Safeguarding Policy

Date Prepared	Term 1 2021-2022
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Date ratified	19 October 2021
Review date	Term 1 2022

Contents

INTRODUCTION: 2
ROLES AND RESPONSIBILITIES: 3
GENERAL STRATEGIES: 4
PROCEDURES: 4
Responding to concerns: 6
Record keeping: 6
Storage of records: 6
Referrals to Social Services: 6
Concerns involving members of staff: 7
Safe working practice 7
Curriculum and staying safe 7
Children missing from education 7
Child criminal exploitation 8
Child sexual exploitation 9
Domestic abuse 9
Homelessness 9
So-called 'honour-based' abuse (including FGM and forced marriage) 9
Preventing radicalisation 11
Checking the identity and suitability of visitors 12
Supervision and support: 13
Monitoring and review: 13
Flow Charts 15

INTRODUCTION:

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and related guidance. This includes Keeping Children Safe in Education (2021), Working Together to Safeguard Children (2018), Framework for the Assessment of Children in Need and their Families (2000) and Kent and Medway Online Safeguarding Children Procedures (2018), Working Together to Safeguard Children (2018) and the Governance Handbook.

This policy is also based on the following legislation: Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school. It is also informed by the following documents:

- 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
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

The trustees, governors and staff across Veritas MAT take seriously their responsibility to promote the welfare and safeguard all the children entrusted to our care. The Designated Safeguarding Lead (DSL) who has overall responsibility for child protection practice in school is the Headteacher in each school unless they designate another DSL to act on their behalf.

Schools within Veritas MAT are committed to:

- Maintaining children's welfare as our paramount concern
- Being an important part of the wider safeguarding community system for children
- Providing an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
- Providing suitable support and guidance so that pupils have a range of appropriate adults who they feel confident to approach if they are in difficulties
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff and volunteers are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children and young people who have been identified as "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies including Early Help

ROLES AND RESPONSIBILITIES:

Schools across Veritas MAT:

The school is responsible for ensuring that all action adheres to Kent safeguarding Children Multi-agency Partnership (KSCMP) Safeguarding procedures and ***Working Together to Safeguard Children.***

The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm. The school may also have a role in the provision of services to children in need and their families.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

The role of the school in situations where there are safeguarding concerns is NOT to investigate but to recognise and refer.

Designated Safeguarding Lead for the Trust is the CEO – Graham Chisnell ceo@veritasmat.co.uk

Designated governor for safeguarding: Lucy Watson lucy.watson-russ@veritasmat.uk

Designated Safeguarding Lead for Warden House Primary School is the Headteacher Rob Hackett. headteacher@warden-house.kent.sch.uk

The deputy DSLs are Adam Atkinson (Deputy Headteacher), Zoe Alldis (Assistant Headteacher & SENCO) and Jane Grant (Designated Teacher)

Designated Safeguarding Lead for Pilgrims' Way Primary School is the Headteacher Anne-Marie Middleton. headteacher@pilgrims-way.kent.sch.uk

The deputy DSLs are Emma Campbell (Deputy Headteacher) and Helen Fennell (FLO).

Designated Safeguarding Lead for Mundella Primary School is the Headteacher Frazer Westmorland. headteacher@mundella.kent.sch.uk

Additional DSLs are Lauren Wharmby and Lisa Paez (Deputy Headteachers), Louisa Blunden (Assistant Headteacher).

The Designated Safeguarding Lead for each school is responsible for:

- Coordinating safeguarding action within school
- ensuring that locally established procedures are followed including reporting and referral processes
- acting as a consultant for staff to discuss concerns
- making referrals as necessary
- maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at inter-agency meetings in particular Child Protection Conferences
- Managing and monitoring the school's part in child care / protection plans
- Organising training for all school staff ensuring refresher training for all every three years
- liaising with other professionals including Early Help
- Ensuring new staff and volunteers have appropriate level of Safeguarding training
- Ensuring DSL and deputy DSLs receive updated training every two years
- Ensuring all staff receive regular Safeguarding updates, as required.

The Designated Safeguarding Lead for the Trust is responsible for ensuring each school adheres to the policy and requirements outlined in this policy and may play an operational role in specific cases in support of the DSLs for each school.

GENERAL STRATEGIES:

Child Protection issues are addressed within the curriculum, policies and guidance or through school/community initiatives. This includes:

- Family Liaison Officer roles & support
- PSHE lessons
- Behaviour for Learning Policy
- Peer mentoring / buddies
- Anti-Bullying strategies
- Care Plans/Education Plans
- School Councils (consultation/children's rights)
- Complaints procedures
- Health and Safety including Online safety
- Risk assessments
- Extra-curricular activities
- Disclosure and Barring Service checks (formerly CRB)
- Safer Recruitment
- Intimate Care Policy
- Consider Early Help support for children and their families

PROCEDURES:

Veritas MAT adheres to the Kent and Medway Safeguarding Children guidance.

Recognition and categories of abuse:

All school staff and volunteers should be aware of the definitions and signs and symptoms of abuse which is defined as a form 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

There are four categories of abuse. These are:

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education We recognise that children can also commit acts of sexual abuse on other children. This is defined as peer-on-peer sexual abuse and is covered in our annual safeguarding training to all staff.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Every member of staff recognises that children exposed to radicalisation, extremism and child exploitation is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. Further information on these areas and Female Genital Mutilation can be found in the FGM Safeguarding Pathway published by the Department for Education.

Indicators and signs of abuse are listed in the leaflet "***Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff"*** distributed to all staff at induction. A copy of this leaflet is readily available from the DSL in each school within the trust.

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

All staff must have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Responding to concerns:

Concerns for a child or young person may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible on My Concern safeguarding website
- Inform the DSL

Record keeping:

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on the MyConcern website. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. It is important to remember that issues are confidential and staff should know only on a 'need to know' basis. Initials should be used when recording for child and staff.

Storage of records:

All DSLs will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. The vast majority of school safeguarding records are kept on the My Concern website. Information will be shared on a strictly need to know basis and in line with safeguarding policy guidance and in compliance with the General Data Protection Regulations 2018. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Referrals to Social Services:

It is the responsibility of the DSL to decide when to make a request for support to the Digital Front Door. To aid this decision making consultations are available with the Front Door and/or s/he may choose to consult with the Area Safeguarding Advisor. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to request support via the Digital Front Door is made.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to complete a request for support will be sought.

Single Request for Support forms are submitted through Kent's Digital Front Door.

If a child or young person is referred, the DSL will ensure that relevant staff are informed of this and it is recorded on My Concern.

If after consultation with the DSL or deputy DSL, a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer to the Trust DSL then directly to the Front Door. The Headteacher should be informed of this decision where they are not the DSL.

Concerns involving members of staff:

Any concerns that involve allegations against a member of staff should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to discuss and agree further action to be taken in respect of the child and the member of staff.

Further information regarding the procedure for managing situations involving members of staff, the Headteacher or the DSL can be found in the ***Safeguarding Procedures for Managing Allegations against Staff***. A copy of this document is in the Safeguarding file in the Staff Room.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed guidance can be found in the Trust's Whistleblowing Policy.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

For specific guidance on how to respond to allegations against staff, please refer to the ***Safeguarding Procedures for Managing Allegations against Staff***).

Safe working practice

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used in line with the Trust Positive Handling Policy, when the child is endangering him/herself or others and such events should be recorded and signed by a witness.

Staff should be aware of the school's ***Behaviour*** for ***Learning*** & ***Positive Handling policies*** and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with the school Online Safety policy.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

Curriculum and staying safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. ***Working Together to Safeguard Children (2018)*** states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

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.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, 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.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse 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. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. 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.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also 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. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

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.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure forms part of a police force initiative called Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

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

The DSL and deputy DSLs 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.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) 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 HBA 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 HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation

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 take into account 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.

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 fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **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. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
    - Endangers or causes serious violence to a person/people;
    - Causes serious damage to property; or
    - Seriously interferes or disrupts an electronic system

  The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff before entry to the school.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign in using our digital sign-in system and wear a visitor's badge. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and social workers, 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

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.

Non-collection of children

If a child is not collected at the end of the session/day, we will systematically contact all adults recorded as emergency contacts on our school's management information system. If a child is not collected after 30 minutes, they will be sent to the school's after school club for supervision. Should a child not be collected from this provision and no emergency contacts have been contacted, the duty DSL will contact social services as a last resort to seek further advice.

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 staff must immediately inform the DSL who will then immediately inform the police and parents. The DSL will coordinate a thorough search of the school site. Children who may have absconded from school will not be followed by staff as we recognise the increased risk that this may bring – for example triggering a distressed child to run out into a road. The incident will be recorded on MyConcern.

Supervision and support:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All staff have a Team Leader with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

Monitoring and review:

This policy will be reviewed annually to ensure best practice in safeguarding is maintained across the school community.

School:	Warden House Primary School
Executive Headteacher / Trust CEO	Graham Chisnell
DSL / Headteacher	Rob Hackett
Deputy DSL	Adam Atkinson
Deputy DSL	Rebecca Brady
Deputy DSL	Zoe Alldis
Deputy DSL	Jane Grant
Safeguarding Governor	Lucy Watson
Kent Safeguarding Advisory Service	03000 415648

School:	Pilgrims' Way Primary School
Executive Headteacher / Trust CEO	Graham Chisnell
DSL / Headteacher	Anne-Marie Middleton
Deputy DSL	Emma Campbell
Deputy DSL	Helen Fennell
Safeguarding Governor	Lucy Watson
Kent Safeguarding Advisory Service	03000 418503

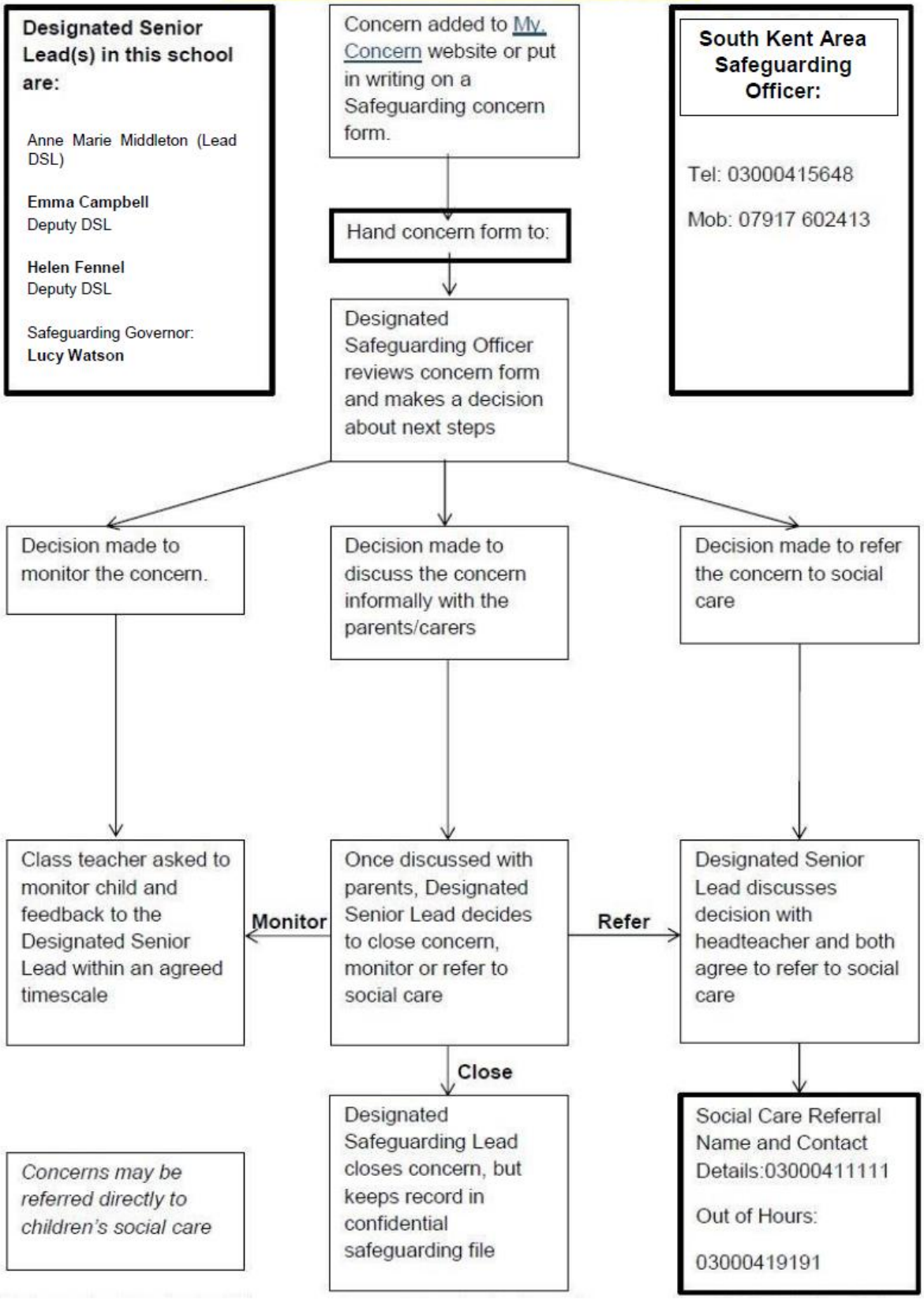
School:	Mundella Primary School
Trust CEO	Graham Chisnell
DSL / Headteacher	Frazer Westmorland
DSL	Lauren Wharmby
DSL	Lisa Paez
DSL	Louisa Blunden
Safeguarding Governor	Charlie Wilkins
Kent Safeguarding Advisory Service	03000 415648

Additional information relating to safeguarding can be found in the following links:

- Whistleblowing Policy
- Online safety Policy
- Keeping Children Safe in Education 2021
- Kent support levels guidance
- Kent and Medway Safeguarding Children Procedures Contents
- Recruitment policy
- EYFS policy Warden House
- EYFS policy Pilgrims' Way
- Staff Code of Conduct
- Behaviour for Learning:
    - Warden House
    - Pilgrims' Way

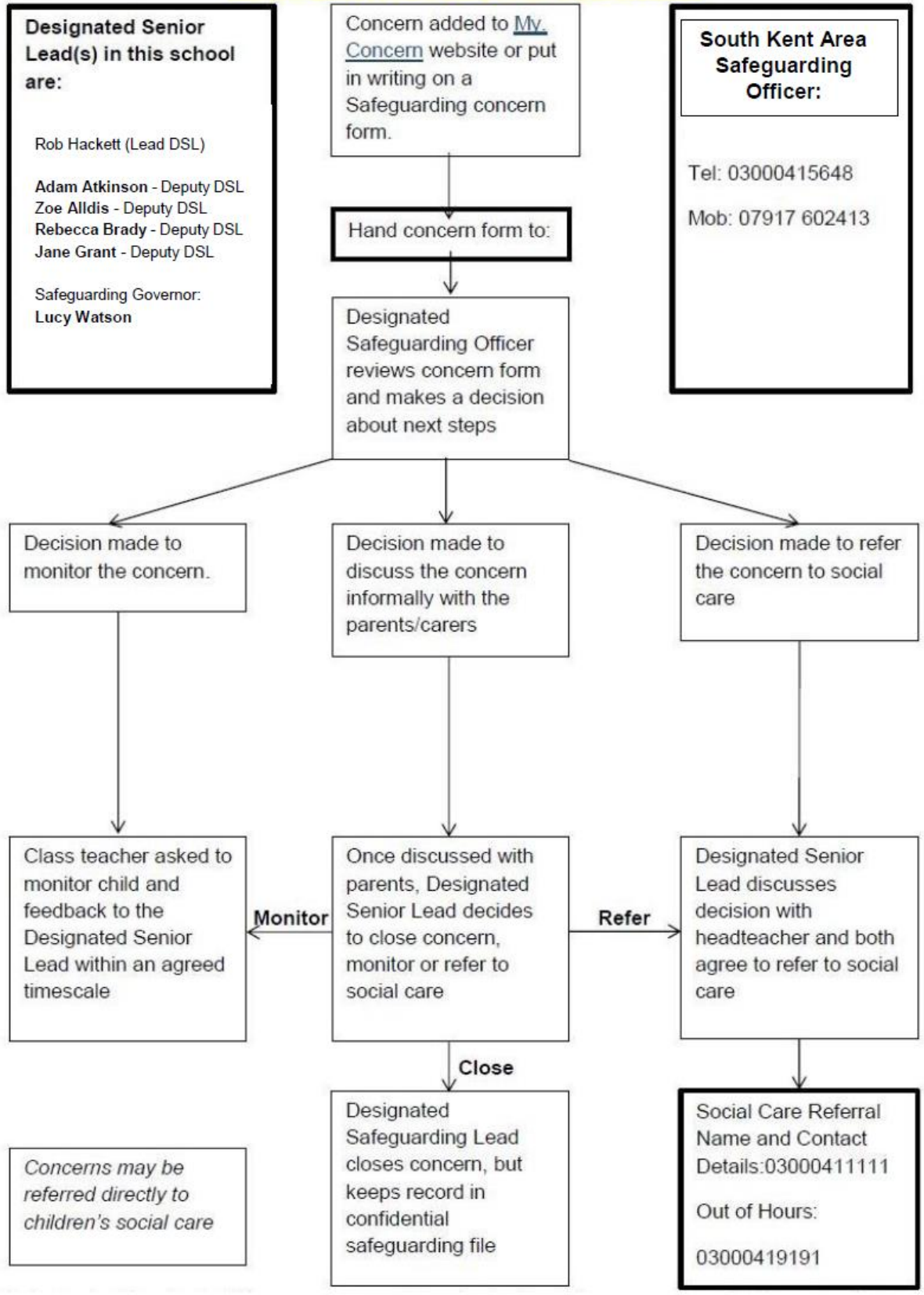
Pilgrims' Way Primary School

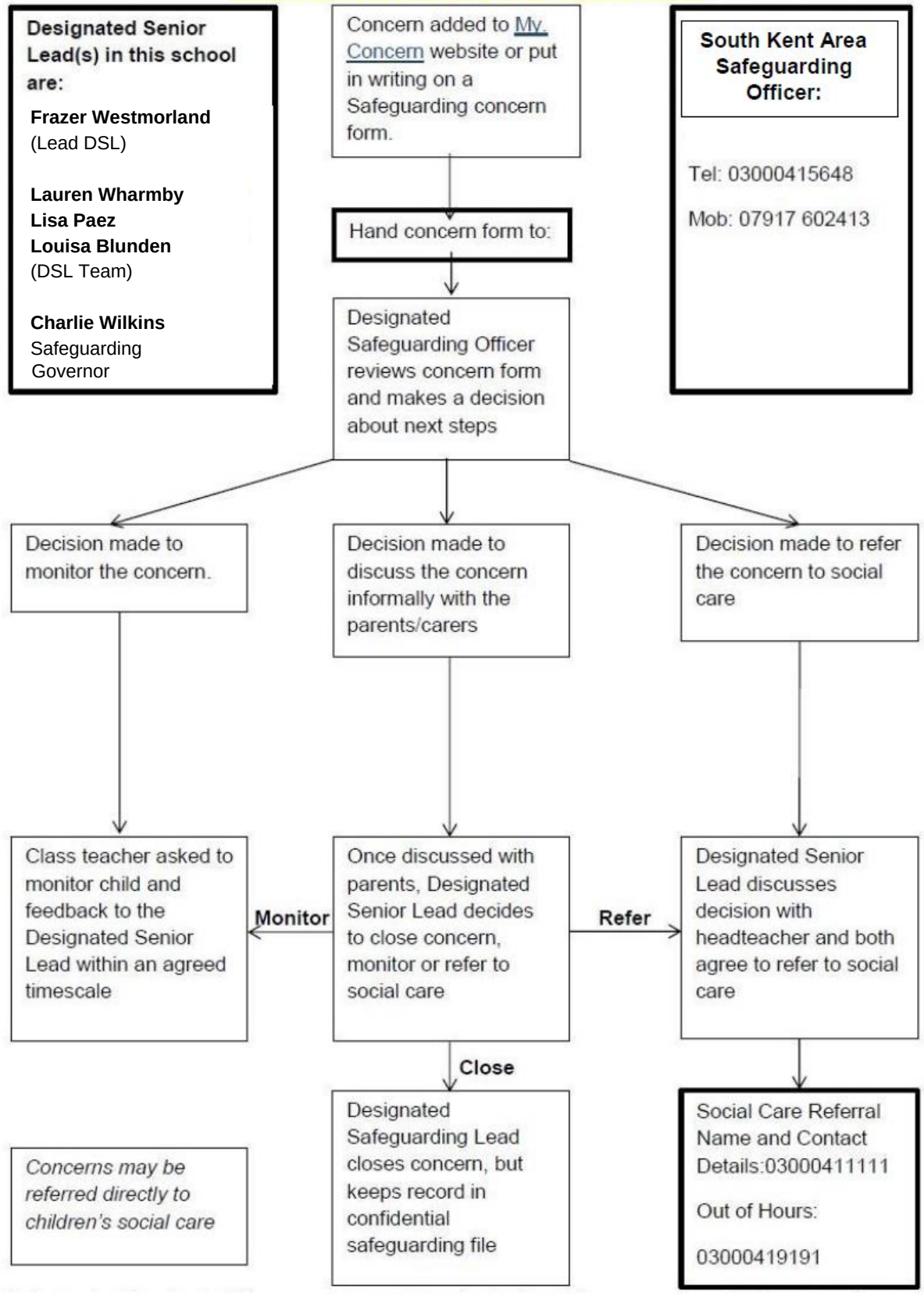
FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Warden House Primary School

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Mundella Primary School

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