

Learning in Harmony Trust

Safeguarding Policy

Context

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

Keeping Children Safe in Education (DfE 2016)

The document '[Keeping Children Safe in Education](#)' and the supplementary advice **must** be read in conjunction with this policy. This defines safeguarding as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

This policy should be read in conjunction with the following school policies: e-Safety Policy; First Aid and/or Intimate Care Policy; Positive Handling and/or Physical Contact Policy; Safer Recruitment Policy; Staff Code of Conduct; Whistleblowing Policy.

Introduction

The Learning in Harmony Trust takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of all children and to work together with other agencies to ensure adequate arrangements are in place within our learning community to identify, assess, and support those children who are suffering harm. This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, and related guidance. This includes:

- [Southend, Essex and Thurrock \(SET\) Child Protection Procedures \(2017\)](#)
- [Newham Local Safeguarding Children's Board Procedures \(2017\)](#)
- [Keeping Children Safe in Education \(2016\)](#)
- [Working Together to Safeguard Children \(2015, updated 2017\)](#)
- [Disqualification under the Childcare Act \(2006\) \(DfE, 2015\)](#)
- [The Prevent Duty \(2015\)](#)
- [Counter Terrorism and Security Act \(HMG, 2015\)](#)

- [Serious Crime Act \(Home Office, 2015\)](#)
- [Multi-Agency Practice Guidelines: Female Genital Mutilation \(2015\)](#)
- [What to do if You're Worried a Child is Being Abused \(2015\)](#)

Schools also use the guidance set out in the following documents:

- [Preventing and tackling bullying: Advice for headteachers, staff and governing bodies \(2017\)](#)
- [Sexting in school and colleges: responding to incidents and safeguarding young people \(2017\)](#)

There are three main elements to our Safeguarding Policy:

1. Prevention

- By ensuring we practice safe recruitment in checking the suitability of all staff and volunteers who work with children
- Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to pupils
- By raising awareness of child protection issues and equipping children with the skills needed to keep them safe

2. Protection

- By following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns

3. Support

- By supporting pupils who have/may have been abused or neglected (in line with his/her Child Protection Plan if appropriate)

Each school recognises it is an agent of referral and not of investigation.

1. Aims/Objectives

- 1.1 To maintain children's welfare as our paramount concern.
- 1.2 To create a culture of vigilance, where the welfare of all pupils is promoted and where timely and appropriate safeguarding action is taken.
- 1.3 To provide an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- 1.4 To provide support and guidance so that children have a range of trusted adults who they feel confident to approach if they are experiencing difficulties.
- 1.5 To protect children from harm and ensure that they are taught in a way that is consistent with the law and our values, promoting respect for all others.
- 1.6 To use the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision-making so that children have a range of strategies to ensure their own protection and understand the importance of protecting others.
- 1.7 To ensure all staff are able to recognise the signs and symptoms of abuse and are aware of the procedures and lines of communication.
- 1.8 To monitor and support children who have been identified as vulnerable, keeping confidential records which are stored securely and shared appropriately with other professionals.
- 1.9 To make parents/carers aware of the policies and practices for safeguarding and ensure that, wherever possible, every effort is made to establish open and honest working relationships.
- 1.10 To develop effective and supportive liaison with parents/carers and other agencies, ensuring pupils receive the right help at the right time.

2. Roles and Responsibilities

2.1 All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. There are, however, key people within schools and Local Authorities who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities are listed in Appendix 1.

2.2 The Designated Safeguarding Lead in school has responsibility for managing child protection referrals, safeguarding training and raising awareness of all safeguarding and child protection policies and procedures. It is their role to ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff in relation to child protection matters. It is the role of the Designated Safeguarding Lead to make appropriate and timely referrals to Children's Services in accordance with the current procedures. If, for any reason, the Designated Safeguarding Lead is unavailable, Deputy Designated Safeguarding Leads have been identified who will act in their absence.

2.3 The Trust and Leadership Teams within each school are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (*see policy on Safer Recruitment for further information*).

The Trust is also responsible for ensuring there is an effective Safeguarding Policy in place which is updated annually. Each school must publish this on their website.

2.4 The Governing Body at each school is responsible for ensuring:

- all staff and volunteers undergo effective safeguarding training and that it is regularly updated (at least annually);
- the school contributes to inter-agency working in line with statutory guidance;
- information is shared and stored appropriately;
- children are taught about safeguarding, including online safety and that appropriate filters and monitoring systems are in place;
- children are taught to keep themselves safe through the provision of a broad and balanced curriculum; and
- volunteers and visitors are appropriately supervised in school.

Governors and directors must not be given details relating to individual child protection cases, or situations, to ensure that confidentiality is not breached.

- 2.5 The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 (*S.157 for Independent schools*) of the Education Act 2002. Safeguarding updates are also provided to each school's Governing Body as part of the Leadership Report.
- 2.6 Each school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.
- 2.7 The Local Authority for each school provides a Designated Officer who is available to offer advice and support and to ensure that training is available for the school's Designated Safeguarding Lead.
- 2.8 All Staff in the Trust have a responsibility to provide a safe learning environment in which children can learn. All staff are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the Designated Safeguarding Lead to report any concerns. All staff are aware of and follow school processes (as set out in this policy), understand the difference between a concern and children who are in immediate danger or at risk of harm, and are aware of how to make a referral to Children's Services and/or the Police, if there is a need.

3. Procedures

- 3.1 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given access to a copy of our school's Safeguarding Policy, advised who our Designated Safeguarding Lead (and Deputy) is and informed how to share concerns with them.
- 3.2 Staff are also given access to Keeping Children Safe in Education and What To Do If You're Worried a Child is Being Abused, which gives helpful advice about how to respond to child protection concerns or disclosures.
- 3.3 All staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training.
- 3.4 Concerns for a child may come to the attention of staff, volunteers or other adults in a variety of ways, for example through observation of behaviour (including behavioural

change), injuries or disclosure. Any adult who has a concern for a child, however insignificant this might appear to be, must report this to the Designated Safeguarding Lead or a designated person as soon as is practicable. More serious concerns, such as allegations or disclosures of abuse, must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff or volunteer they should follow the guidance below:

- Allow the child to make the disclosure at their own pace and in their own way.
- Avoid interrupting, except to clarify what the child is saying.
- Do not ask leading questions or probe for information the child does not volunteer.
- Reassure the child 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 by reporting on *Safeguard Software* or using an *Initial Concern or Nagging Doubt Form* (Appendix 2).
- The following information should be included:
 - Child's name and date of birth.
 - The incident(s) which gives rise for concern with date(s) and time(s).
 - A verbatim record of what the child has said.
 - If recording bruising/injuries, indicate position, colour, size, shape and time on the appropriate body map (Appendix 3a-3c/Safeguard Software).
 - Signature of the person completing the report, including the names of any witnesses (electronic signatures for online reports).
 - Any notes should also be attached to the document (or handed to the Designated Safeguarding Lead if using Safeguard Software).
- Hand the *Initial Concern or Nagging Doubt Form* to the Designated Safeguarding Lead or designated person who will decide on the appropriate action. They will ensure that records relating to concerns for the welfare or safety of children are kept separate from other files and are stored securely in chronological order. Safeguard Software will create an automatic email alert on the system, and the person making the referral will receive a confirmation that the report has been read. Further information will only be shared if appropriate.
- In all but the most exceptional cases, parents/carers will be made aware of the concerns felt for a child at the earliest possible stage.
- Seek support and advice for yourself if appropriate.
- It is important to remember that any issues are confidential and staff should be informed on a 'need to know' basis only.

3.5 The Designated Safeguarding Lead, or the Deputy, will immediately refer cases of suspected abuse or allegations to Children's Services.

3.6 The Early Help Assessment (EHA) relevant to each school's Local Authority should be used to support a child protection referral. A completed EHA form contains all the information required for a child protection referral and should be sent to Children's

Services. In cases where there have been mounting concerns about a child, it is likely that an EHA will already have been completed prior to a child protection referral. A telephone referral to Children's Services – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 48 hours, using the EHA form to provide the information required. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.

- Southend schools: the EHA form and guidance is available on the Southend LSCB website, Southend Learning Network and www.southendchildrenspartnership.org.uk
- Newham schools: the EHA form and guidance is available on the Newham LSCB website and Newham Council website.

3.7 Each school will always undertake to share our intention to refer a child to Children's Services with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Children's Services or Essex Police.

3.8 If a member of staff continues to have concerns about a child and feels the situation is not being addressed, or does not appear to be improving, the staff member concerned should press for re-consideration.

3.9 Parents and carers are informed about our school's duties and responsibilities under child protection procedures on admission and on the school website.

4. Records and Monitoring (making a referral)

4.1 Well-kept records are essential to good child protection practice. Learning in Harmony Trust schools are clear about the need to record any concern about a child or children, the status of such records and when these records should be passed over to other agencies.

4.2 Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

- 4.3 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location of the incident. The source of the information should be recorded, as well as a note of other people involved, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be dated and signed, detailing the name and position of the person making the record, and include the action taken. This information will be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.
- 4.4 These file notes are kept in a confidential child protection file, which is separate from the pupil file, or online using Safeguard Software. All child protection records are stored securely and confidentially, and are accessible through the Designated Safeguarding Lead (or Deputy). The school should retain the record for as long as the pupil remains at the school. When a pupil with a child protection record reaches statutory school leaving age, the last school attended should keep the child protection file for 35 years after the last entry to allow for an access to records request by the child as an adult.
- 4.5 If a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting without delay, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. If posted, this should be by recorded delivery and schools should ensure receipt of the information. Copies may be retained if for example, there are siblings in the school and the records relate to them too, or there is an ongoing complaint or request for access to records.

5. Inter-Agency Working (Attendance at Core Groups, Conferences etc.)

- 5.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at any Child Protection Conference called for children on the school roll, or previously known to them. A report will be made available to the Conference Chair, 48 working hours in advance of the conference, and shared with the parents/carers before the day of the conference (Appendix 4). Whoever attends the conference will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference and express a view, at the end of the meeting, as to whether the child(ren) should be made subject to a Child Protection Plan.
- 5.2 Notes should be taken at all meetings and shared with staff on a 'need to know' basis (Appendix 5). These should be stored confidentially or uploaded to Safeguard Software. If in any doubt, consult with the Designated Safeguarding Lead.

- 5.3 If a child is made subject to a Child Protection Plan, or a Child in Need Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, progress, welfare and presentation. If the school is part of the Core Group, the Designated Safeguarding Lead will ensure that the school is represented and provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's Social Worker immediately and then record that they have done so and the actions agreed.
- 5.4 If there is an unexplained absence of a child subject to a Child Protection Plan, the child's Social Worker must be notified immediately.
- 5.5 Virtual School Head Teachers are responsible for the progress of looked after children (CLA), but each school in the Trust must have a designated teacher for pupils who are looked after and appropriate strategies should be in place to support their needs.

6. Confidentiality

- 6.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.
- 6.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be treated confidentially.

7. Training and Support

- 7.1 The Designated Safeguarding Lead (and Deputies) will undergo updated child protection training at least every two years, in accordance with Keeping Children Safe in Education and will keep up to date with safeguarding developments.

The Designated Safeguarding Lead is responsible for ensuring that all staff and volunteers receive appropriate safeguarding training to equip them to carry out their

responsibilities for child protection effectively. Training is conducted annually, including through the Safeguard Software training option, with additional sessions for new staff and volunteers as appropriate e.g. as part of their induction.

A record of all Child Protection training will be kept.

- 7.2 The Designated Safeguarding Lead or Headteacher, in the first instance, will provide support and supervision to staff involved in child protection issues. Schools can also provide external supervision and the Headteacher can signpost to outside agencies for professional support/supervision.
- 7.3 All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Code of Conduct. All staff and volunteers are required to read key policies, including the Safeguarding Policy (and Keeping Children Safe in Education) and Code of Conduct, and sign to record they have read and understood them. Temporary staff who work with children are made aware of the school's arrangements for child protection and their responsibilities.

8. Categories of Abuse and Specific Safeguarding Issues (Appendix 6)

- 8.1 Keeping Children Safe in Education defines abuse as the 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.'
- 8.2 The four main types of abuse referred to in Keeping Children Safe in Education are: Physical; Sexual; Emotional; and Neglect. However, all adults should be aware of the wider [definitions and signs and symptoms of abuse](#). *Please click on the link and ensure you are up to date with the different types of abuse and the fact that SEND pupils are more vulnerable to abuse and neglect.*
- 8.3 The Trust recognise that there are a number of specific safeguarding issues about which staff need to be aware, including: Children Missing from Education (CME); Child Sexual Exploitation (CSE); domestic violence; drugs; E-Safety; fabricated/induced illness; faith abuse; Female Genital Mutilation (FGM); forced marriage; gangs and youth violence; violence against women and girls (VAWG); mental health; private fostering; prevention of radicalisation; teenage relationship abuse; trafficking; peer on peer abuse, which may include bullying (and cyberbullying); online abuse; and sexting or sexually harmful behaviour.

If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out, they have a statutory duty to report this personally to the police, after informing the Designated Safeguarding Lead.

- 8.4 Whilst each school within the Trust will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the [GOV.UK](https://www.gov.uk) website and organisations such as the NSPCC (www.nspcc.org.uk) provide specialist information.

9. Allegations against staff

- 9.1 All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct.
- 9.2 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 9.3 The school works in accordance with statutory guidance in respect of allegations against an adult working with children (in a paid or voluntary capacity).
- 9.4 Each school within the Trust has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection. Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors.
- 9.5 Where an allegation against a member of staff has been received, the Headteacher, senior named person, or the Chair of Governors must inform the Local Authority Designated Officer within one working day. Where the allegation is against the Headteacher, the Chair of Governors will consult with the Designated Officer.
- 9.6 The Designated Officer has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the Designated Officer should be made immediately, as they will then advise on how to

Appendix 1

	Blenheim	Greenways	Hartley	JFK	Sheringham	Upton Cross	Drew
Designated Safeguarding Lead	Darren Woollard 01702 474684	Sue Duggans 01702 987950	Terrence Nairne 020 8472 2523	Julie Newman 020 8534 8544	Kath Sewell 07921 000778	Nick Turvey 0208 552 1084	Theresa Goodrich 020 7476 1727
Deputy Designated Lead(s)	Rick Taylor Amanda Wiley Suzy Crowe James Green Sophie Hill Clare Garwood Jane Price Nix King Sue Hills	Jo Calver Kathy Rees	Kirandip Bhangra James Berry	Diane Rochford Shaun Dobbs Pablo Menendez Debbie Foster Janet Still Kim Gregory Ben Hawes Nithra Subraniam	Chris Lewis Afzal Chowdhury Hannah Phillips Vicky York	Rashida Khan Michelle Richardson Gavin McGregor Emma Turtington Matina Jones Katie Edwards Charlotte Moore Gilli Menhiun	Jo-Anne Green Fran Navarro
Safeguarding Governor	Chrissy Papas	Catherine Crabb	Bilan Yusuf	Karen Malcolm	Amie Jallow	Ishmat Mussa	Denis Shea
Designated Officer (LADO)	Allison Francis 01702 534539 allisonfrancis@southend.gov.uk		Nick Pratt / Patricia Hussein 0203 373 1462 / 07766 071941 CPRT.LADO@newham.gov.uk		 NSPCC Whistleblowing Helpline 0800 028 0285		
LA Contact	Sharon Langston 01702 534591 safeguardingforchildren@southend.gov.uk		Kathy Dee 0203 373 0673 kathy.dee@newham.gov.uk				
Children's Services	First Contact 01702 534495 / 534496 fct@southend.gov.uk (unsecure) fct@southend.gcsx.gov.uk (secure)		Newham Triage Service 020 3373 4600 www.newham.gov.uk/triage				
Out of Hours	0345 606 1212 01245 492127		020 8430 2000				
Anti-Terrorist Hotline	0800 789321 SBFIMU@essex.pnn.police.uk PREVENT@essex.pnn.police.uk		0800 789321 PREVENT@met.pnn.police.uk				

Specific Safeguarding Issues

Children Missing from Education (CME)

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. The Trust recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Schools must inform their Local Authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

Child Sexual Exploitation (CSE)

The statutory definition of Child sexual exploitation is; a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (Working Together to Safeguard Children (HMG, March 2015 – updated February 2017).

Female Genital Mutilation (FGM)

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. FGM is a collective term for illegal procedures, which include the removal of part or all external female genitalia for cultural or other non-medical reasons. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Chapter 3 (p.16-17) of Agency Practice Guidelines: Female Genital Mutilation (HMG, 2015). There is a legal obligation for any suspicion of intended, or actual, FGM to be referred to Children's Services and/or the Police.

Prevent Duty

Under Section 26 of the Counter Terrorism and Security Act (HMG, 2015), schools are required to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty and seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat posed by those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

The Prevent Duty requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- be safe spaces in which children/young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

The Learning in Harmony Trust works in accordance with the Prevent Duty and follows departmental advice for schools on preventing children from being drawn into terrorism. Prevent is not about criminalising a vulnerable person but about supporting them. The purpose is to protect children from harm and ensure they are taught in a way that is consistent with the law and our values. Awareness of Prevent, and the risks it is intended to address, are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Prevent referrals should be reported in line with all other safeguarding procedures using an *Initial Concern or Nagging Doubt Form*. Any concerns that one of our pupils is at risk in this respect will be referred to Children's Services.

Essex Police can be contacted to discuss any concerns at: PREVENT@essex.pnn.police.uk

MET Police can be contacted to discuss any concerns at: PREVENT@met.pnn.police.uk

All staff and volunteers have access to a Workshop to Raise Awareness of Prevent (WRAP) as part of their safeguarding training.

Private Fostering

Each school makes sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded, and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, we always inform the Local Authority when we are notified about such an arrangement or become aware of one.

A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of full blood, half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

Peer on Peer Abuse

Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. Peer-on-peer abuse can manifest itself in many ways. This may include bullying (including cyberbullying), on-line abuse, gender-based abuse, sexting or sexually harmful behaviour. We do not tolerate any harmful behaviour in our schools and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Peer-on-peer abuse will never be tolerated or passed off as 'banter' or 'part of growing up.'

Person Vulnerable to Radicalisation (VTR) Referral Form

Sept 2015



RESTRICTED WHEN COMPLETE

Section 1: Person referring to complete

(please expand boxes as required)

Subject's Full Name (include all known alias/maiden if relevant)	
Date and place of birth	
Full Address	
Telephone	
Spouse/Partner/Parents/Guardian Names/D.O.B	
Children/Siblings' Names/D.O.B	
Ethnicity	
Religion	
Reason for Referral	

Background and risk issues - see Guidance Notes (include chronology if known)	
Faith / Ideology:	
Personal / emotional & Social:	
Risk / Protective factors:	
Desire for Change:	
Referrer's full name, role, contact details & date submitted.	Date:

Section 2: Essex Special Branch to complete

FIMU ACTIONS: FIMU to enter on to FIMU system.	FIMU officer: _____ Date: _____ Time: _____
Deconfliction checks by FIMU Any shareable information to be added under section 3 police checks.	Conflict <input type="checkbox"/> If yes, stop VTR process; referral to pursue No conflict <input type="checkbox"/> If No, email to Prevent for CMIS entry, information gathering stage, submission to Channel Chair and signposting. FIMU assessment by: _____
PREVENT ACTIONS: Submitted to Channel Chair	Information gathering stage, initial VAF and submission to Channel Date: _____ Panel area: _____ VAF completed and attached (date and by who): _____
CHANNEL CHAIR ACTIONS: Is the referral being brought to panel or signposted to specific department or agency?	<input type="checkbox"/> Submit to Channel panel Signposting and Rational: _____ Decision to close referral made by: _____ Date: _____
Referrer notified	By: _____ Date/Time: _____

Section 3: Partner complete agency checks

This process must only take place after SB deconfliction checks.

Partner system checks

(please expand boxes as required)

Police inc. PNC, PND <input type="checkbox"/>	Detail: Completed by: _____ Date/time: _____
Adult Services <input type="checkbox"/>	Detail: Completed by: _____ Date/time: _____
Children's Services <input type="checkbox"/>	Detail: Completed by: _____ Date/time: _____
Education <input type="checkbox"/>	Detail: Completed by: _____ Date/time: _____
Housing <input type="checkbox"/>	Detail: Completed by: _____ Date/time: _____
General Health <input type="checkbox"/>	Detail: Completed by: _____ Date/time: _____
Mental Health <input type="checkbox"/>	Detail: Completed by: _____ Date/time: _____
Other (please state)	Detail: Completed by: _____ Date/time: _____

Once completed, email to: SBFIMU@essex.pnn.police.uk

GUIDANCE NOTES

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of “ Them and Us “ language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? e.g.; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Desire for change

Do they have the ability to change with / without support? Why / Why not?

How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?

The Constabulary collects and uses personal information so that it can carry out its legal and legitimate functions as defined by legislation, common law and best practice. Information is used to:

- *Prevent and detect crime*
- *Apprehend and prosecute offenders*
- *Protect life and property*
- *Maintain law and order and give assistance to members of the public*

Information is handled in accordance with the Data Protection Act 1998, which sets out 8 Data Protection Principles of good information handling practice governing the fair and lawful processing, maintenance and security of data. Please ensure that in processing the attached information, you undertake to ensure the principles are complied with. Further information can be found at: www.essex.police.uk