





## Barking Abbey School

### Child Protection and Safeguarding Policy

#### Policy Adoption

Date	Reviewed/Adopted by	Next review date	Review Frequency
December 2019	Full Governing Body	December 2020 – postponed until February 2020	Annually

#### Governing Body Approval

Signed	Title
	Chair of Governors
	Headteacher

## Contents

Important contacts .....	3
1. Aims .....	4
2. Legislation and statutory guidance .....	4
3. Definitions .....	5
4. Equality statement .....	5
5. Roles and responsibilities .....	6
6. Confidentiality .....	7
7. Recognising abuse and taking action .....	8
9. Pupils with special educational needs and disabilities .....	15
10. Mobile phones and cameras.....	15
11. Complaints and concerns about school safeguarding policies.....	16
12. Record-keeping.....	16
13. Training .....	17
14. Core Operations.....	18
15. Monitoring arrangements.....	20
16. Links with other policies .....	20
Appendix 1: types of abuse.....	21
Appendix 2: Safer recruitment and DBS checks – policy and procedures .....	22
Appendix 3: Allegations of abuse made against staff.....	25
Appendix 4. Safeguarding Display around School .....	26
Appendix 5: School site and operational guidelines .....	26
Appendix 6: specific safeguarding issues .....	32
Children missing from education .....	33
DfE Guidance on sharing information.....	34
Child sexual exploitation .....	35
Dealing with a disclosure of Peer on Peer Abuse. ....	36
Sexual Violence and Sexual Harassment.....	<b>Error! Bookmark not defined.</b>
Peer-on-peer sexual abuse, Risk and Needs Assessment .....	39
Children at Risk of Gang Exploitation .....	43
Alternative Provisions .....	44
Homelessness .....	45
So-called ‘honour-based’ violence and forced marriage .....	46
FGM .....	47
Preventing radicalisation.....	48
Student access to prayer rooms and supervision of prayer rooms .....	49
Missing pupils .....	50
Exclusion from school on safeguarding grounds.....	50
Checking the identity and suitability of visitors .....	51
Preventing Extremism and Radicalisation Policy.....	54

## Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Sandringham Road Designated safeguarding lead (DSL)	Jamie Gibson	<a href="mailto:gibsonj@barkingabbeysschool.co.uk">gibsonj@barkingabbeysschool.co.uk</a>
Deputy DSL	Roy Wise	<a href="mailto:wiser@barkingabbeysschool.co.uk">wiser@barkingabbeysschool.co.uk</a>
Longbridge Road Designated safeguarding lead (DSL)	Kiran Gill	<a href="mailto:gillk@barkingabbeysschool.co.uk">gillk@barkingabbeysschool.co.uk</a>
Deputy DSL	Kim Cooper	<a href="mailto:cooperk@barkingabbeysschool.co.uk">cooperk@barkingabbeysschool.co.uk</a>
Local authority designated officer (LADO)	Mike Cullern	
Chair of governors	Rob Brooks	<a href="mailto:brooksrb@barkingabbeysschool.co.uk">brooksrb@barkingabbeysschool.co.uk</a>
Safeguarding Link governors	Paola Ferreria Temi Bakare	<a href="mailto:ferreriap@barkingabbeysschool.co.uk">ferreriap@barkingabbeysschool.co.uk</a> <a href="mailto:bakaret@barkingabbeysschool.co.uk">bakaret@barkingabbeysschool.co.uk</a>
Channel helpline		020 7340 7264
Multi Agency Safeguarding Hub (MASH)		020 8227 3811
Safer Schools Officer	John Whitehead	<a href="mailto:whiteheadj@barkingabbeysschool.co.uk">whiteheadj@barkingabbeysschool.co.uk</a>

## 1. Aims

Barking Abbey school aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare

All staff are aware of their statutory responsibilities with respect to safeguarding

Staff are properly trained in recognising and reporting safeguarding issues

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Barking Abbey School works in collaboration with the London Borough of Barking and Dagenham to ensure that all young people are safeguarded in line with Borough procedures. The school works with the Multi Agency Safeguarding Hub (MASH), and will make referrals to social services through the Borough recognised Multi Agency Referral Forms (MARF).

LBBB advises all schools within the Borough to adhere to the 5 R's of Safeguarding.

- Recognise:
- Be Vigilant
  - Know the children you work with
- Respond:
- Be familiar with the types and indicators of abuse
  - Never ignore concerns, signs or reports related to children's wellbeing and safety
  - Do not delay your response
- Report:
- Always report your concerns to the Nominated Safeguarding Person (NSP) or their Deputy
  - Ensure every member of staff/ volunteer is aware of who the NSP and Deputy NSP are
- Record:
- Always make a record of what happened – the incident or concern, the exact words of the child where possible, if they made a disclosure and any immediate actions taken
  - Use your settings standard recording log
  - Don't delay it – record information as soon as possible
- Refer:
- In all cases where there is a concern about significant harm or risk this must be referred to LBBB

Multi Agency Safeguarding Hub (MASH) team using the Multi Agency Referral Form (MARF). Referrals can be sent Via the email [childrenss@lbbd.gov.uk](mailto:childrenss@lbbd.gov.uk)

- MASH can be contacted on 02082273811.
- This can be completed by the DSL but all staff should be familiar with the process.

### 3. Definitions

**Safeguarding and promoting the welfare of children** means:

Protecting children from maltreatment

Preventing impairment of children's health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

**Appendix 1** explains the different types of abuse.

**Neglect** is a form of abuse and 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. **Appendix 1** defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Peer on peer** abuse refers to harm caused to a peer by another peer, be it accidentally, intentionally, directly or indirectly.

**County lines** refers to gangs from big cities expanding operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA), London Borough of Barking and Dagenham (LBBD)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

### 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

Have special educational needs (SEN) or disabilities (see section 9)

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after

## 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

### 5.1 All staff

All staff will have an understanding of part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. A record of this will be maintained in school.

This is delivered through staff lead training and induction, and via online training.

All staff will be aware of:

Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct policy, the role and identity of the designated safeguarding lead (DSL) for each Campus and the deputies for each campus, the behaviour policy, and the safeguarding response to children who go missing from education

The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Section 13 and **Appendix 4** of this policy outline in more detail how staff are supported to do this.

### 5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. As we are a split Campus, each Campus has a DSL. The DSL for the Sandringham Campus is **Jamie Gibson**, Acting Deputy Head Teacher. The DSL for the Longbridge Campus is **Kiran Gill**, Acting Deputy Head Teacher. The DSL for each campus takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, **Roy Wise**, will act as cover.

If the DSL and deputies are not available, Jo Tupman, Head Teacher and Pete Flaxman, Senior Deputy Head teacher, will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

Provide advice and support to other staff on child welfare and child protection matters

Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

Contribute to the assessment of children

Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Head Teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

### 5.3 The governing board

The governing board will formally approve this policy on an annual basis to ensure it complies with the law and hold the Head Teacher to account for its implementation.

The governing board will appoint **two** safeguarding link governors to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the Chair of Governors.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, where appropriate (see **Appendix 3**).

All governors will read Keeping Children Safe in Education.

Section 13 has information on how governors are supported to fulfil their role.

### 5.4 The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

Communicating this policy to parents when their child joins the school and via the school website

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see **Appendix 3**)

## 6. Confidentiality

Further information can be found in the school's **Confidentiality and Data Protection Policies**.

### 6.1 Confidentiality and Safeguarding

If a child's safety or wellbeing is at risk, confidentiality, data protection and GDPR should not prevent the sharing of appropriate information. Any information shared that may breach the above factors will only be done so if there is a potential safeguard risk to the child, and retaining the information may delay appropriate action.

The school will share necessary information with the social services team and the police services.

Requests for information will be processed as soon as possible, however the school will endeavour to respond within 24 hours a request.

The school recognises that the sharing of information with professionals involved with a child is essential to effective safeguarding and that fears around sharing information must not be allowed to stand in the way of the need to promote the welfare, protection and safety of a child.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. Staff should tell a child that they will only inform necessary staff, who will be able to support further.

The school will communicate with home where appropriate, however will not inform family if doing so puts any child at risk, or potential risk.

If staff are in any doubt about information sharing, they should speak to the DSL or Deputy DSL.

Further advice on Information sharing can be found in **Appendix 6**, and also via the government's [information sharing advice for safeguarding practitioners](#).

Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in **Appendix 3**

## 7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

### 7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Tell the DSL (see section 5.2) as soon as possible.

Staff could be expected to make a referral to children’s social care and/or the police **immediately** if they believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Staff could contact the **MASH team to request further** advice and direction, **020 8227 3811**

LLBD have an online referral system, allowing **anyone to complete a MARF.**

[www.lbbd.gov.uk/form/child-protection-referral-form](http://www.lbbd.gov.uk/form/child-protection-referral-form)

Contact the Safer School’s Officer, **PC John Whitehead.**

Phone 101. Staff members should ensure that the child is appropriately safeguarded, and supervised at all times.

Phone 999. Staff members should ensure that the child is appropriately safeguarded, and supervised at all times.

If the child is at risk of harm from peers, they should be kept in a secure and supervised location.

If the child is at risk of harm from parents or family members, they should be kept in a secure and supervised location.

### 7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

Listen to and believe them. Allow them time to talk freely and do not ask leading questions

Stay calm and do not show that you are shocked or upset

Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner

Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

Complete a Safeguard Referral accessed through the school intranet. Details of the disclosure should be written up verbatim and in the child’s own words. Staff should be factual about what has been said, and should not be any judgments on the referral.

The referral will be sent to the safeguarding team who will follow up with the child.

### 7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in **Appendix 4.**

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children’s social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.



**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **age 18 or over** appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures.

The member of staff must contact the police themselves.

## **7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Figure 1 on page 10 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### **Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

When a referral has been completed to the MASH team.

The child's Case is referred to local authority (LA) Children's Social care

MASH manager/Social worker/ manager reviews the referral and acknowledges receipt of referral and decides on next course of action within 24 hours

Feedback to referrer on next course of action

It is the responsibility as the referrer to ensure that your referral has been received and recorded by LBBB MASH team. If you do not receive a confirmation of referral, contact MASH again.

Social workers then have a duty by law to investigate the situation or circumstances that have led to the referral.

They will:

- Complete an assessment/child protection investigation and talk to the child/young person, family members and visit the family home
- Contact all agencies that are directly involved with the child and ask them for information about the child's welfare
- In some situations, involve the police who also have a duty to investigate circumstances where it is believed a child has been harmed.

### **Case Monitoring**

The DSL and DDSL will maintain regular contact with LA services to ensure that the needs of vulnerable pupils are met, and that they are receiving appropriate levels of support. A school representative will attend any relevant meeting regarding the child's wellbeing.

## 7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

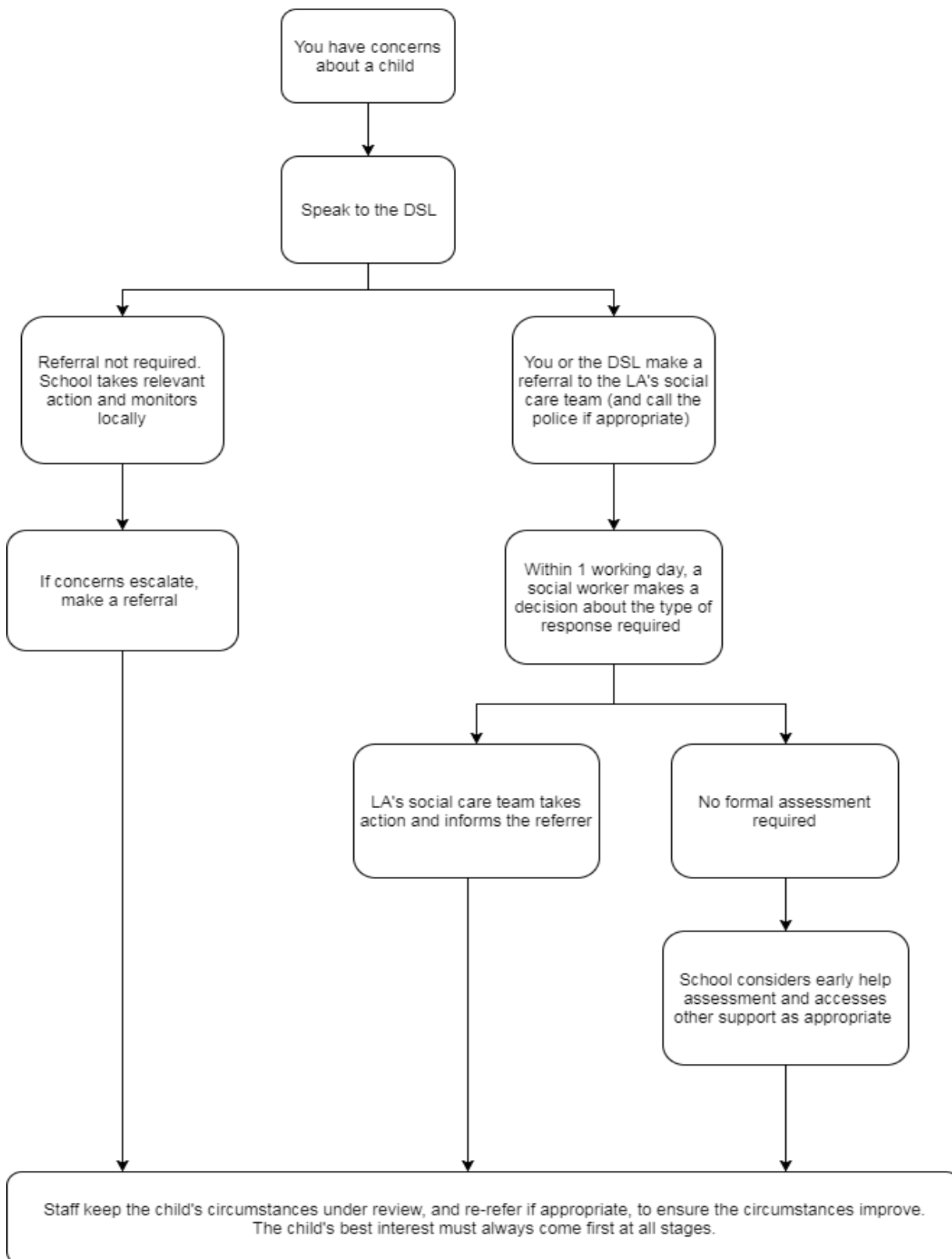
Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

For further guidance please see **Preventing Extremism and Radicalisation Policy, Appendix 6**

**Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note –if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



## 7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Head Teacher. If the concerns/allegations are about the Head Teacher, speak to the chair of governors.

The online referral system allows staff to report a concern regarding a member of staff. If the allegation involves a member of staff there is a tick box that can be selected, this ensures that the referral is only seen by the Head Teacher.

The Head Teacher / chair of governors will then follow the procedures set out in **Appendix 3**, if appropriate.

## 7.7 Allegations of peer on peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys’ perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

Is serious, and potentially a criminal offence

Could put pupils in the school at risk

Is violent

Involves pupils being forced to use drugs or alcohol

Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

You must record the allegation and tell the DSL immediately, but do **not investigate it**

The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a **risk assessment and support plan into place** for all children involved (including the victim(s), the child (ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

Ensuring pupils know they can talk to staff confidentially by raising the awareness of the Safeguarding Team, and procedures followed in the case of a disclosure. Pupils also are made aware of the Confide system, an online tool that allows them to report concerns, these are available on all computers.

Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Additional information can be found within DFE Guidance, [Sexual violence and sexual harassment between children in schools and colleges.pdf](#)

**For further guidance refer to Appendix 6, dealing with a disclosure of peer on peer abuse and peer on peer risks and needs assessment.**

## 7.8 Sexting

### Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children's social care

If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)

What further information is required to decide on the best response?

Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the imagery is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Head Teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

## **Informing parents**

The DSL or Deputy DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

## **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through a referral to the Safer Schools Officer, PC John Whitehead. The school SSO referral form should be completed in the event of possible crime being committed.

The SSO should be contacted immediately over the phone, to discuss the case and next steps.

If the SSO is unreachable, contact should be made with Sarah Rogers, Police Sergeant, to discuss the case and next steps.

If the above two contacts are unreachable and a crime or potential crime has been committed, that cannot wait for involvement from the SSO, and the DSL will contact 101 or phone 999.

## **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

## **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PDC (Personal Development Curriculum) education and assembly programme. The following is covered in relation to sexting:

What it is

How it is most likely to be encountered

The consequences of requesting, forwarding or providing such images, including when it is and is not abusive

Issues of legality

The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

Specific requests or pressure to provide (or forward) such images

The receipt of such images

This specific programme on sexting is also taught to pupils so they are aware of the processes the school will follow in the event of an incident.

Details regarding Sexting can be found within the **RSE Policy**.

For further guidance from the UK Council for Child internet Safety please see the following link, [NCA Sexting In Schools](#)

## 8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure, however this may also be done by the pastoral teams.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

The DSL and DDSL may share relevant information with pastoral teams, however it is expected that staff will use this information professionally and treat it confidentially.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will **normally** notify the parents of all the children involved. The school will not notify parents if doing so puts the child at risk of further harm.

## 9. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

Pupils being more prone to peer group isolation than other pupils

The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

Communication barriers and difficulties in overcoming these barriers

Safeguarding children and young people with SEN requires understanding, foresight and reflection. Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focused action plans that sufficiently respond to their needs. Keeping open dialogue between staff and raising the importance of safeguarding across the school is essential.

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Bi weekly meetings between the DSL, SENCO's for each campus and Teacher in charge of ARP. Ensuring that any concerns are discussed and raised in a timely and appropriate manner.
- Half termly meetings with the DSL, Pastoral Teams and SENCO's. Discussing any live issues that could be a sign or response of a safeguarding concern.
- Communication with families of SEN pupils outlining the safeguarding support available.
- Raising awareness to staff that SEN pupils are more vulnerable to safeguarding concerns.
- Training of pastoral teams to identify SEN pupils.
- Pastoral leaders have regular briefings with their teams to ensure that SEN are identified and that Form Tutors are vigilant and aware of the increased vulnerability of SEN students with regards to safeguarding issues.
- Safeguarding drop ins to be made available to all students but targeted letters to SEN students, should this wish to discuss any concerns.
- Tracking SEN students with poor attendance, and understanding the potential link between non-attendance, SEN and increased vulnerability.

## 10. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or out of sight during contact time with pupils. This includes break and lunchtimes when staff are on duty supervising pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

For further details, refer to the **Mobile Phone Policy**.

## 11. Complaints and concerns about school safeguarding policies

### 11.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see **Appendix 3**).

### 11.2 Other complaints

If a family member has a concern regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures they should refer to the Schools **Complaints Policy**.

### 11.3 Whistle-blowing

If any member of staff has a concern regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures they should refer to the **Whistle Blowing Policy**.

## 12. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

### 12.1 Record keeping arrangements

All records are kept and maintained electronically using Provision Map, an online recording system managed by TES.

All records are centrally recorded and maintained, accessed only through the online Portal found on Provision Map.

Selected staff are given access privileges to the central log, including DSL's, Deputy DSL's, the HT and Senior Deputy Head Teacher, who both have completed DSL training.

Records are centrally kept for the duration of the school's contract with Provision Map, in the event that the school closes its contract with Provision Map, all details will be downloaded and shared with the DSL's.

Details of disclosures can be shared with other members of staff; however, this is dependent on the nature of the disclosure. Any specific information can be shared with other agencies, and the log can be updated in line with actions taken and feedback from outside agencies.

DSL's and Deputy DSL's must not share confidential safeguarding concerns with other members of staff, unless agreed with the child or the 3 safeguarding partners. Appropriate information may be shared with staff, if doing so will continue to help safeguard a child.

In addition:

**Appendix 2** sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

**Appendix 3** sets out our policy on record-keeping with respect to allegations of abuse made against staff



## 13. Training

### 13.1 All staff

All staff members will undertake safeguarding and child protection training at induction, which will include whistle-blowing and site security procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

All staff will be involved in Prevent Training organised by the LA. The next training session for all staff is scheduled for **February 13th 2020**, and will be led by the **Borough Prevent Education Officer**.

The school has a specific Preventing Extremism and Anti-Radicalisation policy which sets out specific guidance about how to manage this specific safeguarding issue. **See Appendix 6.**

Staff will also receive regular safeguarding and child protection updates (for example, through emails, bulletins and staff meetings) as required, but at least annually.

All staff will complete online training, managed through IHASCO. Online training will be on Safeguarding, Prevent, and the latest safeguarding updates, as laid out in the Keeping Children Safe in Education document 2019.

All training is interactive, and has a test that staff must pass to successfully complete the training.

All staff will be issued with a certificate to recognise that the training has been successfully completed.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

All staff will receive regular updates regarding the school safeguarding procedures, the details for the DSL's and how to report any concerns.

Posters highlighting the DSL's and Deputy DSL's are on display around the school, and are visible in all reception areas.

### 13.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, attending themed workshops and/or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### 13.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, he or she will receive training in managing allegations for this purpose.

### 13.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

### 13.5 Staff who have contact with pupils and families

The school employs a counsellor, who meets with children and parents. Due to the nature of the role the DSL will ensure that the School Counsellor is receiving appropriate and regular supervision outside of school.

If the School Counsellor has any concerns regarding the wellbeing of a child, s/he should contact the DSL, or make direct contact with the MASH team. **See Section 7.**

## 14. Core Operations

### 14.1 Core operational hours

The school operational hours are between 8:00am and 3:00pm. During these times children will be permitted on the school premises.

Sandringham Campus Access.

Between 8:00am and 8:30am students and staff may access the school site via the Student Entrance found on Woodbridge Road. Between 8:30am and 2:40pm, access and exit to the school site must be through the Main Reception on Sandringham Road. Between 2:40pm and 3:00pm students should exit the school site via the Student Entrance on Woodbridge Road. After 3:00pm students and staff should exit the school site via the Main Reception on Sandringham Road.

Sixth formers and staff may also gain access and exit to the school site via the Sixth Form Reception on Woodbridge Road.

Longbridge Campus Access.

Between 8:00am and 8:30am students and staff may access the school site via the Student Entrance found on South Park Drive. Between 8:30am and 2:40pm, access and exit to the school site must be through the Main Reception on South Park Drive. Staff can also access the school site between 8:00am and 3:00pm via the entrance of Longbridge Road. Between 2:40pm and 3:00pm students can exit the school site via the Longbridge Road exit and the South Park Drive exit. After 3:00pm students and staff should exit the school site via the Main Reception on South Park Drive.

### 14.2 Supervision outside of operational hours

Any children on site outside these hours must be supervised by a member of staff, this extends to extra-curricular clubs, after school catch up lessons and reflections. Students should not be left unsupervised outside of operational hours.

For activities outside of core operational hours, where students are not already on site, they will be met at main reception areas for each campus, and escorted to the designated space for their activity.

At the end of each activity the supervising staff member must escort students off site via either s designated exit points.

For any extra-curricular activities accurate registers must be maintained by supervising staff member.

### 14.3 Access arrangements

The school has a number of Out of Bounds areas, these are highlighted through appropriate signage. Details regarding the school site and out of bounds areas can be found within **Appendix 5**.

### 14.4 Out of bounds areas

There are several out of bounds areas on the site, and students are not permitted access to these areas at any time. There is signage to indicate this, however the following areas are out of bounds at all times.

During break and lunchtime, any teaching area if unsupervised by a member of staff. All doors, office and teaching areas must be locked when vacant.

Any area where construction work is in operation.

#### **Specifics for Sandringham Campus.**

The area behind the back of the Base.

The top end of the field, towards Manor Junior School.

The staff car park.

D Block, E Block, F Block G Block, K Block, if unsupervised.

#### **Specifics for Longbridge Campus**

Behind the B and the C block.

Top floor of B Block during unsupervised times.

Details regarding the school site and out of bounds areas can be found within **Appendix 5**.

## **14.5 Supervision of the school site during break and lunchtimes, before and after school**

During break and lunchtime there is a supervision timetable that indicates the staff that are supervising children around the school. This timetable is regularly updated to reflect the changing needs of the student population. All teaching staff are expected to be on the supervision timetable, and staff will be held to account for the supervision of their designated area.

If staff are unable to undertake their allocated supervision duty, it is expected that they will make alternative arrangements with another member of staff for this to be covered. Where suitable alternative arrangements have not been found, staff should notify the member of staff responsible for maintaining the supervision timetable.

Key areas of the school are identified, and staff are placed to ensure that they have visibility of the areas that students and staff occupy **Appendix 5**.

Radios will be made available to all staff, and staff can collect radios from the pool found in reception. All senior members of staff are expected to carry a radio on them at all times.

Hi Vis jackets are available for all staff undertaking supervision duties.

## **14.6 Supervision of the student entrance and exit to school**

Specific plans with duty spots and supervision timetable are being developed for implementation April 2020. The effectiveness of these will then be reviewed.

In the event of a serious incident outside or inside school, the school gates may remain closed to ensure the wellbeing of students and staff.

For further information regarding this please see the **Lock down Policy**.

## **14.7 Staff identification**

All teaching staff must wear a lanyard at all times.

## **14.8 Visitor identification**

Any visitor on site must sign in via main reception and wear an appropriate lanyard. For more information on this, please see **Appendix 6 Checking the identity and suitability of visitors**

## **14.9 The Single Central Record**

The Schools Single Central Record is maintained by the HR Department in School by a designated member of staff.

The SCR will be checked/Audited and signed off every half term by the DSL/Designated member of SLT and by a link Governor at least biannually.

It is password protected and meets statutory guidance. It will be maintained and updated in line with the **SCR Policy** and procedures and other associated policies in school such as the Schools safer recruitment policy.

## 15. Monitoring arrangements

This policy will be reviewed **annually by Jamie Gibson and Kiran Gill, or the current DSL** and presented to the Full Governing Body for formal ratification.

A copy of this policy is always displayed on the school's website.

This policy will be shared with all staff of the school, and as part of the **Code of Conduct policy** all staff agree that they have read and understood this policy.

## 16. Links with other policies

This policy links to the following policies and procedures:

Behaviour policy

Relationships, Sex and Healthy education policy

Exclusion policy

Attendance policy

Anti-Bullying policy

Mobile Phone policy

Staff Code of Conduct

Complaints

Health and safety

Online safety

Equality

First aid

Curriculum

Whistle Blowing

Staff Disciplinary

Lettings Policy

E Safety

Visitors in school

Single Central Record (SCR)

Lock down policy

DBS Policy

Preventing Extremism and Anti Radicalisation – found in **Appendix 6**

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

## **Appendix 1: types of abuse**

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

**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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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

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.

**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 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.

## Appendix 2: Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### New staff

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, for a period of 6 months or more in the five years prior to commencing work at the school including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

Details of the verification of these checks will be recorded on the Schools Single Central Record.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

All Staff will be asked to sign an annual declaration to confirm that there have not been any changes to their circumstances, and that they have read and understood the latest Safeguarding and Child protection policies

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in relevant conduct; or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

- Where people regularly work in the school their information will be recorded on the Schools Single Central Record. This includes details of the verification of identity, and the DBS certificate number and issue date/clearance.

## Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

- We will not keep copies of such checks for longer than 6 months.
- Where people regularly work in the school their information will be recorded on the Schools Single Central record. This includes details of the verification of identity, and the DBS certificate number and issue date/clearance

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

## Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

## Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Where people regularly volunteer in the school their information will be recorded on the Schools Single Central record. This includes details of the verification of identity, and the DBS certificate number and issue date/clearance.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

## **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All Governors will undertake Safeguarding update training at least annually

This information will all be recorded on the Schools Single Central Record

## **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.



### **Appendix 3: Allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

Behaved in a way that has harmed a child, or may have harmed a child, or

Possibly committed a criminal offence against or related to a child, or

Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

In the event of an allegation against a member of staff, a referral must be made directly to the Head Teacher, who will make a decision of how to move forward. In the absence of the Head teacher, the Senior Deputy Head teacher will make the decision.

It is normal for a teacher to be removed from their teaching commitments, either formally or informally, whilst the allegation is investigated.

Staff may be asked to complete a written statement, and may be asked to meet with the Head Teacher or DSL.

The Head Teacher and DSL will decide if the allegation meets the threshold for a referral to the Learning Authority Designated Officer, LADO.

In the absence of the Head Teacher the DSL will assume responsibility for any decisions.

If the allegation is against the Head Teacher staff should refer the case to the Chair of Governors, who will lead any investigations.

In the event of an allegation made against a member of staff the school will follow guidelines laid out within the school

### **Disciplinary Policy**

## Appendix 4. Safeguarding Display around School

The poster below is on display in many key areas of the school, in particular the main reception area. Highlighting the DSL's.

**BARKING ABBEY SCHOOL**  
**SAFEGUARDING**

GIVE AND EXPECT THE BEST

**WHO YOU NEED TO KNOW**

**Mr J Gibson**  
Designated Safeguard Lead  
Sandringham Campus

**Ms K Gill**  
Designated Safeguard Lead  
Longbridge Campus

**Mr P Flaxman**

**Mr Wise**

**Ms J Tupman**

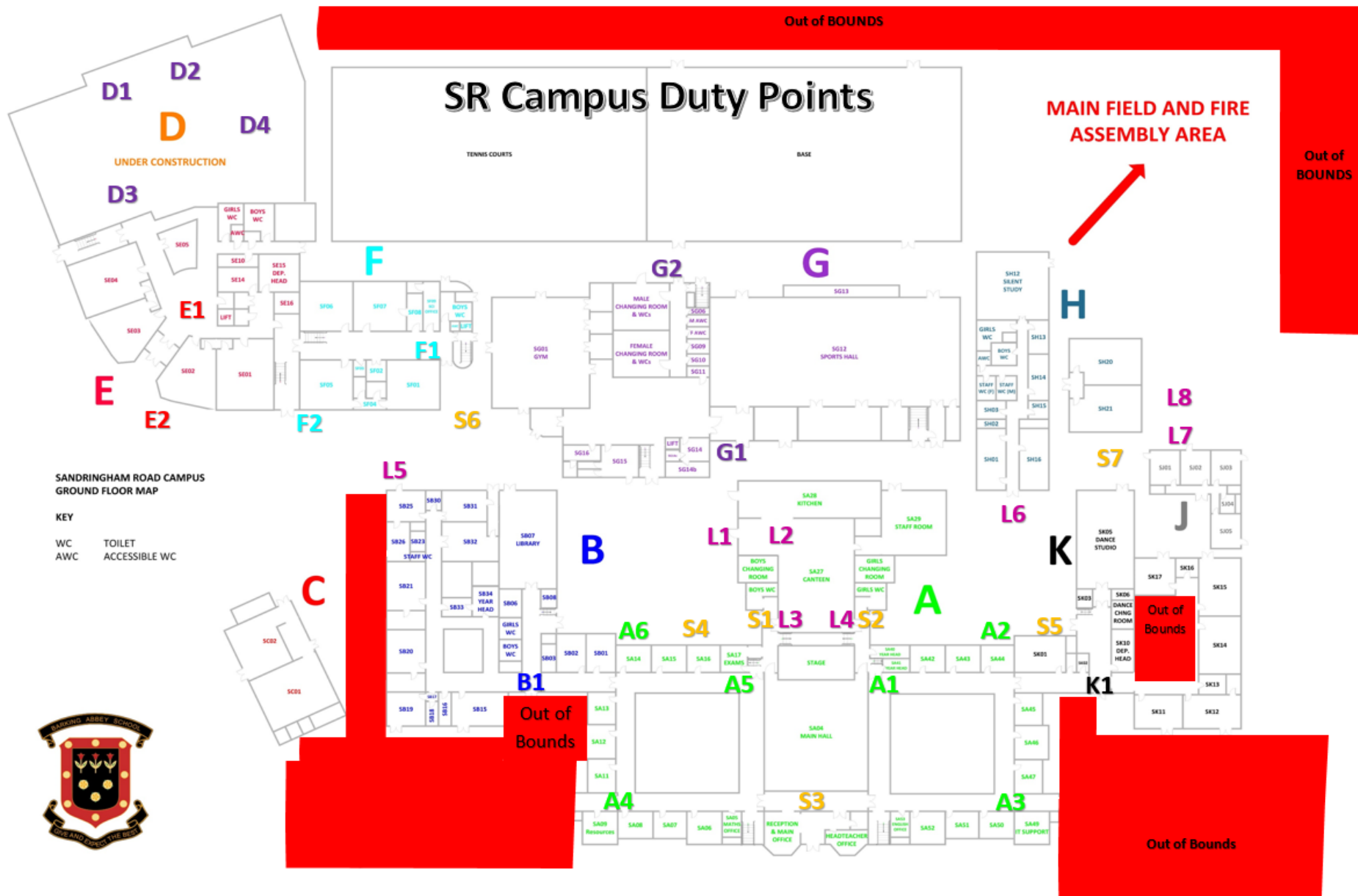
**Ms K Cooper**



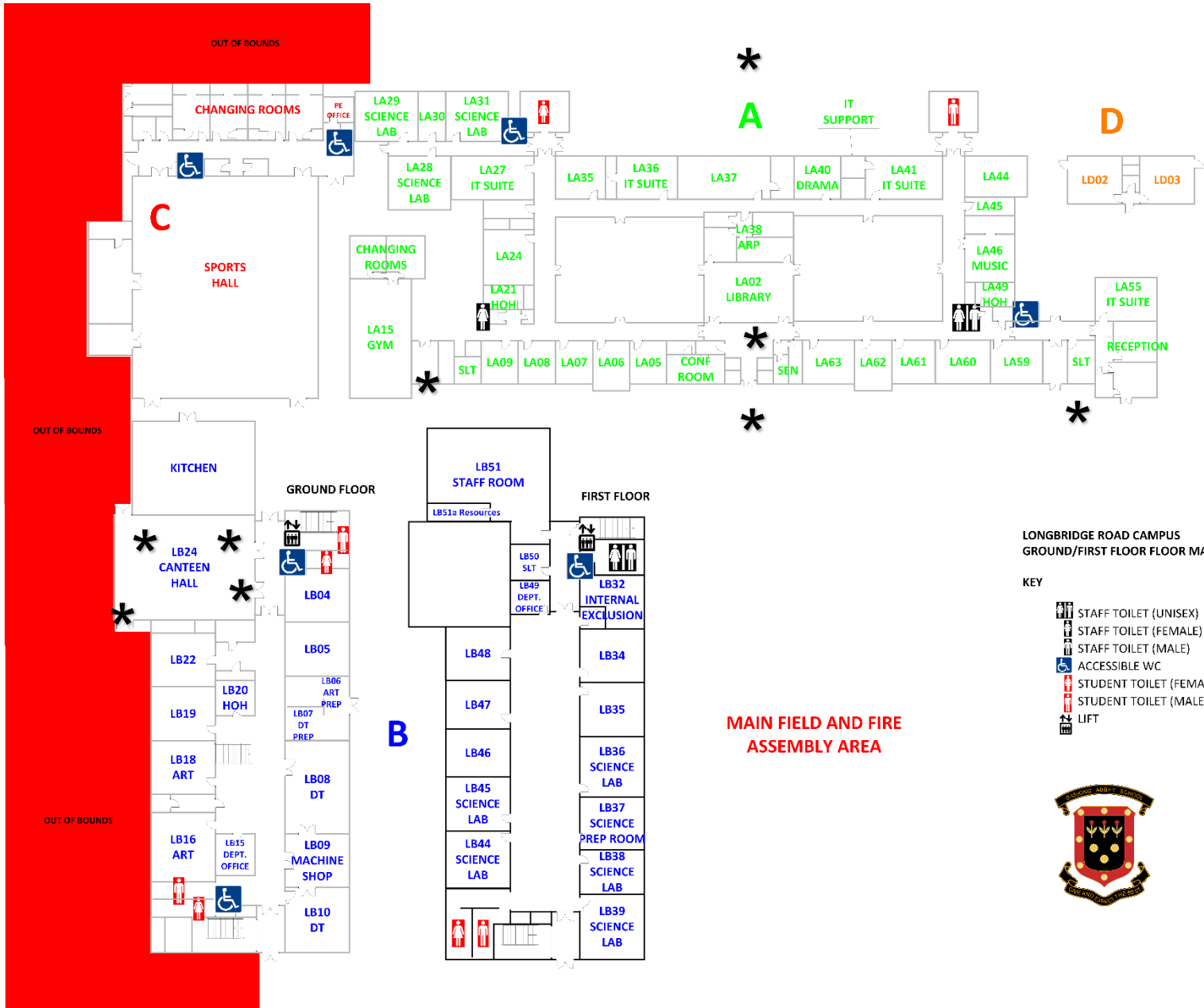
# Appendix 5: School site and operational guidelines



# Sandringham Campus duty points



# Longbridge Campus



LONGBRIDGE ROAD CAMPUS  
GROUND/FIRST FLOOR FLOOR MAP

- KEY**
- STAFF TOILET (UNISEX)
  - STAFF TOILET (FEMALE)
  - STAFF TOILET (MALE)
  - ACCESSIBLE WC
  - STUDENT TOILET (FEMALE)
  - STUDENT TOILET (MALE)
  - LIFT



**MAIN FIELD AND FIRE ASSEMBLY AREA**

# DUTIES

## DUTY TEAM RESPONSIBILITIES

To help staff fully understand what is expected whilst on duty in various areas of the school, guidelines for particular areas have been drawn up.

**It is individual staff's responsibility to ensure that when they know that they are going to be away from school that they inform their team leader in advance and that they have arranged for cover by swapping with a colleague from another day. The legal implications of not doing so cannot be stressed enough.**

**IN TIMES OF SEVERE WEATHER COULD STAFF ADOPT A MORE FLEXIBLE APPROACH TO GO TO AREAS THAT BECOME INCREASINGLY CONGESTED.**

The roles and responsibilities of duty team members apply to both Sandringham and Longbridge campuses except where it is stated.

Duty team leaders will be available to advise staff on any queries.

### *THE DINING ROOM*

- Beware of the rules applicable to the particular duty area
- Staff must arrive early
- The queue is to be monitored
- Tills to be monitored

**ONLY COLD SNACKS ALLOWED OUTSIDE OF DINING ROOM.**

**NO HOT FOOD ALLOWED OUTSIDE OF DINING ROOM.**

- Students must sit to eat their food
- Top coats in the winter must be removed when sitting at the table
- Tables and trays must be cleared by all pupils at the end of their meal
- Staff to ensure bins are available for the pupils

### *LIBRARY*

- Ensure the behaviour is of a good standard
- Students to work quietly at all times
- Students must bring work or reading books and not use the library as a meeting place

### **TOILETS**

- Staff must arrive early
- Staff to regularly monitor the toilets closely
- Ensure groups do not congregate inside and that the toilets are not used as a meeting place

### **QUADS/CORRIDORS**

- Ensure students move around the quads in an orderly fashion – no loud noise i.e. Screaming, running or pushing
- At break time direct students during bad weather into the Main Hall when appropriate
- No students to be allowed in the classrooms at either break time or lunch unless supervised and directed by a member of staff

- Please lock classrooms that have been left open
- Move students to lessons when the bell is rung

## **PLAYFIELDS/CAR PARKS ETC**

- Staff to arrive in good time
- Ensure students behave in an acceptable manner
- Disperse large groups of students who move around the school
- Be conscious of students dropping litter – we have enough bins
- No large footballs to be used in the playgrounds (only airflow balls – available from reception for 50p)
- When the bell is rung, direct the students to their classrooms. Do not leave your area until all students have gone into school
- Students are to be kept away from cars at all times

## Appendix 6: specific safeguarding issues

**Further information can be found regarding the following aspects of this policy.**

Children missing from education.

Top tips for dealing with sharing information.

Child Sexual Exploitation.

Sexual Violence and sexual harassment key terms.

Dealing with a disclosure of peer on peer abuse.

Peer on peer abuse risk and needs assessment.

Children at Risk of Gang Exploitation, inc. Child Criminal Exploitation and County Lines.

Alternative Provisions, inc. Elective Home Education

Homelessness.

So-called honour based violence and forced marriage.

FGM.

Preventing Radicalisation.

Pupil access to prayer rooms, and supervision of prayer rooms.

Missing pupils and exclusion on safeguarding grounds.

Checking the identity and suitability of visitors.



## Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Further details regarding the processes followed regarding CME can be found within our **Attendance Policy**.

## The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## Sexual Violence and Sexual Harassment

All staff must be 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 violence 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.

**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 and displaying pictures, photos or drawings of a sexual nature.

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 sexual exploitation; coercion and threat.

### Up skirting

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

It is now a criminal offence.

**If a member of staff suspects that any of the above have occurred they must inform the DSL.**

## Dealing with a disclosure of Peer on Peer Abuse.

Make sure you understand our child protection policy and procedures for dealing with peer-on-peer abuse, and follow these guidelines.

### Do.

- ✓ Listen and reassure the child that they will be supported and kept safe.
- ✓ Make a written record as soon as possible, stating only the facts
- ✓ Report to the **designated safeguarding lead** (DSL) urgently:
- ✓ Where appropriate, take action yourself:
  - If the child is immediate danger or risk of harm, contact the LBBD MASH team, **020 8227 3811**.
  - If an offence has been committed report it to the police, contacting 101 or 999.
  - Ensure that the victim and alleged perpetrator are removed from circulation, and **kept in separate locations**. If there are two or more victims and alleged perpetrators they must all be kept separate in different locations, and must have **no interaction with each other**.

Ensure that all actions are followed in line with the school **Safeguarding and Child Protection Policy, 7.7**.

### Do Not.

- ✗ Dismiss the incident as 'banter', 'part of growing up' or 'having a laugh'.
- ✗ Ask leading questions.
- ✗ Promise total confidentiality, explain who you need to tell and why.
- ✗ View photos or videos of a sexual nature. If you do so by accident, or think you need to in order to deal with the issue effectively, talk to the DSL.
- ✗ Take notes why the child is talking, if possible.
- ✗ Tell anyone about the disclosure unless they need to know in order to progress it, this would normally only be the DSL.

## Key Definitions

**Child on child sexual abuse:** when a child (anyone under the age of 18) commits an act of sexual violence or harassment against another child.

**Sexual violence:** rape, assault by penetration, or sexual assault (intentional sexual touching).

**Sexual harassment:** unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

**Up skirting:** taking a picture under a person's clothing without them knowing to obtain sexual gratification or cause the victim humiliation, distress or alarm.

### Sexual activity is an offence if:

- Person B (the victim) does not consent
- Person A (the perpetrator) does not reasonably believe that Person B consents

### Someone consents if they:

- Agree by choice.
- Have the freedom and capacity to choose.

## Dealing with a disclosure of peer on peer abuse.

- If a member of staff suspects that a child is the victim of peer on peer abuse it should be reported to the DSL immediately.
- If a child makes a disclosure of peer on peer abuse it must be reported to the DSL immediately.
- The DSL will contact the head teacher.
- If necessary the police will be contacted.
- Any alleged victim / victims will be removed from circulation and kept with a member of staff, in a secure area. The victim / victims must remain supervised at all times.
- Any alleged suspect / suspects will be removed from circulation and placed in a secure area, and supervised at all times. If there is more than one suspect they **MUST** be kept in separate locations.
- The school will not investigate any allegations of sexual violence or sexual harassment.
- The school will await further guidance from the police.
- In the event of an allegation of sexual violence or sexual harassment the school will liaise with the LA.
- In the event of an allegation of sexual violence or sexual harassment the school will complete a Risks and Needs Assessment.

# Peer on Peer Sexual Abuse. Risk and Needs Assessment.

## Date of Disclosure:

Insert date.

## Students Involved:

Details of children involved, including sex and age at time of allegation.

## Nature of Disclosure:

Summary of allegation.



## Risk assessment – version

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
<p>Details of the incident</p> <p>Record details of the incident from the point of view of both children</p>	<ul style="list-style-type: none"> <li>• How serious is the incident? Was it a crime?</li> <li>• Do we need to make arrangements to limit contact between the children involved? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes)</li> <li>• How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident?</li> </ul>			<p>Use this column to record additional information that may be relevant</p> <p>For example, previous, unrelated behaviour incidents</p>	
Social risks	<ul style="list-style-type: none"> <li>• Do the children share a peer group? Are people in their friend group likely to take sides?</li> <li>• Do they both attend your school?</li> <li>• Do other people know about the incident? Do those people understand:               <ul style="list-style-type: none"> <li>○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing</li> <li>○ The importance of confidentiality</li> <li>○ If, and how, they may need to be involved in any further investigations</li> </ul> </li> <li>• Are they likely to be the subject of gossip, bullying or further harassment?</li> <li>• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?</li> <li>• Do they risk being alienated from their friend group(s) as a result of this incident?</li> </ul>				



AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	<ul style="list-style-type: none"> <li>• Do they feel, or continue to feel, physically threatened by the other child?</li> <li>• Do you have reason to believe they pose a continued risk to the safety and wellbeing of the victim, or other pupils and staff?</li> <li>• Are they at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)</li> <li>• Do they share classes/break times/etc.?</li> <li>• Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?</li> </ul>				
Environmental risks	<ul style="list-style-type: none"> <li>• Do they live in a home where violence or abuse has occurred?</li> <li>• Do they live in/hear an area or location known to police to be high risk for sexual harassment or assault?</li> <li>• Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?</li> <li>• What activities do they take part in outside of school?</li> <li>• Are parents clear about: <ul style="list-style-type: none"> <li>○ How the school (and partner agencies) are handling the incident</li> <li>○ Confidentiality</li> <li>○ The conduct expected of them while an investigation is ongoing</li> </ul> </li> </ul>				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g., "Updated lunchtime arrangements"	E.g., "Feedback from Child A"	

## Children at Risk of Gang Exploitation

The school recognises that children may be at risk to exploitation from gang members or gang groups. The school will respond to these cases in the same way as other grooming concerns.

If a member of staff has a concern that a child is at risk of gang exploitation they must complete a safeguard referral and speak to the DSL.

The DSL will make a referral to the MASH team at the LA, and if necessary contact the police, if there is the suspicion of criminal activity.

The school will complete a referral to the Youth at Risk Matrix (YARM) hub of the Youth Offending Services, to request targeted intervention for the child.

The school will work with YOS and Social Services to ensure that the child is effectively safeguarded.

The school will make communication with home, unless doing so, puts the child at further risk or harm.

All staff must complete an online training which identifies indicators of gang exploitation and how to identify children who are at risk of gang exploitation.

Updates are provided to teaching staff, highlighting potential terminology and language that could be indicators of gang exploitation.

DSL's attend LA organised training which highlight the localised context of gang exploitation.

## Child Criminal Exploitation: County Lines

The school recognises that the criminal exploitation of children is a geographically widespread form of harm.

A typical feature of this is 'County Lines' criminal activity. Drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas.

Indicators of this could be unaccounted for absence, or police involvement outside of the LA.

The school acknowledges that county line exploitation

- Can affect any child under the age of 18.
- Can still be exploitation even if the activity appears consensual.
- Can involve force 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 children working with adults.
- Is typified by a power imbalance in favour of the perpetrators.

## Responding to Concerns

If the school has any concerns regarding a child being at risk of criminal exploitation, the DSL must be informed and a referral will be made to LA and / or Police services.

## Alternative Provisions

The school makes use of the following LA funded Alternative Provisions.

<b>Mayesbrook Park Campus</b>	For children who are excluded from school permanently or for a fixed term of more than 5 days (Day 6 Provision).
<b>Erkenwald Campus</b>	For children of a timid nature who may have experienced bullying or have a fear of attending school.
<b>Seabrook Campus (Positive Returns)</b>	For children identified as requiring respite from the school they attend. This is a 6-week placement.

The school may also refer a child to Barking and Dagenham College, or BEP, both of which are alternative provisions.

When a child is referred to the above provisions the school is satisfied that the provider are able to meet the safeguarding needs of the child. In some cases the school will work in collaboration with providers to ensure that appropriate risk assessments are in place.

For a child to be considered for an Alternative Provision a referral must be completed by the school and returned to the providers commissioning panel.

The DSL and other key staff are responsible –for viewing the provision and ensuring that appropriate safeguarding provisions are in place.

The school has key safeguarding documentation for the above providers, and the DSL is responsible for ensuring that all documentation is up to date.

Generally a referral to an alternative provision is made in agreement with the family, however the Head Teacher can direct a child to an alternative provision against the wishes of a parent.

In the event of a child being educated at an alternative provision they will be Dual registered, meaning they are on both the school and the providers roll. The coding used for this is a 'D'.

In some cases an alternative provision may choose to take the child on roll, and they would become single registered at the AP, and would be removed from the roll of the school.

The school monitors the attendance, academic progress and welfare of all students attending Alternative Provision organisations and regular review meetings take place between school, home and the provider.

## Elective Home Education

Parents may, by law, choose to home educate, either through privately provided services, or (more usually) by themselves. The local authority may undertake informal enquiries to satisfy itself that suitable and efficient education is being provided. If it is, then the child is not considered to be missing from education.

The school works in line with the LA's policy on Elective Home Education

[www.lbbd.gov.uk/residents/schools-and-learning/home-education/homeeducation-and-the-local-authority/](http://www.lbbd.gov.uk/residents/schools-and-learning/home-education/homeeducation-and-the-local-authority/)

If the school has concerns regarding the wellbeing, or that a child is at risk through a request to home educate the school will liaise with the LA and the MASH team.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

The school can seek further advice from the LA Housing Advice Service, 020 8724 8323.

[housingadvice@lbbd.gov.uk](mailto:housingadvice@lbbd.gov.uk)

## So-called 'honour-based' violence and forced marriage

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place

- Activate the local safeguarding procedures and refer the case to the local authority's designated officer

- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

A pupil confiding in a professional that FGM has taken place

A mother/family member disclosing that FGM has been carried out

A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)

FGM being known to be practiced in the girl's community or country of origin

A parent or family member expressing concern that FGM may be carried out

A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

## Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.



**PLEASE NOTE THAT THIS SECTION IS UNDER CONSULTATION  
AND WILL BE UPDATED IN APRIL 2020.**

## Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

Contact teaching staff to confirm that the child is in fact not in their designated teaching area. All registers must be completed accurately and timely.

Contact pastoral and medical teams to confirm that they child is not with them.

If the child's location cannot be accounted for parents will be contacted to inform them that the child is not in their designated lesson.

The school will make use of the senior leadership team and the on call system to try and locate the child.

If the child is found they will be return to lesson. If they have truanted they will be sanctioned in lie with the Behaviour for Learning Policy. If there are emotional or wellbeing concerns they will be referred to the pastoral teams.

If the child is not found the school can contact 101 to report the child as missing. This is normally done with consent from the family, however consent is not needed if the school has a wellbeing concern for the child.

## Exclusion from school on safeguarding grounds

The school, and namely the Head Teacher, can exclude a child on safeguarding grounds. This could be due to the child posing a significant safeguarding concern to themselves or others, or because the child being at school poses a safeguarding concern for themselves.

This must be communicated with home, and should not be used as an alternative to a Fixed Term Exclusion.

The school must ensure that work is provided for the child, and should suitable risk assess that the child being in the home environment does not present any further safeguard concerns.

In the event of a child being excluded from school on safeguarding grounds, the coding used should be a 'C'.

Further details of this can be found within the **Attendance Policy**.

## Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff. All visitors must sign in using the 'Inventory' log in system, stating who they are visiting and what company they are with. All visitors will have a photo taken, and will be issued with a badge that must be kept on display at all times.

Known visitors, including coaches, representatives from the LA and parents, must sign in at all times, and must display their visitors badge at all times.

Staff should be encouraged to challenge anyone on site who does not have appropriate identification.

At the point of signing in, all visitors are asked to read and accept the Visitor agreement.

All visitors to the school are given a copy of the Visitor and Safeguarding Information, see **Appendix 6a**.

All visitors will be signposted to the safeguarding procedures, which highlight how the school responds to safeguarding concerns, and how a visitor could report any safeguarding concerns, including details of the DSL's for both campuses.

If the visitor is unknown to the setting, they will not be allowed beyond the reception area.

Visitors unknown to the school will not be allowed unsupervised in the school site.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out
- Where the person is expected to be a regular visitor to the school or will be working in the school for a 'reasonable' length of time, they will be given an induction and information relating to their identity and DBS checks will be included on the Schools Single Central record

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

# BARKING ABBEY SCHOOL



## Visitor and Safeguarding Information

### Welcome to Barking Abbey School

Please take a few moments to read this leaflet. We are committed to safeguarding and promoting the welfare of our young people and this requires all staff and visitors to share this commitment.

Contained in this leaflet is information about our child protection procedures and guidance on what you should do if you have any concerns as well as general information and fire and emergency procedures whilst visiting Barking Abbey.

- Please sign in on arrival and collect your visitors badge.
- Please wear the badge at all times to avoid being challenged by staff or students.
- Remain with your host at all times unless we confirm we have had prior DBS clearance for you.
- On departure please sign out and return your badge.

Please keep this leaflet in a safe place so you can refer to it again if you need to.

### Safeguarding our Students

As a visitor to our school, either as a contractor, volunteer, supply teacher or someone that has come to work with our students in any capacity, it is important that you are aware of our safeguarding procedures.

Please refer to the following page of this leaflet for contact details of our child protection team. Or, please contact Reception who can locate them for you.

If there is any reason to suspect that a student has suffered bullying or discrimination, or is likely to suffer significant harm, you must inform the Designated Safeguarding Lead (DSL) immediately. Our staff will then follow the procedures according to the school Safeguarding Policy.

### Keeping Everyone Safe

We hope that you have an enjoyable visit to Barking Abbey School. Our main priority is to ensure that everyone who visits is aware of their responsibilities towards making sure all young people are safe. As a visitor please remember the following:

- If you are working in a 1:1 situation with a student, we must have confirmation that all the necessary safeguarding checks have been carried out including the Enhanced DBS disclosure.
- You must not have any physical contact with any student.
- You must never exchange personal contact details with a student or arrange to meet them outside of the school environment.
- The use of cameras and taking photographs is not permitted unless prior permission has been sought.

### What is Abuse?

Any form of neglect, emotional or sexual mistreatment or lack of care that leads to harm or injury. It can happen to any child regardless of their age, gender, race or ability.

### What is discrimination?

When people receive less favourable treatment which cannot be justified. This covers race, ethnic or national origin, language, religion or belief, gender, gender reassignment, sexual orientation, disability, social class, responsibility for other dependant or where the person lives.

### What is bullying?

A wilful, conscious attack on the self-esteem or the person of an individual student. It includes jibes, name-calling, silence/exclusion from the social circle, emphasising differences, threatening behaviour, racial/sexual harassment, extortion and physical attack. It may vary in severity, frequency and in the numbers of people involved.

People working in schools are uniquely placed to notice signs and symptoms of abuse and to support children who are subject to abuse or living in abusive situations.

### Disclosure by a child

If a student discloses information about significant harm you should:

- **Listen**
- **Tell the student that you need to tell someone else - you cannot promise confidentiality.**
- **Make accurate notes of what has been said by the student and pass this immediately to the DSL.**

It is not your responsibility to investigate but to report to the Designated Safeguarding Lead.

### Designated Safeguarding Lead



**Mr J Gibson**  
Deputy Headteacher, Inclusion, Safeguarding and Community (Sandringham Campus)

[gibsonj@barkingabbeysschool.co.uk](mailto:gibsonj@barkingabbeysschool.co.uk)  
020 3967 7030 ext 4112



**Ms K Gill**  
Deputy Headteacher, Inclusion, Safeguarding and Community (Longbridge Campus)

[gillk@barkingabbeysschool.co.uk](mailto:gillk@barkingabbeysschool.co.uk)  
020 3967 7030 ext 4141

### Child Protection Officers



**Mr R Wise**  
Deputy Head of Year (Sixth Form) (Sandringham Campus)

[wiser@barkingabbeysschool.co.uk](mailto:wiser@barkingabbeysschool.co.uk)  
020 3967 7030 ext 6844



**Ms K Cooper**  
Deputy Head of Year (Longbridge Campus)

[cooperk@barkingabbeysschool.co.uk](mailto:cooperk@barkingabbeysschool.co.uk)  
020 3967 7030 ext 8632

### Other General Information

Fire and emergency evacuation: If the fire alarm sounds, please leave the building immediately by the nearest exit. Our staff will direct you.

### E-Safety

Before using the internet, school network or IT equipment you will be asked to read and sign an acceptable use agreement which is designed to ensure that all adults working in school are aware of their individual responsibilities. The terms of this agreement should be followed at all times. Under no circumstances should you take photographs of our students whilst at our school.

### Health and Safety

If you have a concern please inform Reception or the member of staff you are visiting.

### First Aid

Please ask at Reception if you need assistance. Visitors should not treat students unless permission has been given. In an emergency do not hesitate to call 999 for an ambulance.

### Parking and Disabled Access

Limited parking is available in our car park, but spaces can be reserved if necessary. The first floor can be accessed via a lift.

### Further information

All Safeguarding, Child Protection, E-Safety policies and procedures can be found on our school website at: [www.barkingabbeysschool.co.uk](http://www.barkingabbeysschool.co.uk)

**REMEMBER, KEEPING OUR STUDENTS SAFE IS YOUR RESPONSIBILITY TOO!**

### Contact details

**Headteacher:** Jo Tupman

**Sandringham Campus**  
Sandringham Road  
Barking, Essex IG11 9AG

**Longbridge Campus**  
Longbridge Road  
Barking, Essex IG11 8UF

**Tel:** 020 3967 7030

**Fax:** 020 8270 4090

**Website:** [www.barkingabbeysschool.co.uk](http://www.barkingabbeysschool.co.uk)

**Email:** [office@barkingabbeysschool.co.uk](mailto:office@barkingabbeysschool.co.uk) or [6thform@barkingabbeysschool.co.uk](mailto:6thform@barkingabbeysschool.co.uk)



## Barking Abbey Preventing Extremism and Radicalisation Policy

The Governing Body approved this Policy on:

Signed:.....Chair of Governors

Signed: .....Head teacher

Review date:

## Preventing Extremism and Radicalisation Policy

### 1. Introduction

Barking Abbey School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Barking Abbey School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Barking Abbey School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004\*. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

*\* The physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

### 2. Ethos and Practice

When operating this policy Barking Abbey School uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources — students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Barking Abbey School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at Barking Abbey School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Liverpool's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At Barking Abbey School, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs



As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging Assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health and Citizenship education programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities)
- A strong Religious Studies and Ethics programme at every Key Stage
- Effective and well-managed School Council enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

### **3. Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student centered approach;
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students as defined in OFSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- Focused educational programmes.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Barking Abbey School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

#### **4. Use of External Agencies and Speakers**

At Barking Abbey School we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students;
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

## **5. Whistle Blowing**

Where there are concerns of extremism or radicalisation Students, Staff and Governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

They must inform the Head teacher straight away (or if it relates to the Head teacher inform the Chair of Governors).

## **6. Safeguarding**

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties.

Staff at Barking Abbey School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in Barking Abbey School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Head teacher.

In Barking Abbey School our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

The Designated Safeguarding Lead is: Jamie Gibson at Sandringham Campus and Kiran Gill at Longbridge Campus.

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education', which is detailed in the Safeguarding Policy.

## **7. Role of Governing Body**

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

## **8. Review**

Governors will review this policy annually.

**Appendix 1: ‘Key Ingredients’ for successful teaching in the context of ‘push’ and ‘pull’ factors**

<p><b>PUSH FACTORS</b> – factors that push an individual/make an individual vulnerable to extremist messages</p> <p>Lack of excitement, frustration</p> <p>Lack of sense of achievement – seen as significant ‘lack of purpose’// confidence in the future, life goals</p> <p>Lack of an outlet for views</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely too sense of injustice)</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc.</p> <p>Below the line: factors that are out of scope of this study</p>	<p><b>KEY INGREDIENTS</b></p> <p><b>Teacher confidence</b> in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p><b>Teacher attitudes and behaviours</b></p> <ul style="list-style-type: none"> <li>- Willingness to admit you don’t know</li> <li>- Acknowledging controversial issues exist</li> <li>- Awareness that I have a role to play</li> <li>- Willingness to turn to others for help when you don’t know about something</li> </ul> <p><b>Specific knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid ‘othering’)</li> <li>- Knowledge of an alternative values framework</li> </ul> <p><b>Teaching practice/pedagogy:</b></p> <ul style="list-style-type: none"> <li>- Boosting critical thinking (seeing through propaganda, singular messages etc.)</li> <li>- Helping to see multiple perspectives</li> <li>- Using multiple resources/methods</li> <li>- Embedding or sustaining dialogue following specialist interventions</li> <li>- Enabling students to tackle difficult issues</li> <li>- Linking school work to the wider community</li> <li>- Drawing evidence from across the curriculum</li> <li>- Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity</li> </ul>	<p><b>PULL FACTORS</b> – factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters)</p> <p>Network/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps.</p>
<p>Disaffection with wider societal issues</p> <p>Disruptive home life</p>	<p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities</p> <p>Sense of purpose in life</p>