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1. Safeguarding and Child Protection policy and procedures)

Including;

- 1.1 Preventing Extremism and Radicalisation Safeguarding Policy and checklist

Name of Academy Principal _____

_____ Academy agree to adopt this policy September 2017 and agree next review date of July 2018.

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1. Safeguarding and Child protection policy

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B. Designated Safeguarding Lead (DSL)
C. Child Concern form
D. Guidance for staff & volunteers and Safeguarding Code of Conduct
E. Information for parents
F. Designated Safeguarding Officer's flowchart
G. Allegations against a person who works with children and flow chart

In conjunction with this policy, please read:

- Trust Code of Conduct
- Trust Complaints Policy
- Working together to safeguard children
- Safeguarding Children and Young People from Sexual Exploitation
- Mandatory Reporting of Female Genital Mutilation
- Managing allegations against staff

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1. Purpose of our Safeguarding policy

- That children[1] must be protected from harm at all times.
- Every child is valued, safe and happy and empowered to tell us if they are suffering harm.
- Parents and carers are supported to care for their children in a way that promotes their child's health and well-being and keeps them safe.
- This document has regard to the statutory guidance Working Together to Safeguard Children 2015. This policy is in keeping with Stoke-on-Trent Safeguarding Children Board policies and procedures and their respective workforce development and training strategies. It also reflects what the Stoke-on-Trent SCB consider to be safe and appropriate professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to cooperate under the Children Act 2004 and takes account of the need for children to 'be healthy' and to 'stay safe'.
- If we discover or suspect a child is suffering harm we will notify Stoke-on-Trent's Cooperative Working Team or the Police in order that they can be protected if necessary. **See Appendix A for the categories of abuse / See Appendix D for contact details for the Co-operative Working team.**
  - The initial process would be to complete a Early Help Assessment if a child steps up to level 2 as referenced in the following policy and procedures
  Stoke-on-Trent Threshold Document for the Guide to Levels of Need

  This document also seeks to make the professional responsibilities clear to all staff, volunteers, temporary/supply staff and committee members to ensure that statutory and other duties are met in accordance with the Stoke-on-Trent Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with the policy.
  We will review our safeguarding children policy and procedures on a regular basis to make sure they are still relevant and effective.

2. Safeguarding and Promoting the Welfare of Children

The definition for safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2015 is:

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

[1] For the purpose of this guidance, a child is defined as anyone who has not yet reached their 18th birthday, Children therefore means children and young people throughout. Working Together 2015

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Where there is a safeguarding issue, the Academy will work in accordance with the principles outlined in the Stoke-on-Trent Safeguarding Children Board Inter-agency policies and procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded
- Each child is unique. We are child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs
- Children, parents and other carers are made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances
- Parents will be advised about the Academy Safeguarding Policy on admission to our Academies (*e.g. in 'welcome'* meetings). The policy is also available on the Academys' websites.
- If a child is at risk of significant harm, we have a duty to share information with Stoke on Trent Children's Social Care (CSC) or, other authorities as necessary.
- Personal information is usually confidential. It will only be shared with the permission of the individual concerned (and/or those with parental responsibility) **unless** the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis. For further guidance please refer to the Stoke-on-Trent Safeguarding Children Boards joint Information Sharing Guidance for Practitioners
- Professionals are mindful of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do, however this should not override the safety and welfare of the child.
- Explanations by professionals to children, their families and other carers are plainly stated and jargon-free. Unavoidable technical and professional terminology are explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence based research and effective supervision and evaluation.
- Early intervention in providing support services will utilise the Stoke-on-Trent Early Help Assessment (EHA) and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

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3. Thresholds for Intervention

Early Help: Stoke-on-Trent Early Help Assessment (EHA)

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. A Stoke-on-Trent Early Help Assessment is initiated when welfare concerns are raised in relation to the child and their family. This will also be done when the support of more than one additional agency is needed in order to meet the child/family's needs.

Staff will discuss children who appear to have additional needs with the DSL (Designated Safeguarding Lead) or early help champion/lead, the child and parents/carers. **See Appendix G: Flowchart.** We obtain parental consent for an EHA to be completed. Please refer to Stoke-on-Trent Threshold Criteria for the Guide to Levels of Need for Children, Young People and Families and the Joint SCB Information sharing guidance for practitioners for clarity over what you should do if consent is refused. We keep a record of when Early Help is offered and refused. The child is placed on a 'Watching Brief'.

Whenever an Early Help Assessment is initiated we inform the Early Help team. They will keep a record of when this was started, why and who is involved. If at a later stage, it is felt that the support of more than one additional agency is needed in order to meet the child/family's needs then we agree who is best placed to provide this support.

4. When concerns reach the threshold of Child in Need (S17 of the Children Act 1989)

A 'Child in Need' referral is considered where the needs of the child are unlikely to be met under an Early Help Assessment, such as a child with complex disabilities, when a social work led assessment is required. In Stoke-on-Trent this is called a Child and Family Assessment.

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

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

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If the DSL (Designated Safeguarding Lead) considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / carers and the child where appropriate and obtain their consent for referral to The Cooperative Working Team.

Consent: Whilst professionals should in general discuss any concerns with the child, their parents / carers and where possible seek their agreement to making referrals to the Cooperative Working Team, **this should only be done where such discussion and agreement-seeking will not place the child or others at increased risk of suffering significant harm. Consent / agreement is not required for child protection referrals;** however you, as the referring professional, would need to where possible discuss with and inform parents or carers that you are making a referral as stated above, **unless** by alerting them you could be putting that child or others at risk

- In the few cases where parents / carers have expressed an unwillingness to agree to the assessment process, the Co-operative Working Team (for Stoke-on-Trent) will help to manage this difficulty.
- Staff are invited to participate in Child in Need (CIN) meetings convened by CSC when children are deemed to require section 17 services.
- Some children in 'acute need' (see SSCB Threshold guidance/ Stoke-on-Trent Guide to the levels of Need) may require Child in Need Section 17 support.

5. Making referrals

- Where a child is registered at our Academy, consultation must take place with the DSL (Designated Safeguarding Lead) who will be the most appropriate person to initiate any referral. A written record of concerns is made using the Trust Child Concern Form (Appendix C).
- This should then be given to the DSL (Designated Safeguarding Lead) who will then make the decision whether a referral is needed to the Cooperative Working Team or the child's existing social worker or implement Early Help Assessment. If the child lives outside of Stoke-on-Trent, the matter will be referred by the DSL to the relevant Children's Social Care team in the area where the child resides.
- As per statutory government guidance 'Working Together to Safeguard Children 2015' **anybody** can make a referral. However, due to the role of the DSL (Designated Safeguarding Lead) this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the DSL or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact the Cooperative Working Team (See page 13 for contact details) to discuss concerns or follow the Early Help Assessment. In these circumstances, the DSL must be informed about the referral as soon as possible.
- The phone call must be followed up with written confirmation on the Multi-Agency Referral Form (MARF) within 48 hours. The MARF is available from the Stoke-on-Trent SCB website C09 MultiAgency Referral Form

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6. Safeguarding Children policy and procedure for the Academy

1. There will be a named person for safeguarding who will be responsible for dealing with any concerns about the safety and welfare of children. This person is the Executive Head Teacher. For further details of their role please see **Appendix B.**
2. All staff and volunteers will be carefully selected and vetted to try and ensure they do not pose a risk to children or vulnerable adults (**See Appendix D).** Those staff and volunteers who are involved in regulated activity with children, young people and vulnerable adults will be checked through the Disclosure and Barring Service (DBS)[2].

   Please see either:

   SSCB Inter Agency procedure 2C – 'Recruitment and Selection for All' or Stoke-on-Trent Safe Recruitment, Selection and Supervision (B03) www.safeguardingchildren.stoke.gov.uk-

   All staff and volunteers will receive an induction and basic training in line with Working Together 2015 and the respective Safeguarding Children Board training strategies [3] . This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously.

1. We make our Academy a safe and caring place for children to be by having a code of conduct for staff and users. This will be given to all staff and users and they will be expected to comply with it. See **Appendix D**. Where safeguarding concerns are disclosed regarding adults working with children, referral to the LADO will be made. **See Appendices F and H.**
2. All information pertaining to safeguarding children policy and procedure and child protection is made available to all users via the Academy website, and is displayed in the Academy reception area. See **Appendix E**
3. There is a complaints procedure, see **separate Complaints Policy**

[2] The DBS was established under the Protection of Freedoms Act 2012 and merges the functions previously carried out by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA)

[3] For advice on training please refer to www.safeguardingchildren.stoke.gov.uk

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1.iPreventing Radicalisation and Extremism Policy and Checklist

Introduction

Our Academy is committed to providing a secure environment for pupils, where they feel safe and are kept safe and all adults who work here recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

Definitions

Ideology - a set of beliefs.

Extremism - a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation - the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Terrorism - an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Stoke-on-Trent Safeguarding Children Board procedures
- Keeping Children Safe in Education; DfE: July 2015
- Tackling Extremism in the UK; Prime Ministers Taskforce: December 2013
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- Report into Allegations Concerning Birmingham Academys Arising from Trojan Horse Letter; Peter Clarke: July 2014.
- Promoting Fundamental British Values as part of SMSC in Academys; Nov 2014
- OFSTED Academy Inspection Handbook
- Prevent duty guidance

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.

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Academy Ethos and Practice

Our Academy recognises the Government's concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism. Violent Extremism is defined by the Crown Prosecution Service (CPS) as:

"The demonstration of unacceptable behaviour by using any means or medium to express views, which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*
- *Foster hatred which might lead to inter-community violence in the UK."*

Our Academy is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However there is no place for extremist views of any kind in our Academy, whether from internal sources - pupils, staff or governors; or external sources - Academy community, external agencies or individuals.

As an Academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

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 accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

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, including 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 Positive Behaviour Policy including AntiBullying and Physical Restraint and the Code of Conduct for staff – Classroom Handbook

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of Academy, 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 Academies, local authority services, and police reports of issues affecting pupils in other Academys 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, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

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

Teaching Approaches

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

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches as appropriate, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:-

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

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Therefore this approach will be embedded within the ethos of our Academy so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

This will work in conjunction with our Academy's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

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

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

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

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered support through referral to Stoke-on-Trent Channel Panel – see section 13.

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

Use of External Agencies and Speakers

- We encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.
- Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the Academy's values and ethos. We must be aware that in some instances, the work of external agencies may not directly be connected with the rest of the Academy curriculum so we need to ensure that this work is of benefit to pupils.
- Our Academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:-
  - Any messages communicated to pupils are consistent with the ethos of the Academy and do not marginalise any communities, groups or individuals.

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- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Activities are carefully evaluated by the Academy to ensure that they are effective.

- We recognise, however, that the ethos of our Academy is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.
- Therefore by delivering a broad and balanced curriculum, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability; but also to help pupils develop the critical thinking skills needed to engage in informed debate

Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to Academy Whistle Blowing Policy.

Child Protection

- Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.
- Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect.

For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with; or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore all adults working at the Academy (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead.

Role of the Designated Safeguarding Lead (DSL)

The DSL is the Assistant Head teacher of the Academy

The Deputy DSL is the Academy Home school Link worker.

The role of the DSL is set out in out Safeguarding and Child Protection Policy.

- The DSL is the focus person who Academy staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

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- The DSL is also the person who leads on concerns regarding extremis or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with Stoke-on-Trent Channel Coordinator and make referrals where appropriate – see section 13.

Training

- Whole Academy training on Safeguarding and Child Protection will be organised for staff and governors at least every three years. This training should be approved by the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications.
- For information regarding training on Challenging Extremism see SCB website http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/professionals/training/ or contact dawn.casewell@stoke.gov.uk to arrange a whole Academy training session.

Recruitment

- The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our Academy will follow statutory guidance in Keeping Children Safe in Education 2015.
- We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.
- We will be alert to the possibility that persons may seek to gain positions within our Academy so as to unduly influence our Academys character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- Therefore, by operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our Academy, we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

- The Governing Body of our Academy will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.
- The Governing Body of our Academy will support the ethos and values of our Academy and will support the Academy in tackling extremism and radicalisation.
- In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our Academy website to promote transparency.
- In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2015' the governing body will challenge the Academy's senior management team on the delivery of this policy and monitor its effectiveness.
- Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance

recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Stoke-on-Trent PREVENT Programme

The Prevent Programme is Stoke-on-Trent's response to the Government's national counter-terrorism strategy, which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

Stoke-on-Trent's Prevent Programme is designed to:-

- divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- deter extremist groups from creating disharmony, division and spreading hate
- keep the majority safe from the few who seek to harm others
- ensure that sectors and institutions develop an appropriate response to tackle extremism
- ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Stoke-On-Trent's Prevent Program please contact Shahzad Tahir, Community Cohesion Manager, Stoke-On-Trent City Council on 01782 238771.

Channel Panel

Stoke-on Trent has a multi-agency group – the Channel Panel, to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a senior Safeguarding Manager from Stoke-on-Trent City Council.

The objectives of the Channel Panel are to:-

- to identify individuals at risk of being drawn into violent extremism
- to assess the nature and extent of that risk
- to develop the most appropriate support for the individuals concerned.

It is important to trust your professional judgement - if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

The DSL will liaise with the Channel Co-ordinator at Staffordshire Police Prevent Team to discuss and make a referral if necessary. When a referral is received, the Channel Co-ordinator will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

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Staffordshire Police Prevent Team can be contacted on:- Tel: 01785 238239 or 01785 233109
Email: prevent@staffordshire.pnn.police.uk

Education Check List - Preventing Extremism and Radicalisation

This check list can help you to identify that you have appropriate arrangements in place to prevent young people being drawn into extremism and radicalisation. Please "RAG" rate your establishment as follows:-

Red - processes are lacking and need to be developed as a matter of urgency Amber - processes are in place but they need to be reviewed or further improved Green - processes in place and up to date, at least to the required minimum.

	Objective	RAG rating	Action (enter details of actions to be taken to address objectives rated red or amber)
1	You know and understand prevailing safeguarding issues within your Academy community and have developed appropriate responses		
2	You know and understand the safeguarding issues within your local community/catchment area and have developed appropriate responses		
3	You are aware of tensions in your Academy community, deal with these tensions, and ensure that these tensions are not exploited by any group		
4	You can demonstrate that you are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk and intervening as appropriate.		
5	You can demonstrate that preventing people from being drawn into terrorism, equality, cohesion and British Values run through the curriculum and ethos of the Academy.		
6	You challenge discrimination, tensions, talk about faith, race etc, organise faith visits, dispel myths and misconceptions about others		
7	You can demonstrate that you are alert to local, national and international incidents which may affect your Academy community and		

	local community, and are prepared to discuss them with your pupils where appropriate		
	Objective	**RAG**	**Action**

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8	You have assessed the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.		
9	You have a good working relationship with safeguarding partnerships in your area, including Learning Services, Stoke-On-Trent City Council, Staffordshire Police and Stokeon-Trent Safeguarding Children Board.		
10	You have a clear protocol for ensuring visiting speakers are appropriately supervised within Academy. Due diligence checks are undertaken.		
11	You have appropriate levels of filtering in place to ensure children are safe from terrorist and extremist material when accessing the internet in Academy.		
12	You have reviewed all your polices to incorporate extremism and radicalisation concerns (safeguarding, security & estate management, disciplinary, behaviour, room booking, external speakers)		
13	You can demonstrate that:- • You do not fund extremist activities • You do not allow people/ groups book your rooms without carrying our due diligence checks • You check to ensure that extremist activities are not taking place • You check to ensure that extremist literature is not being distributed		
14	You can demonstrate that:- • Staff are trained to facilitate discussions on terrorism and extremism • You provide (age appropriate) opportunities for pupils to discuss local, national and international tensions • You invite external speakers (if appropriate) to discuss extremism, cohesion, British Values? • Pupils are given the skills to challenge extremist narratives		
	Objective	**RAG**	**Action**
15	You can demonstrate that Head teacher / Principles/Safeguarding Leads are aware of national, local Prevent, British Values, OFSTED reports and publications that are relevant.		

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16	All staff, including volunteers and governors have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas		
17	All staff know who to contact in Academy if they have any concerns regarding extremism or radicalisation.		
18	Your Designated Safeguarding Lead / PREVENT lead in Academy knows who to contact regarding concerns, and how to refer into CHANNEL Panel		
19	You have a communication system in place that promotes awareness of extremism and radicalisation i.e. posters, newsletters, intranet, student and staff handbooks, staff induction, internal literature		
20	You engage with your Academy council about extremism and radicalisation and seek their views		
21	You are vigilant to staff members and volunteers potentially radicalising students and you have policies and procedures that can address this		
22	You comply with all relevant legislation in the storage and handling of dangerous substances		
23	You have a critical management plan to deal with violence related issues that will communicate with and reassure local communities, staff, the press and students.		
24	You work with the local authority to identify the out of Academys settings that children attend, to ensure that children attending such settings are properly safeguarded.		

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Appendix A

Categories of Abuse Recognising the Signs and Symptoms of Abuse

We expect all staff need to familiarise themselves with these definitions. All our staff are trained to at least level 1.

Working Together to Safeguard Children 2015 defines the main categories of child abuse, which is also used for the purposes of drawing up child protection plans for children at risk of harm. The categories are as follows:

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); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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. Female Genital Mutilation (FGM) is also a form of physical abuse. For further information, please refer to 'Mandatory Reporting of Female Genital Mutilation – procedural information'.

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

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as 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.

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Signs and Symptoms of Abuse

There is no clear dividing line between one type of abuse and another. The following section is divided into four areas to help categorise what may be seen or heard. Children/young people may show symptoms from one or all of the categories. This should not be used as a checklist. Workers and volunteers should be aware of anything unusual displayed by the child.

PHYSICAL SIGNS OF ABUSE	• Bruise marks consistent with either straps or slaps • Undue fear of adults - Fear of going home to parents or carers • Aggression towards others • Unexplained injuries or burns – particularly if they are recurrent and especially in non mobile babies • Any injuries not consistent with the explanation given for them • Injuries that occur to the body in places which are not normally exposed to falls, rough games, etc • Reluctance to change for, or participate in games or swimming • Bruises, bites, burns, fractures etc which do not have an accidental/ satisfactory explanation • Cuts/scratches/substance abuse • Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning • Fabricated illness –see SSCB website for the procedure inc signs and symptoms
NEGLECT	• Exposure to danger/lack of supervision • Neglect - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc. • Injuries that have not received medical attention • Inadequate/inappropriate clothing • Constant hunger • Poor standards of hygiene • Untreated illnesses • Persistent lack of attention, warmth or praise
EMOTIONAL SIGNS OF ABUSE	• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/ aggression, extreme anxiety • Nervousness, frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration • Inappropriate relationships with peers and/or adults • Attention-seeking behaviour • Persistent tiredness • Running away/stealing/lying • Humiliating, taunting or threatening a child whether in front of others or alone. • Persistent lack of attention, warmth or praise. • Shouting/yelling at a child • Radicalisation – use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others.

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INDICATORS OF POSSIBLE SEXUAL ABUSE	• Language and drawing inappropriate for age. • Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour • Regularly engages in age inappropriate sexual play • Sexual knowledge inappropriate for their age • Wariness on being approached • Soreness in the genital area or unexplained rashes or marks in the genital areas • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thigh or buttock. • Any allegations made by a child concerning sexual abuse • Sexual activity through words, play or drawing • Child who is sexually provocative or seductive with adults • Inappropriate bed-sharing arrangements at home • Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations • Eating disorders - anorexia, bulimia • Unaccounted sources of money • Telling you about being asked to 'keep a secret' or dropping hints or clues about abuse.
Remember- Signs and symptoms often appear in a cluster, but also many of the indicators above may be caused by other factors- if in doubt check it out. **The most important factor is a report by the child**	

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APPENDIX B

DESIGNATED SAFEGUARDING LEAD (DSL)

- The Academy has a dedicated person to take responsibility for safeguarding matters including allegations about a person who works with children. **See Appendix I** – Designated Safeguarding Officers flowchart.
- They will be selected by the Executive Head teacher in consultation with the Chair of Governors**.**

Designated safeguarding Leads will:

- Develop a culture of listening to children and taking account of their wishes and feelings.
- Support other professionals to recognise and respond to the needs of children including rescue from possible abuse or neglect.
- Promote safe recruitment practices for individuals whom the Trust will permit to work regularly with children, including policies on when to obtain a Disclosure and Barring Service (DBS) check.
- Ensure that staff have the appropriate level of supervision and support, including undertaking safeguarding training (in line with their respective Stoke-on-Trent Safeguarding Children Board training strategy).
- Ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported when they do.
- Act as a source of advice on all safeguarding matters and seek further advice and guidance from local statutory agencies as and when required.
- Ensure that a record is kept of any concerns about a child or person working with them and of any conversation or referrals to statutory agencies.
- Conduct regular audit activity to ensure the Trust is working in line with current practice

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APPENDIX C

Trust **Child Concern Form** **Name of Child**_____

DOB_____

Date/Time	**Information** *Details to contain name, role, department and phone number of any professionals contacted eg Social Care etc.	**Print/Sign & Role**

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APPENDIX D

SAFEGUARDING GUIDANCE FOR STAFF AND VOLUNTEERS

Working Together 2015 explains that everyone has a responsibility to promote the welfare and safety of children, therefore it is the responsibility of each Academy to develop and nurture a culture that supports this approach.

The Designated Safeguarding Leads (DSL) for the Academy are the Assistant Headteachers. If you have any queries around the safety and welfare of any child please contact them.

Please read this guidance carefully, in conjunction with:

- The Code of Conduct for staff and volunteers
- Stoke-on-Trent: D01 Managing allegations against staff and volunteers working with children and young people (LADO)
- The policies on the Academy website

You must follow the advice given in the documents above. If there is anything that you do not understand or do not agree with please talk to your DSL (Designated Safeguarding Lead) about this.

- Please attend any training and multi-agency meetings that you are invited to.
- All staff and volunteers must inform the DCPO (Designated Child Protection Officer) if they are: -
- Charged with a criminal offence involving a child, violence, breach of trust or a criminal offence relevant to their duties, for example driving offence if they are driving as part of their duties (or if they live in the same household as another charged with the above offences)
- Investigated by any authority due to concerns that you may have had involvement in causing harm to a child.
- Diagnosed with any medical condition that may affect your ability to carry out your role with children safely[4], for example psychotic illness.
- Make sure you know what to do if a child tells you or you suspect that they are being harmed.

[4] Further guidance for Early Years providers is contained within the EYFS 2014 Section 3 The Safeguarding and Welfare Requirements, pg 20: 3.19 – Staff taking medication/ other substances

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Key points are:-

X DO NOT

- Carry out your own investigation
- Put words in any child's mouth by asking direct questions such as "Did your Dad do it?"
- Feel that you must inform parents/carers if you think it may put the child at risk of further harm or cause them to be silenced.
- Ignore your worry
- Ask the child to sign what you have recorded or to repeat it to another member of staff
- Take photographs of any injury
- Delete information/ photographs from a computer/ memory stick/ mobile phone or any other electronic device
- Make promises to the child.

DO

- Ask open-ended questions to clarify your concern e.g. "What happened to your arm?"
- Listen to the child / your gut feelings
- Take action.

Action to take:-

1. If a child has a serious injury (for example involving pain and bleeding) or is in immediate danger (for example parent/ carer has arrived to collect a child and is unfit to care for them, or a child left alone at home) dial 999 and request assistance from the ambulance service and/or police. If you know or suspect the child has come to harm through the actions of another make sure that the professional you hand the child over to understands this and take their name and record it. It will generally be appropriate to inform the child's parent/ carers what has happened once the child is safe with an appropriate professional.

2. If it seems that a child has been abused in any way including sexual abuse (but is not in immediate danger) report this immediately to the service for the area where they live. The numbers are;

Stoke-on-Trent Co-operative Working Team 01782 232200 8.30am – 5.00pm Monday to Thursday
8.30am- 4.30pm Friday or Emergency Duty Team (out of hours) Tel No. 01782 234234
Non-emergency - call Staffordshire Police on 101

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3. If the concern is long term rather than immediate, for example a child who is often dirty, smelly or who has disruptive behaviour, you should discuss this with the DSL (Designated Safeguarding Lead) who will decide whether it meets the threshold for making a referral to the Cooperative Working Team or to initiate an Early Help Assessment.
4. If you are unable to do so beforehand, inform the (Designated Safeguarding Lead) as soon as you can, that you have had to make an immediate referral. Ensure this is recorded.

Safeguarding Code of Conduct for Staff and volunteers (to be read in conjunction with Trust Code of Conduct)

Best practice as advised by the Stoke-on-Trent Safeguarding Children Board would be to use this information to compliment and therefore strengthen any existing documents we have within our Trust.

1. Always remember that while you are caring for other people's children you are in a position of trust and your responsibilities to them and the Trust must be uppermost in your mind at all times.
2. Never use any kind of physical punishment or chastisement such as smacking or hitting.
3. Do not smoke in front of any child or young person.
4. Do not use unprescribed drugs or be under the influence of alcohol.
5. Never behave in a way that frightens or demeans any child or young person.
6. Do not use any racist, sexist, discriminatory or offensive language.
7. Do not give your personal contact details / personal website details to children, parents and carers (exempt childminders)
8. Do not use internet or web-based communication channels to send personal messages to befriend children.
9. The use of mobile phones or any other devices to take images of children is carefully managed. In our Academys, it may be necessary to take photographs of children, using Academy property, in order to evidence progression in terms of their development, particularly with very young children and those with disabilities. Attention must be paid to the way in which the photographs are used and stored, whether this is on a mobile phone or other device. Mobile phones or any other devices **must not** be used to take images of children's injuries. Always follow Trust policy and procedures in relation to the taking or recording of images and informed written consent from parents / carers (and the child) should always be sought. For further advice and guidance on the use of social networking sites/ mobile phones/ computers/ cameras, please visit www.ceop.police.uk

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10. Generally you should not give children presents or personal items. The exceptions to this would be a custom such as small behaviour rewards. Similarly do not accept gifts yourself other than small tokens for appropriate celebrations.

11. You should not invite a child to your home or arrange to see them outside the Academy day (unless associated as a family member or friend). Should the need arise to invite a child into your home then a discussion with a senior manager must be conducted in order to ensure this is the most appropriate action.

12. You should not engage in any sexual activity (this would include using sexualised language) with a child.

13. Exercise caution about being alone with a child. In situations where this may be needed (for example where a child wants to speak in private) think about ways of making this seem less secret for example by telling another worker or volunteer what you are doing and where you are, leaving a door ajar, being in earshot of others and lastly record the conversation in line with Trust policy.

14. Physical contact are open and initiated by the child's needs, e.g. for a hug when upset or help with toileting. Always prompt children to carry out personal care themselves and if they cannot manage ask if they would like help.

15. Do talk explicitly to children about their right to be kept safe from harm.

16. Do listen to children and take every opportunity to raise their self-esteem.

17. Do work as a team with your co-workers/volunteers to follow the Trust behaviour policy.

18. If you have to speak to a child about their behaviour remember you are challenging 'what they did' not 'who they are'.

19. Do make sure you have read the Safeguarding children procedure and that you feel confident that you know how to recognise when a child may be suffering harm, how to handle any disclosure and how to report any concerns.

20. Do seek advice and support from your colleagues, supervisors and your DSL (Designated Safeguarding Lead).

21. Do seek opportunities for training such as that available through the Stoke-on-Trent Safeguarding Children Board.

www.safeguardingchildren.stoke.gov.uk

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APPENDIX E

Information for Parents / Academy Users

We want the Academy to be a safe place for children. We have a safeguarding children policy and procedure. You can ask for a full copy of this. Below is a brief summary of the key points.

We aim to keep children safe by:

- Having a Designated Safeguarding Lead (DSL) who is the Executive Head Teacher.
- This person may select other people to lead on safeguarding on a day to day basis. The flowchart for the school details who you should speak to in the first instance. See Appendix G.
- Please contact them if you have any safeguarding concerns about any child or the behaviour of anyone working in the Trust
- The Academy has a duty to ensure all staff and volunteers are properly checked and vetted.
- The Academy has a duty to take proper arrangements for all activities.
- The Academy must have a code of conduct for staff/volunteers and making sure that all staff and volunteers know what to do if they have concerns about a child.
- Following National Guidance and Local Safeguarding Children Board policies and procedures and particularly do this by reporting any serious concerns to Stoke-onTrent's Co-operative Working Team or the Police as appropriate.

We would ask you to support us in keeping children safe by:

- Following the code of conduct and treating people with respect
- Supervising your child at all times where appropriate and to provide basic details about your child and make sure that we can contact you if there is an emergency.
- Talking to the DSL (Designated Safeguarding Lead) if you have concerns about any child in the Trust or the behaviour of any adult in the Trust.

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APPENDIX F

Designated Safeguarding Officers lines of reporting

Name of Academy

_____

Designated Child Protection Officer
Executive Head teacher
Mrs S Moran

Deputy Child Protection Officer
Head of School

_____

Designated Safeguarding Lead
Teacher for CiC
Assistant Headteacher

_____

Assistant Safeguarding Lead
Home Academy Link Worker

_____

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If you have concerns about a child/young person's welfare and are unsure as to whether Children's Social Care involvement is required, you should contact **Cooperative Working on 01782 232200**

If you have concerns that a child is suffering from, or likely to suffer from significant harm, then you should make a referral to Children's Social Care, Safeguarding Referral Team.

Safeguarding Referral Team (Office hours) – 01782 235100
Emergency DUTY Team (Out of office hours) – 01782 234234

The Local Authority Designated Officer (LADO) is an independent person who oversees the investigation of allegations made against adults who work or volunteer with children and young people. **The LADO can be contacted on 01782 235100**

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APPENDIX G

Allegations against a person who works with children

Any situation in which an allegation or concern arises about the conduct of a person who '*works'* with children are managed using the Stoke-on-Trent Safeguarding Children Board inter-agency policy and procedure for dealing with allegations against a person who works with children.

Specifically, the question are asked as to whether the allegation or concern possibly meets any one of the following thresholds:

- 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.

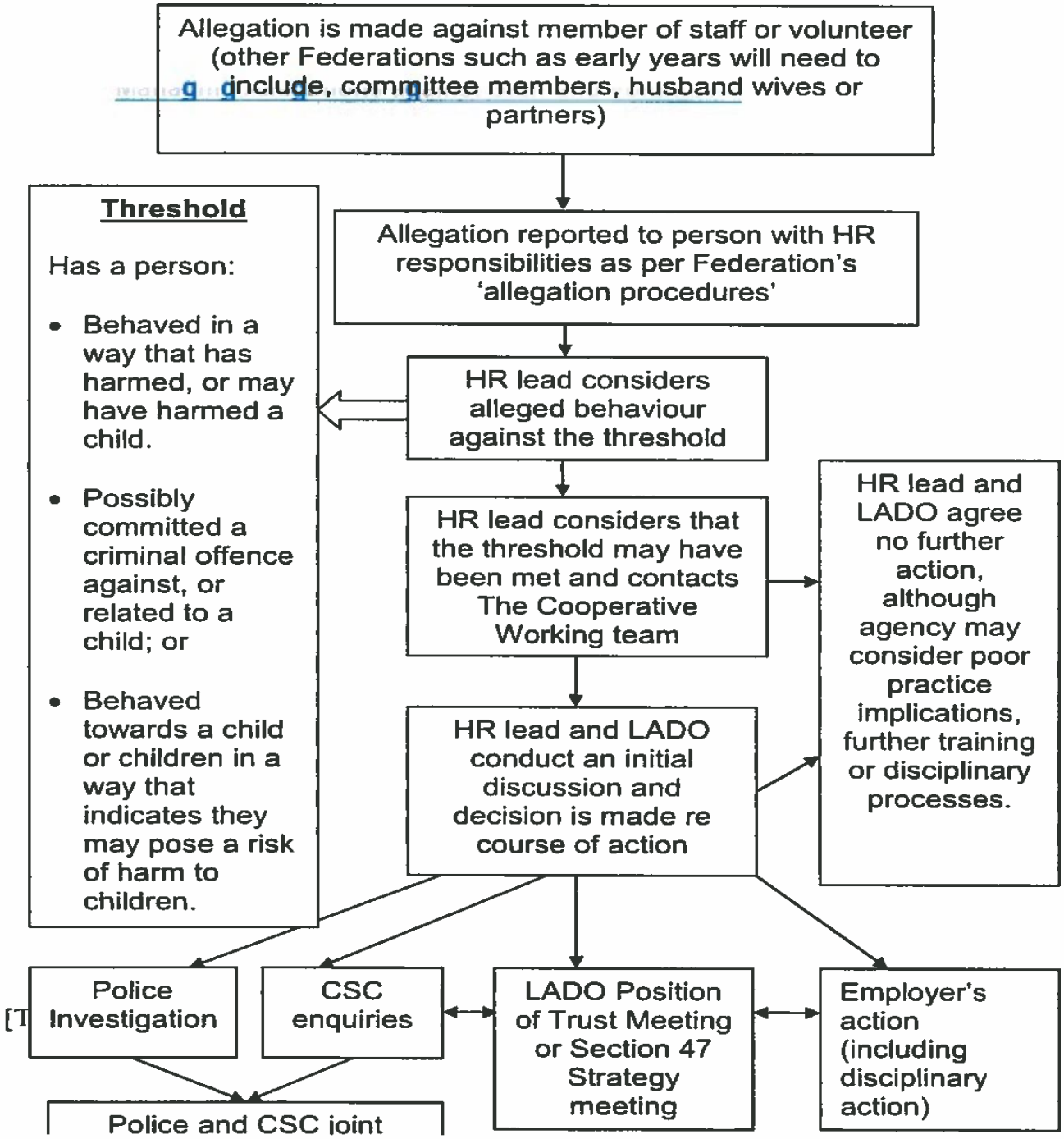
If any of these situations apply then it is **not** a complaint but an allegation/ concern and therefore it must be referred by the senior manager to the Local Authority Designated Officer (LADO) within 24 hours of the allegation being made.

Contact Details for the LADO – Stoke-on-Trent

Dylan Harrison

From May 2016, all referrals to the LADO should go through the Safeguarding Referral Team (SRT) where the LADO function now sits. Please telephone 01782 235100

Further guidance can be found using the following links:

- Stoke: D01 Managing allegations against staff and volunteers working with children and young people (LADO)

Managing Allegations Made Against Staff and Volunteers