



# Safeguarding and Child Protection Policy

## Abbotsford Preparatory School

### Including EYFS

#### 1. Background

This policy has been developed in accordance with the principle established in the:

- The Children Act 1989 and 2004 and the Education Act 2002, section 175
- Education Act 2002, section 175
- This policy has been revised in accordance with guidance and publication of revisions as follows and Local Authority Trafford Safeguarding Children Board Child Protection Procedures (Trafford First Response)
- HM Government 'Working Together to Safeguard Children July 2018
- 'What to do if you are worried a child is being abused 2015' - Advice for practitioners
- Keeping Children Safe Guidance (Sept 2019)
- Prevent Duty Guidance: School specific advice (July 2015, latest updates April 2019)
- Keeping children safe in education. (Dept. for Education Sept 2020)

HM Government 'Working Together to Safeguard Children' (2018) requires all schools to follow the procedures for protecting children from abuse established by the Local Authority Trafford Safeguarding Children's Board (Trafford Children's First Response).

#### 2. Introduction

Safeguarding incidents may happen anywhere and staff should be alert to the possibility of concerns being raised at school. At Abbotsford Preparatory School we will ensure that we have appropriate procedures in place for responding where we believe that a child has been abused or is at risk of abuse. The procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse. At Abbotsford we understand that promoting the welfare of children is **everyone's** responsibility. **Everyone** has a role to play in safeguarding children. This means that all staff should consider, at all times, what is in the best interests of the child.

This policy is available on the school website – <http://www.abbotsfordpreparatoryschool.co.uk> and a printed copy on request.

At Abbotsford working together to safeguard children is best summarised as:

- Understanding that safeguarding is everyone's responsibility
- Understanding that safeguarding systems should be child-centered
- Our duty to protect children and young people from maltreatment
- Our duty to prevent our impairment of children and young people's health or development
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking the role to enable those children and young people to have optimum life chance and to enter adulthood successfully

### **3. Aims and objectives**

The policy aims to:

- To provide an environment and foster a school community supportive of the aims of the school
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services
- To ensure that all adults within the school who have access to children have been checked as to their suitability
- To emphasise the need for good levels of communication between all members of staff

### **4. Early Help**

All staff should be prepared to identify children who benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the Foundation Years upwards. In the first instance, staff should discuss early help requirements with the designated lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff are required to be aware of the early help process. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given referral to children's social care if the child's situation does not appear to be improving.

### **5. Procedures**

The school procedures for safeguarding children will be in line with Trafford Safeguarding policy (LEA) and Trafford Safeguarding Children's Board (Trafford Children's First Response) procedures.

The school will ensure that they:

- Maintain an ethos where the children feel secure and listened to
- Foster positive relationships between staff and pupils through strong and supportive pastoral care and effective teaching methods
- Ensure all staff are made aware of their safeguarding responsibilities and are adequately trained in safeguarding procedure

- The Designated Safeguarding Lead (DSL) is the Headteacher, Catherine Howard , who takes regular training which is inter agency and in line with TSCB procedures
- Mrs Pauline Fox and Lisa Mitten, the Deputy DSL will act in Mrs Howard's absence
- Contact details: office@abbotsfordprepschool.com
- Mr Ali Khan is a Director of Alpha Schools and is the Director with overall responsibility for Safeguarding at Abbotsford Preparatory School. All major safeguarding issues are discussed with Mr Khan.
- Staff are trained to develop their understanding of the signs and indicators of abuse
- Staff know how to respond to a pupil who discloses abuse
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
- Procedures are regularly reviewed and updated
- All new members of staff and volunteers will be given a copy of the child protection procedures. They will be made aware of the identity and the role of the Designated Safeguarding Lead
- All staff and volunteers must read and follow the Staff Code of Conduct
- Staff will complete a form to confirm that they are not 'Disqualified by association'

## 6. Responsibilities

The school recognises its duties both to children in need and to children at risk of harm.

Responsibilities of the Head and DSL:

It is the role of the Head and DSL to take responsibility for safeguarding and promoting the welfare of children. This is a shared responsibility and requires:

- Having clear lines of responsibility
- Having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people
- Having procedures for dealing with allegations of abuse against members of staff and volunteers
- Making sure that the staff get appropriate training. The designated members of staff to undertake appropriate training every two years
- Having clearly understood the working procedures on how to safeguard and promote the welfare of young people
- Working with the child's parents to support their child's needs
- Helping parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interests of the child
- Any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay
- Ensuring that children receive appropriate and timely preventative interventions when required supported through PSHE sessions
- Notifying the National College of Teaching and Leadership of the name of any member of staff considered to be 'unsuitable to work' with children in accordance with statutory regulations
- Ensuring that, under the direction of the Head, the central register is accurate and up to date and that confidentiality and storage of records in relation to Child Protection and Safeguarding are maintained
- Abbotsford policies cover all activities from the moment the door is first opened in the morning to when it is locked in the evening.

- Ensure that the school operates within the legislative framework and recommended guidance from the Abbotsford Safeguarding Children's Board (ASCB), Lead person being Mr Ali Khan.
- Immediately notify the appropriate safeguarding agency whenever an allegation or disclosure of abuse has been made
- Ensure that the school effectively monitors children about whom there are concerns
- Keep written records of concerns about a child even if there is no need to make an immediate referral
- Ensure that all such records are stored confidentially and securely and are separate from pupil records
- Ensure that the Head is kept fully informed of any concerns
- Monitor register attendance and absences for all pupils
- Submit reports to and attend child protection conferences
- Ensure that all staff and volunteers are aware of the Local Safeguarding Children's Board (Trafford Children's First Response) Child Protection Procedures
- Ensure that appropriate training and support is provided to all staff
- Develop effective working relationships with other agencies and services
- Liaise with Social Care teams over suspected cases of child abuse
- To liaise with Area Designated Officer (LADO) on 01619125125 or [trafford.gov.uk/firstresponse](http://trafford.gov.uk/firstresponse). Out of hours on 0161 912 2020 or email [firstresponse@trafford.gov.uk](mailto:firstresponse@trafford.gov.uk)
- This must be within one working day
- Provide guidance to parents, children and staff about obtaining suitable support
- Make a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so
- Inform the social worker responsible where a pupil who is / or has been the subject of a child protection plan changes school, and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file
- Ensure that the school effectively monitors children about whom there are concerns. In case of serious harm, the police must be informed

## **7. Reporting**

The reporting of Safeguarding practice at the school enables the Director Mr Ali Khan to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local multi agencies/ police is vital in order that appropriate support and training can be given, see appendix A. These are requirements of 'Keeping Children Safe in Education (DfE September 2020)'.

The Designated Safeguarding Lead will liaise with the Director responsible for Safeguarding, together reviewing the policy at least annually.

It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

The school will report all safeguarding concerns and allegations of abuse on the premises within 14 days to Ofsted. All disclosures will be reported to Trafford Children's First Response within 24 hours.

### **Reporting to the police**

Any report to the police will generally be in parallel with a referral to children's social care.

It is important that the designated safeguarding lead (and their deputies) are clear about the local

process for referrals and follow that process.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.

In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required. Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

For further guidance see 'Keeping children safe in education- statutory guidance for schools and colleges September 20 page 75'.

## **8. Training**

Summary of Child Protection Training:

- Designated Safeguarding Leads must undertake inter-agency training every two years (Level 3)
- Teaching and other staff should have training updated every three years (Basic Child Protection Awareness training BCC)
- A record should be kept of dates training took place for all members of staff whilst child protection updates will be discussed at times during the year
- A Register should be taken at the beginning of each year to ensure all staff have read the Safeguarding policy and KCSIE Part 1 and Annex A, and are familiar with its guidelines. Everyone must be aware of whom the DSL is and the supporting staff involved in Child Protection within the school.

Whilst everyone has had appropriate training the following serves as an aide memoir as regards matters to consider in terms of Safeguarding and promoting the idea that "it could happen here" and that staff must always act in the best interests of the child. All staff must understand that abuse, neglect and Safeguarding issues are rarely standalone events that can be covered by one definition or label.

### **Abuse and neglect**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. Abuse

can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### Physical abuse

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Sexual abuse

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, including prostitution, whether or not the child is aware of what is happening. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Neglect

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.

## Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Staff need to be aware of the possibility of this sort of abuse, however, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

## Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

There is now (from October 2015) a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The non-emergency number for the police is 101. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

## Sexting

Sexting is defined as ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.’ Creating and sharing sexual photos and videos of under-18s is illegal.

There may be various reasons why a pupil has engaged in sexting; it may be a romantic/ sexual exploration scenario or due to grooming / coercion. What action is to be taken will depend on a number of factors and each case must be assessed on its merits by the DSL in school in the first instance. Regardless of what action is taken, incidents and the rationale for any action must always be recorded centrally. It may also be necessary to assist a young person and / or parents in reporting and / or removing the image from a website or elsewhere.

## Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## Peer or Peer abuse

Children are capable of abusing their peers. Whilst it is recognised that peer on peer abuse is gendered by nature, all peer on peer abuse is unacceptable and is taken seriously. Students are educated that passing off peer on peer abuse as 'banter', 'just having a laugh' or 'part of growing up' is unacceptable and sanctions and reflection time are imposed where appropriate. Victims of peer on peer abuse will be supported through mentoring, parental involvement and monitoring. Restorative justice or mediation is a useful tool. Victims, perpetrators and any other children affected by peer on peer abuse will be supported through mentoring, the involvement of external agencies, parental involvement, medication, monitoring and education. Peer on peer abuse is not tolerated in any form: sexual violence and sexual harassment; bullying/cyber-bullying; Physical abuse; Sexting; Initiation/hazing type violence and rituals are just some of the forms it may take. Sexting is not tolerated, and students are encouraged to screenshot and report. The police may be contacted for advice or escalation. Phones will be screened and confiscation as necessary as part of an investigation. It is recognised that upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their the genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm is now a criminal offence.

All genders are at risk and staff are vigilant for any inappropriate sexual or physical interactions.

All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Behaviour/ Anti-Bullying Policy. The DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times. Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance. If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police. The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

The DSL will consider:-

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.



In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.

In order to prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons.

The school recognises that abuse can take place wholly online, or that technology may be used to facilitate offline abuse. The school will also ensure that pupils are taught about safeguarding, including online safety (see Online Safety Policy), as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

The school also recognises and trains staff to recognise and act upon abuse relating to gangs, Honour-Based Violence and Forced marriage.

Additional information may be found at:

- The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264
- [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

### **Serious Violence and County Lines**

The school ensures that all staff are aware of indicators which may signal that children are at risk from, or are involved in, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts of new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person, male or female, under the age of 18; can affect any vulnerable adult over the age of 18; can still be exploitation even if the activity appears consensual; can involve force and/or enticement methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

The school ensures that staff are aware of the associated risks of serious violence and county lines and understand the measures in place to manage these.

Radicalisation and the Prevent duty

Though it is not felt in general that pupils at the school are at a high risk of radicalisation it is vital that all staff are aware of the possible risks and look for warning signs with the children. There are some steps that are taken to safeguard children's welfare; the school's DSL will have overall responsibility to ensure the implementation of the Prevent duty by ensuring that any possible signs of concern such as those mentioned below are highlighted.

Any unexplained absences of children are investigated early on the day of absence and parents are asked to give warnings in advance of any absences, either short or long term. If concerns in this area are linked with wider safeguarding concerns, then it may be considered appropriate to make the referral to the Channel programme rather than the usual Children's Services route.

## Extremism

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, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore 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 pupils 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 pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.

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

- Disclosures by pupils 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 pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils 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, and police reports of issues affecting pupils in other schools or settings
- Pupils 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 the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism

## Honour based Abuse (HBA)

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

When receiving a disclosure from a child, professionals should recognise the seriousness / immediacy of the risk of harm. For a child to report to any agency that they have fears of honour based violence in respect of themselves or a family member requires a lot of courage, and trust that the professional/agency they disclose to will respond appropriately. Specifically, under no circumstances should the agency allow the child's family or social network to find out about the disclosure, so as not to put the child at further risk of harm. Authorities in some countries may support the practice of honour-based violence, and the child may be concerned that other agencies share this view, or that they will be returned to their family. The child may be carrying guilt about their rejection of cultural/family expectations. Furthermore, their immigration status may be dependent on their family, which could be used to dissuade them from seeking assistance. Where a child discloses fear of honour based violence, professionals in all agencies should respond in line with Safeguarding children affected by domestic abuse and violence Procedure and Forced marriage of a child Procedure; and the supplementary London procedure Safeguarding children affected by domestic abuse and violence. The professional response should include:

- Seeing the child immediately in a secure and private place;
- Seeing the child on their own;
- Explaining to the child the limits of confidentiality;
- Asking direct questions to gather enough information to make a referral to LA children's social care and the police, including recording the child's wishes;
- Developing an emergency safety plan with the child;
- Agreeing a means of discreet future contact with the child;
- Explaining that a referral to LA children's social care and the police will be made
- Record all discussions and decisions (including rationale if no decision is made to refer to LA children's social care).

## **9. Concerns**

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
- Regularly has unexplained injuries
- Frequently has some injuries (even when apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development
- Discloses an experience in which he or she may have been significantly harmed

In addition, any other cause for believing that a child may be suffering harm should be reported. If a crime has been committed the matter should be reported to the police directly.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, sexting, absenteeism, domestic violence, fabricated or induced illness, faith abuse, gender based violence, hate and mental health.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse.

## **10. Procedures**

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. If the concern relates to radicalization then it may instead be made to the Channel programme. Details of the processes are contained within the Keeping Children Safe in Education document (Section 23). Details of the Channel programme are found at:

[www.gov.uk/government/publications/channel-guidanceguidance](http://www.gov.uk/government/publications/channel-guidanceguidance)

## **11. Dealing with a disclosure**

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct leading questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Safeguarding Lead without delay
- NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Safeguarding Lead
- Unless there are concerns that speaking to a parent may place a child in danger the DSL should talk to the parents regarding any concerns e.g. a comment made by a child, an unusual mark or bruise.
- A professional judgement is made as to whether the explanation is satisfactory. This decision involves discussion with the Head.

## **12. General points on how to respond to a child wanting to talk about abuse:**

- Show acceptance of what the child says (however unlikely the story may sound)

- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – don't promise confidentiality
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

### **13. Helpful things to say:**

- I understand what you are saying
- Thank you for telling me
- It's not your fault
- I will help you

### **14. Things not to say:**

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"

### **15. At the end of the conversation:**

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the appropriate DSL
- Consider your own feelings and seek pastoral support if needed
- Additional consideration needs to be given to children with communication difficulties and to those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to his or her age, understanding and preference

### **16. Record keeping**

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- (note that staff should only note injuries that would normally be seen and be careful not to ask children to undress)
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer
- Format for reporting is on the noticeboard in the staff room

All concerns, discussions and decisions regarding a Safeguarding issue recorded and kept on relevant file.

## **17. Support following a disclosure**

Supporting staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead who can seek support from the appropriate governor or from the Trafford First Response if required.

Supporting staff against whom an allegation is made

The school has a duty of care to its employees. Support will be given to staff who have an allegation made against them:

- Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police
- The individual will be advised to contact their trade union representative, if they have one, or a colleague for support
- A named representative will keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. This will continue if the employee has been suspended
- Parents and carers will be made aware of the legal requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing
- Reporting restrictions apply against the release of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply (unless anonymity is waived) until the point that the accused person is charged with an offence

Supporting children

The School will endeavour to support all children by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children

## **18. Confidentiality**

All matters relating to Safeguarding are confidential.

- The Head or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

## **19. Whistleblowing**

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues to the Head. If staff feel unable to raise the issue with the Head or they feel that their genuine concerns are not being addressed they should speak to the Designated Safeguarding Lead, Assistant DSL, or another Director if they feel their concerns are not being addressed.

## **20. Appointment of staff (also refer to Safer Recruitment Policy)**

School procedures for appointing staff are in line with the guidance in 'Keeping children safe in education. (Dept. for Education Sept 2019)' and the TCFR procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non-teaching staff. Induction procedures will include Safeguarding, Confidentiality and Health and Safety.

The appointment process is designed to deter potential offenders from applying.

References are taken up in advance, and interviews include questions regarding child protection issues. All applicants who are offered employment in posts involving access to children (whether teachers or support staff) will Disclosure and Barring Service (DBS) Disclosure information, including barred list information and on line prohibition checks before the appointment is confirmed.

Other adults who may come into direct contact with pupils as part of their business with the school or an on infrequent basis (Directors of AS, coach drivers, parents helping on trips) will be subject to an appropriate check which may include a DBS check.

Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the DBS. In line with current guidance, any serious concern raised, whether proven or not, will be reported in staff references.

## **21. Allegations involving school staff including volunteers**

The school has a separate Complaints Policy.

All Local Authorities have a Local Authority Designated Officer (LADO) who works within Children's Services and must be alerted to all cases (from within any agency) in which it is alleged that a person who works with children has: behaved in a way that has harmed, or may have harmed, a child possibly committed a criminal offence against children, or related to a child behaved in a way that indicates s/he is unsuitable to work with children.

- All school staff, including supply staff, should take care not to place themselves in a vulnerable position with a child
- All staff should be aware of the school's positive behaviour policy
- If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headmistress and should also make a record of the concerns including details of anyone else who witnessed the incident or allegation
- There should be a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

An allegation may relate to a person who works with children who has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

The Head will not investigate the allegation itself, or take written or detailed statements but immediately refer the matter to the LADO in accordance with the safeguarding procedures. In doing so, the Head will consult with relevant agencies.

If, after consultation with the LADO, the Head decides that the allegation warrants further action through Safeguarding procedures she must make a referral direct to the local LADO. If the allegation constitutes a serious criminal offence, it will be necessary to contact the police.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Director will be consulted before a final decision is made.

If it is decided, having taken advice from the LADO, that this is not necessary to refer the matter to Social Care the Head will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Headmistress, the person receiving the complaint will immediately inform the Director who will follow the procedures above without first notifying the Head.

Under the latest guidance (Keeping Children Safe in Education, Dept. for Education, Sept 2019) we will take into account the following matters:

- Procedures will be applied with common sense and professional judgment
- For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week
- Allegations found to be malicious should be removed from personnel records
- Records must be kept for all other allegations and recorded in detail in personnel files, with a copy given to the person concerned
- Allegations that are not substantiated, unfounded or malicious should not be referred to in employer references, even if repeated

### **Supply teachers**

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'). Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the



supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

The school will inform the National College for Teaching and Leadership and DBS promptly (and definitely within 30 days) if they have reason to dismiss someone with regard to Safeguarding, or if someone leaves during an investigation.

### **Contact details:**

[www.gov.uk/government/organisations/national-college-for-teaching-and-leadership](http://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership)

Piccadilly Gate, Store St,

Manchester, M1 2WDF

Telephone 0370 000 2288)

[www.gov.customerservice@dbs.gsi.gov.uk](mailto:www.gov.customerservice@dbs.gsi.gov.uk)

Customer services,

PO Box 165,

Liverpool,

L69 3JD,

Telephone 0300 0200 190

## **22. Physical intervention/positive handling**

- It is acknowledged that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person
- If the physical intervention is of a nature that causes injury to a child it may be considered under child protection or disciplinary procedures
- Staff may need to take action in situations where the use of reasonable force may be required
- There are occasions when physical contact with a pupil is proper and necessary, to prevent injury / harm to the pupil themselves or any other person

## **23. Bullying (See Anti-Bullying Policy)**

Bullying is persistent deliberate hurtful behaviour by an individual or group which is intended to insult, hurt or intimidate another person. It is a repeated behaviour over a period of time where it is difficult for the bullied individual to defend themselves. (Bullying should be distinguished from random acts of aggression). Our policy acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures. Please see the school's anti-bullying policy for further details.

Occasionally abuse may be by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' including that any such abuse will be referred to local agencies. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being "at risk".

Sections 7 to 10 of this policy would apply.

## **24. Internet Safety & Mobile phones**

Social networking sites often set a minimum age limit (Facebook is 13, for example) for users to register on line. Teaching children to use digital technology safely is an important part of the curriculum.

Staff must be alert to disclosures by pupils of cyber bullying and internet grooming. Such disclosures must be recorded and referred in the same way as other forms of bullying or abuse.

The use of mobile phones and cameras in the classroom is permitted by teachers and teaching assistants only. These should be used with the school wifi, the use of 3G and 4G networks is not permitted. Mobile phones are not to be used for personal use, solely for professional reasons during lesson time (eg. Using Class Dojo.) Any photos taken should only be for use in the school environment (ie. To be posted on Class Dojo, for a display or to be used in the newsletter) and should be immediately deleted from personal devices following their use. The use of mobile phones and personal cameras is not permitted in the EYFS setting. In any case the right to examine phones is reserved if there is any suspicion of inappropriate use.

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

The filtering and monitoring of internet searches via the school system is overseen by the Head teacher.

## **25. Racist comments**

Racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

## **26. Inappropriate relationships**

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Any contact with children through social media sites should be considered as inappropriate. If a child continually seeks contact with a member of staff through a social media site, the Head should be informed so that a dialogue can be started with the child's family.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

## **27. Lone working**

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the Designated Safeguarding Lead immediately
- Teachers providing lifts to children (If a teacher and a family wish for a teacher to provide car transport to their child then the families must put this request in writing to the Head. The teacher must also put this information in writing to the Head. The letter needs to state that the school is in no way accountable for this journey and that it is a private arrangement. The member of staff providing lifts to children needs to be certain that they are fully insured to transport other people's children.)

## **28. Child Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. There is also potential for children to be exploited when missing from education. School staff should follow the school's or college's procedures for dealing with children that 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 their going missing in future.

Office staff receive registers in the morning and will contact parents in the case that a child has an unexplained absence. School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **29. Curriculum Links/Prevention**

- The pastoral care system, PSHE assemblies, PSHE curriculum and other pastoral activities facilitate a supportive school community
- Staff should be aware of the 'Prevent Strategy' when planning some PSHE lessons, which requires that teachers, "have due regard to the need to prevent people from being drawn into terrorism".
- There is a strong ethos where children feel secure and are encouraged to talk and are always listened to
- All children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future

## **30. Health and Safety and Educational Visits/Visitors**

- The school places great significance on the protection of children within the school environment as reflected in the Health and Safety policy. This is extended when pupils are away from the school undertaking school trips. All trips are reviewed after the event to see if there are any changes necessary

- The school secretary seeks to ensure the suitability of adults working with children on the school site at any time including in school holidays
- Any visiting speakers and the subject matter of the visit are vetted to ensure there is no risk to the children in terms of radicalization, extremism and the Prevent duty

### 31. Early Years and Foundation Stage

All staff who works with in EYFS must complete the EYFS induction training which helps them to understand their roles and responsibilities.

The Head of Early Years must ensure that the school Safeguarding Policy also applies to EYFS. The following are specific additional EYFS requirements:

- Designate a practitioner to take Lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate. (Early Years Safeguarding Lead).

Inform Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises – as soon as practicable and within 14 days at the latest

### 32. Other Agencies

The staff may refer to other agencies for details and information related to any aspect of Safeguarding and Child Protection, links to a selection of which are listed below:

[www.barnardos.org.uk](http://www.barnardos.org.uk) (Training)

[www.nspcc.org.uk](http://www.nspcc.org.uk) (Training)

[www.dhsspsni.gov.uk/child\\_protection](http://www.dhsspsni.gov.uk/child_protection)

[www.gov.uk/schools](http://www.gov.uk/schools)

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

Early Help - Working together to Support Families (08453708090)

This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then.

### Important Contact Details

**Designated Safeguarding Lead:** [Catherine.howard@abbotsfordprepschool.co.uk](mailto:Catherine.howard@abbotsfordprepschool.co.uk)  
0161 748 3261

**Deputy Safeguarding Lead:** [Pauline.fox@abbotsfordprepschool.co.uk](mailto:Pauline.fox@abbotsfordprepschool.co.uk)  
0161 748 3261

**Local Authority Designated Officer:** 01619125125 or [trafford.gov.uk/firstresponse](http://trafford.gov.uk/firstresponse).

**Social Services Referrals:** 01472 325 555

**Police:** Non-emergency 101; Emergency 999

**DfE telephone helpline & mailbox for non-emergency advice for staff & governors:** 020 7340 7264

**FGM helpline:** 0800 028 3550

### 33. Lockdown

A lockdown is implemented when there is serious security risk (e.g., violent or armed intruder) to building occupants. The initiating threat can be either internal or external to the building.

You will be notified of a lockdown procedure through one or more of the following:

- An email on your networked computer
- An alarm will be rung.
- In person notification by police or staff member

Lockdown Steps:

For a building lockdown:

1. Secure entry and exit points;
2. Communicate the threat to tenants and staff;
3. Move immediately to the nearest room you feel is safe with as many people as possible;
4. Lock and barricade the door and consider covering windows;
5. Turn off the lights or maintain minimal lighting;
6. Move away from windows and doors;
7. Lie flat on the floor or take cover out of sight;
8. Turn mobile phones off or to silent;
9. Keep calm and quiet;
10. Stay in the room until police arrive.

Remember it may be several hours before you can be safely evacuated.

What if someone is injured?

Follow these steps when safe to do so:

- Call 999 from a hard wired line if possible. Provide information if attackers are still present. They may attack the Emergency Services.
- If using a mobile please switch it to silent mode. NB: Do not expose yourself to additional danger in the process of helping others

Who to call?

- Call 999
- Text to 60066 (Text "Police" then a space then your information.) This service is meant for deaf people, but could be used if a silent call for help was required)

What to report?

When contacting authorities, report the following:

1. Your specific location, building name and office/room number;
2. The number of people at your specific location;
3. If there are injuries, the number and types of injuries;
4. Do you have CCTV and can this be accessed by the emergency services; and
5. If you have seen an assailant or identified a threat:

- location and number of suspects;
- direction of travel;
- their clothing and description;
- their identity if known;
- any weapons or accessories (e.g., backpack); and
- any unusual or threatening sounds (eg., gunfire or explosion)

What if fire alarm sounds?

- DO NOT respond normally as a fire alarm during a lockdown may be a ploy by an armed intruder.
- Remain calm in your lockdown secure area, if safe to do so and attempt to verify fire alarm activation with on-site contact or emergency services.
- If fire is verified, follow Fire/Evacuation procedures.

## **Appendix A**

This is a list of indicators to be aware of when assessing the risk of radicalization. This has been filtered to those which would especially apply to children of the age groups present at Abbotsford Preparatory School

### **Vulnerability**

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/religious hatred or acts of violence?
- The particular vulnerability of children who have a social worker is recognised which relates to the document “What works in Education for Children who have social workers.”
- If the school has children who are privately fostered the school will notify the local authority to allow the relevant checks to be made.

### **Experiences, Behaviours and Influences**

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person’s behaviour or outward appearance that suggests a new social/political or religious influence?

- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

### **Travel**

- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?

### **Social Factors**

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person have any learning difficulties/ mental health support needs?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

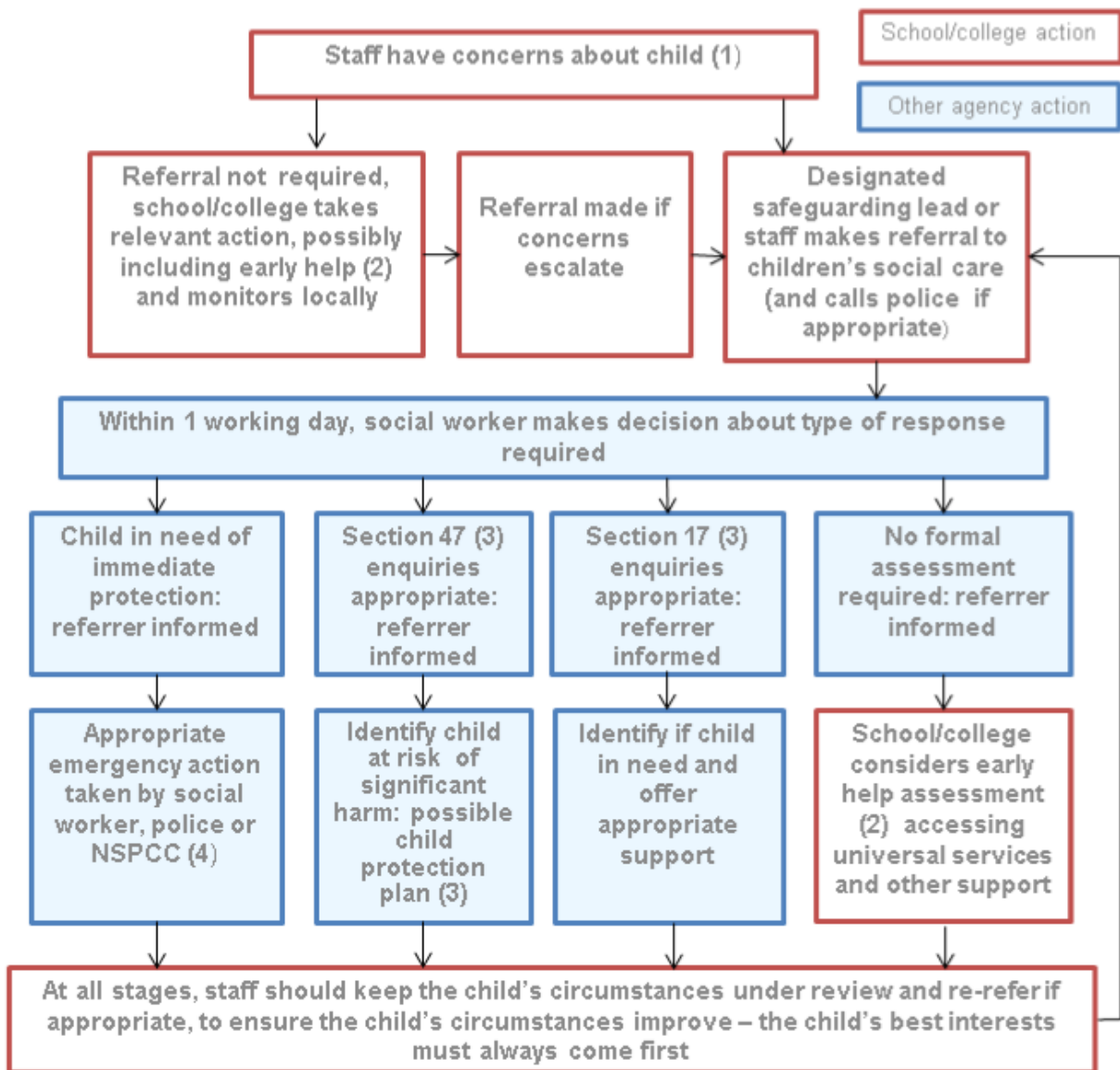
### **More critical risk factors could include:**

- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Significant changes to appearance and/or behavior

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer.

<b>Date</b>	<b>Position</b>	<b>Name of reviewer</b>	<b>Date of next review</b>
August 2020	Director	Mr A Khan	August 2021
August 2020	Headmistress	Mrs C Howard	August 2021

## Actions where there are concerns about a child



For the avoidance of doubt:

If there are any immediate and significant concerns, staff may go directly to any appropriate agency (e.g. social services / police).



