.
- 19.2 The Board of Trustees will undertake an annual review of this policy and how the related duties under it have been discharged. The Trustees will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
- 19.3 A single record will be implemented giving a full history of child protection matters at all the schools in the academy which will be available to successive Directors for Schools, Heads, Designated Board Trustees and Chief Executive Officer. This record will help the schools in upholding the highest standards of safeguarding and child protection.

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## **20. Use of the school premises by other organisations**

- 20.1 Where services or activities are provided separately by another body, using the school premises, the local advisory board will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## **21. Preventing radicalisation**

Preventing Radicalisation is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.



Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2016, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2016) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

## **Ethos**

At Eden Academy we ensure that through our school vision, values, rules, diverse and differentiated curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our schools have the right to do so in safety. We do not tolerate bullying of any kind and we will challenge derogatory language and behaviour towards others.

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## **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter terrorism and Security Act (2016)
- Keeping Children safe in Education (2016)
- Prevent Duty Guidance ( 2016)
- Working Together to Safeguard Children (2016)

## **Non statutory guidance**

- Promoting Fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014).

## **Related policies**

- ICT Usage and online safety policies (Eden)
- Behaviour Policy (school)
- Safeguarding Policy (Eden) of which this forms a part
- Equality Policy (Eden)
- SRE and SMRC policies
- British values statement – democracy, mutual respect, rule of law, individual liberty and tolerance of different faiths and beliefs (school)
- Staff Code of Conduct (Eden) - Guidance for Safer Working Practice for those working with Children and Young people in Education settings
- Teaching and Learning Policy
- Eden Academy Values – Inclusion, Focus, Collaboration, Quality and Integrity
- Whistle Blowing Policy

## **Definitions**

**Extremism** is defined in the 2016 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 our armed forces, whether in this country or overseas.

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**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

**British values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

## **Roles and Responsibilities**

### **Role of the Board of Trustees**

It is the role of the Board of Trustees of the Academy to ensure that the schools meet their statutory responsibilities with regard to preventing radicalisation.

The Board of Trustees will have a nominated person who will liaise with the Heads of School, the Director for Schools and other staff about issues to do with protecting children from radicalization.

At the Eden Academy, the nominated Safeguarding lead is Lisa Hatcher **Role of the Director of Schools and Heads**

It is the role of the Director of Schools and Heads to :

- ensure that the school and its staff respond to preventing radicalisation on a day – to- day basis
- ensure that the school’s curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

### **Role of the Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the Safeguarding Leads, the Director for Schools and the Board of Trustees on these matters

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### **Role of staff**

It is the role of staff to understand the issues of radicalisation, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns

### **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experience and are tolerant of others. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching schools’ core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Examples of some of the key ways in which these values are encouraged and developed across the academy schools are detailed below.

At **Alexandra**, this may be seen in assemblies which develop pupils' understanding of moral and ethical issues. Discussion and reflection in Thought for the week provides space to consider more deeply the issues raised in assemblies. Opportunities for discussion provided by the School Council challenges children to accommodate and work with the viewpoints of others. Music of the Week raises the children's awareness of geography and the cultural heritage of others. Where it is appropriate to the age and ability of the child, a number of classes read the newspaper or watch Newsround as a weekly activity, leading to discussion.

**Grangewood** provides opportunities for the development of SMRC through the school curriculum and wider school opportunities. Most notable evidence of this will be seen in enhancement days covering a wide range of cultural and religious celebrations and through assemblies and theme weeks as well as community sports events. Choice and control boards and the application of the 10 Golden Rules support the development of tolerance and sharing our world.

At **Moorcroft**, there is the belief that personal development of the students is a key to reducing the risk of radicalisation. Assemblies cover such topics as religious festivals, diversity, tolerance, British values and resolving conflict. Cultural days allow students to learn about different cultures and religions. School Council gives students the opportunity to develop negotiation and assertiveness skills and the chance to learn how to resolve conflicts with people who have different views and beliefs.

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At **Pentland Field**, clubs are set up to promote a sense of belonging and a willingness to learn socially. They are encouraged to appreciate the positive effects of considerate social attitudes and the negative effects of destructive social attitudes through social stories. The school's Golden Rules encourage tolerance. Community Service lessons, activities and trips provide opportunities for pupils to get involved in the local community and to appreciate the richness and cultural diversity of the locality.

At **RNIB Sunshine House School**, pupils are encouraged to engage in a range of cultural experiences through topics and assemblies, celebrating diversity. Theme days and social education visits allow for community cohesion. The use of new technologies offers evolving opportunities for the pupils to communicate with a wider range of people in a broader sense. Pupils share ideas and news on the school 'chat' board. Regular opportunities for social interaction and sharing of interests promote friendship and an understanding and appreciation of the plurality and diversity of the school.

### **Internet safety**

The internet provides children and young people with access to a wide range of content, some of

which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our schools block inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that staff, children and young people have access to unfiltered internet when using mobile phones and all staff are alert to the need for vigilance when using phones.

The academy's ICT policy refers to preventing radicalisation and related extremist content. Staff are asked to confirm on a regular basis that they have read and understood the content of this policy and a copy of the signed policy is kept in each staff member's staff handbook as well as a central hard copy record at school.

Staff know how to report internet content that is inappropriate or of concern.

### **Staff training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of regular safeguarding training.

### **Safer recruitment**

We ensure that the staff we appoint to the schools are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in Part 3 of 'Keeping Children Safe in Education (2016) and the academy Safer Recruitment and Selection Policy, September 2016. Vetting and barring checks are undertaken on relevant people, including visitors, members of the local advisory board and volunteers.

### **'No platform for extremists'**

The schools are vigilant to the possibility that out of hours hire of the schools' premises may be requested by people wishing to run an extremist event. The schools do not accept bookings from individuals or organisations that are extremist in their views.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- family or self being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences ( family and friends)
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### **Recognising extremism**

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**Early indicators of radicalisation or extremism may include:**

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths and cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature ( self or family /friends)
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti –Western or anti –British views
- advocating violence towards others

**Referral process**

All concerns must be passed to the DSL in the first instance who will liaise and seek advice as appropriate. Staff are aware of the Channel Programme which may be an appropriate referral in some cases. Where there are significant concerns about a pupil, the DSL, in conjunction with the Safeguarding Leads, will make a referral to the appropriate body.

### **Monitoring and Review**

This radicalisation policy forms part of Eden Academy Safeguarding Policy and will be reviewed annually.

## **22. Safer Recruitment**

Please refer to the academy Safer Recruitment and Selection Policy, September 2016, 'Keeping Children safe in Education September 2016 Part 3 and the RNIB Recruitment Policy as appropriate.

Key changes in 'Keeping Children Safe in Education 2016' are that :

- All members of the local advisory board and Trustees now need an enhanced DBS check
- The NCTL's Teacher Services system provides restriction information about teachers from the European Economic Area (EEA). These checks must be recorded for staff from these countries.
- The 'prohibition from teaching' check must be completed for everyone engaged in 'teaching work', whether qualified or not, and recorded on the SCR.
- It is now a requirement that schools check that the person presenting at the school is the same person that the agency has provided the vetting checks for.

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## **23. Online safety**

Please refer to the academy's ICT and ICT Usage policies, e-safety guidelines and the recently developed Online Safety Policy. KCSIE 2016 refers to filtering and monitoring regimes.

Members of the local advisory board and Trustees are reminded to avoid internet filters which may be placing unreasonable restrictions on what pupils can be taught. They must monitor and ensure that pupils are being taught about safeguarding in this respect as part of a broad and balanced curriculum.

**This policy will be reviewed and updated annually.**