

# Orchard School Safeguarding/Child Protection Policy



**September 2020**

To be reviewed annually or as required

The Governors and staff at our school are fully committed to protecting children from harm.

This policy has been implemented at our school to safeguard the children and families in our care and is in line with:

- *Working Together to Safeguard Children (DfE)*
- *Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE) Updated Guidance September 2020*
- *The Procedures of The City & Hackney Safeguarding Children Partnership*
- *The Children Act 1989*
- *The Education Act 2002 s175 / s157*
- *Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014).*

## COVID-19

The Safeguarding Policy, in line with Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

Safeguarding is defined as:

- To protect children from being maltreated.
- To prevent a child facing impairment of their development or physical or mental health.
- To make sure that children are given care in their childhood that's safe and effective.
- To take action to ensure children get the best possible outcomes and life chances.

Our school values all children and we aim to provide them with the following:

- Creating an environment where children feel safe and secure, listened to and valued
- Having adults in place for children to talk to and approach for help if they feel the need
- All children/young people having the right to speak freely and voice their values and beliefs
- For all stakeholders to understand their roles and responsibilities to contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Ensuring that training is offered and updated regularly so that staff are more able to recognise and be alert to signs and symptoms of abuse
- Developing staff's awareness of the risks and vulnerabilities their pupils face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation
- Introducing appropriate work within the curriculum
- Ensuring that staff are aware of Child Protection Procedures and to know whom the named person is to contact in the event of an issue arising
- Developing and promoting effective working relationships with other agencies, especially the Police and Social Services
- Ensuring that all adults within our school who have access to children have had Enhanced Disclosures checked and verified by the Disclosure Barring Services (DBS) in addition to Disqualification by Association paperwork completed
- Ensuring that any parents/volunteers supporting our children have been checked in line with Local Authority Procedures
- Following the Local Authority Procedures for Child Protection

## **Who to contact in the event of an issue arising or concern:**

### **School Based Leads:**

Aimee Walker (Acting Headteacher)  
Keisha Nelson (Deputy Headteacher)  
Rachael Carr (Deputy Headteacher)  
Zammedin Siddique (Assistant Headteacher)

### **Other contacts in relation to concerns including any concerns over those named above**

Rachel Davie (Executive Headteacher)  
James Gowland (Chair of Governors)

## **Indicators of concern**

A concern about a child or a family may be brought to your attention through many channels. Some examples are:

- Through 'early help' identification (see Appendix A)
- Through the child - something they disclose
- Something another person has said
- Your observations over a period of time (the child's behaviour, the child's appearance, the child's health, the child's emotional state)
- A visible physical sign on a child (an injury)

**Observations** need to be discussed with parents under direction from a Designated Safeguarding Lead. If this does not produce a result, then advice must be sought from Children and Young People's Services (Social Services). **Every effort must be made to inform parents of all actions to be taken, unless this places the child at greater risk of abuse.**

It takes a lot of courage for a child to tell an adult that they have been or are being hurt or abused. Children are very loyal to the people they love regardless of the pain they may be suffering. The threat of violence to themselves or others may frighten children. Some children may never disclose abuse and continue with their lives taking abuse as the "norm".

The child's welfare and protection must be the first consideration for all staff. Any suspicion of child abuse must be given the highest priority (see Appendix A for definitions). At school we believe it is important to LISTEN.

## **Procedures to follow if a child discloses something:**

Listen carefully to the child. You must treat what they say seriously. Children rarely make false allegations. **It is very important to distinguish between fact and impression.**

You must reassure the child that they are right to tell someone about what has happened and that they are not responsible for what has happened.

The child must come forward with the information and you **MUST NOT** ask leading questions.

As soon as is possible you must record **exactly** what the child has told you. You should also note down the child's behaviour and/or emotional state (in some cases these notes may be used in court proceedings). You are able to add your personal opinion based on your knowledge of the child but this must be clearly stated as 'In my opinion' and be written up separately from the child's statement. You **MUST** sign and date your records.

**It is essential that you do not make promises you cannot keep and that you don't promise not to tell anyone.**

You must report your findings to the Designated Safeguarding Lead as soon as possible.

The Designated Safeguarding Lead will then make further inquiries. Either by talking to other adults involved with the child, talking to the parents, and/or talking to the child.

The Designated Safeguarding Lead may also contact the Safeguarding in Education team and if needed a referral to Children and Young People's Services (Social Services) or the Police may be made.

Not all concerns raised will be referred to outside agencies, it is important to remember each situation is unique and there may be other events surrounding the one you are a part of.

### **Confidentiality within the school**

- We recognise that all matters relating to child protection are confidential
- The safeguarding officer will disclose any information about a pupil to other members of staff on a need to know basis only. A written record will be made of what information has been shared with whom, and when
- Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child – the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance. Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. We do not disclose to a parent any information held on a child if this would put the child at risk of significant harm
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

If a child is placed on a Child Protection Plan or on a Child in Need plan if needed, staff involved with the child will be made aware of the circumstances. Any changes to the child's normal behaviour at school or absences will need to be reported to social services.

Once a child is placed on a care plan further investigations by other agencies may need to take place with or without parental consent, e.g. police inquiries.

The school will take guidance from both Children and Young People's Services (Social Services) and the Police with regards to children having access to 'alleged perpetrators.'

The school will work closely and take direction from Children's Social care at all times and follow their recommendations with all children and families.

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

In exceptional circumstances when a face-to-face handover is not possible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

### **Staff Code of Conduct (see also Staff Handbook)**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head teacher and parents. Any physical restraint used will comply with DfE guidance "*Use of Reasonable Force in Schools*" (see also the school's positive handling policy).

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot, (see also the Intimate Care policy). All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headteacher.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to

the colleague involved. It should be shared with the Executive Headteacher or Chair of Governors if it relates to the Headteacher.

### **Allegations towards staff:**

If there is a concern about a member of staff this should be brought to the attention of the **Executive Headteacher, Rachel Davie** immediately. If the allegation concerns the Executive Headteacher, then this needs to be brought to the attention of the **Chair of Governors, James Gowland**. The school will seek the support of the LADO (Local Authority Designated Officer) in cases where it is considered that a child may have been put at risk or harmed by a member of staff whether employed or a volunteer who is working in the school. **The LADO for Hackney is Leizel Le Roux, 020 8356 4569.**

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional (inclusive of agency staff) or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved or may have behaved in a way that indicates s/he is unsuitable to work with children (transferable risk)

### **The Role of The Governing Body**

The Nominated Governor for child protection at the school is James Gowland (Chair of Governors).

The Governing Body are the accountable body for ensuring the safety of the school. The governing body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Hackney Safeguarding Children Board
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers as detailed in Keeping Children Safe in Education guidance (September 2020)
- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead
- The Designated Safeguarding Lead attends appropriate refresher training every two years
- All staff who work with children undertake regular update training
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities
- The school remedies any deficiencies or weaknesses brought to its attention without delay
- The school has procedures for dealing with allegations of abuse against staff/volunteers

The governing body reviews its policies/procedures annually. Their role is strategic rather than operational. They will not be involved in concerns about individual pupils/students. The Nominated Governor is responsible for liaising with the Executive Headteacher/ Designated Safeguarding Lead over all matters regarding child protection issues and is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Headteacher / Executive Headteacher.

Governors are subject to s128 checks in order to undertake a governance role.

## **Use of External Agencies and Speakers** (see also visiting speakers policy)

At our school 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 and speakers whom we engage to ensure that they are suitable and properly supervised.

The Headteacher on site is in charge of coordinating and vetting the booking of all visiting speakers and staff members should seek permission giving a clear explanation as to the relevance and purpose of any visit and intended date and time.

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

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

- Any messages communicated to pupils support fundamental British Values and our school values
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to pupils 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 are clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs and age groups of students

We recognise that the ethos of our school 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 or support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage risk themselves where appropriate to their age and ability but also to help pupils develop critical thinking skills needed to engage in informed debate.

As a school we will undertake the following processes to safeguard our pupils against inappropriate or unsuitable speaking visitors:

- A formal procedure for inviting speakers, which involves approval by the headteacher and a clear understanding of why the speaker has been chosen
- A list of appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously
- Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well-documented
- An understanding that the speaker will be expected to talk with staff about the content of the presentation before the event. Speakers and staff must allow time for this discussion, whether it is on the day or beforehand to ensure that they understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material
- An understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the headteacher
- Visiting speakers must arrive at reception in good time to book in, and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present

- Visitors must be supervised at all times and not be left alone with pupils, unless they have confirmed DBS checks
- Visiting speakers should understand that their presentation may be brought to an early end if the content proves unsuitable
- All information about the visiting speaker and the booking process should be recorded in the school diary
- Once a person has visited a school, future checks should be proportionate
- If any concerns over the conduct of the speaker or the content of the presentation are raised by the supervising adult, these should be brought to the Headteacher's attention immediately and a review made of whether future visits are suitable. The school reserves the right to refuse access to any visitor who it is deemed may present a safeguarding risk to pupils in line with this policy

### **Photographs and videos**

We recognise that there are potential risks associated with sharing images of children online and children and their parents/carers have a right to decide whether their images are taken and how these may be used.

#### **We will seek to keep children and young people safe by:**

- Always asking for written consent from a child and their parents or carers before taking and using a child's image
- Only using names if we need to identify the image, and then only the first names of children whose images are being used in our published material whenever possible
- Never publishing personal information about individual children
- Making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)
- Reducing the risk of images being copied and used inappropriately by only using images of children in appropriate clothing (including safety wear if necessary) and avoiding full face and body shots of children taking part in activities such as swimming where there may be a heightened risk of images being misused
- Using images that positively reflect young people's involvement in the activity

#### **Photography and/or filming for personal use**

When children themselves, parents/carers or spectators are taking photographs or filming at our events and the images are for personal use, we will remind parents/carers and children that they need to give consent to take and use images of children by:

- Asking for photos taken during the event not to be shared on social media *or* asking people to gain permission from children and their parents/carers before sharing photographs and videos that include them
- Recommending that people check the privacy settings of their social media account to understand who else will be able to view any images they share
- Reminding children, parents and carers who they can talk to if they have any concerns about images being shared

If we hire a photographer for one of our events, we will seek to keep children and young people safe by:

- Providing the photographer with a clear brief about appropriate content and behaviour
- Ensuring the photographer wears identification at all times
- Informing children and parents/carers that a photographer will be at the event and ensuring they give written consent to images which feature their child being taken and shared
- Not allowing the photographer to have unsupervised access to children



- Not allowing the photographer to carry out sessions outside the event or at a child's home
- Reporting concerns regarding inappropriate or intrusive photography following our child protection procedures

### **Photography and/or filming for wider use**

If people such as local journalists, professional photographers (not hired by us) wish to record one of our events and share the images professionally or in the wider world, they should seek permission in advance.

They should provide:

- The name and address of the person using the camera
- The names of children they wish to take images of (if possible)
- The reason for taking the images and/or what the images will be used for
- A signed declaration that the information provided is valid and that the images will only be used for the reasons given

We will verify these details and decide whether to grant permission for photographs/films to be taken. We will seek consent from the children who are the intended subjects of the images and their parents and inform the photographer of anyone who does not give consent.

At the event we will inform children, parents and carers that an external photographer is present and ensure they are easily identifiable. If any member of staff is concerned that someone unknown to us is using their sessions for photography or filming purposes, we will ask them to leave and (depending on the nature of the concerns) follow the processes outlined in this policy.

See also our ICT policy, Acceptable Use and Behavior policies

### **Inappropriate use of technologies**

*See also Acceptable Use Policy and Behaviour & Bullying Policy Teaching Online Safety in Schools (June 2019)*

We recognise that young people are at potential risk from the inappropriate use of new technologies. This includes the risk of inappropriate contact through the internet, sexting and exposure to harmful or age inappropriate material. We teach children how to stay safe online as well as the benefits and risks of social media. We seek to ensure that our pupils become confident users of new technology and are able to identify and report risk but alongside this ensure that pupils are kept safe when online and school internet enabled devices are routed through filter systems which appropriately block materials which might cause harm.

- **Online Bullying:** is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms including abusive or threatening texts, emails or messages, posting abusive comments on social media sites, sharing humiliating videos or photos of someone else, stealing someone's online identity, spreading rumours online, group bullying or exclusion online.
- **Sexting:** The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.
- **Upskirting:** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

### **Child on Child Sexual Violence and Sexual Harassment**

Staff will pay due regard to guidance within part 5 and Annex A in Keeping Children Safe in Education September 2020 when responding to allegations of Child on Child Sexual Violence and Sexual Harassment. Reports of such conduct are likely to be complex and staff will deal with

any arising issues of this nature calmly, sensitively and on a case by case basis. At all times all victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A risk and needs assessment will be undertaken to establish appropriate actions as well as to ensure safety and well-being.

### **Serious violence**

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** including county lines

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Any concerns regarding CSE should be immediately reported to the DSL.

### **A Safer School Culture**

#### **Contextual Safeguarding**

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

#### **Teaching Safeguarding**

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, British values, online safety and bullying. Relevant issues will also be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

#### **Safer Recruitment and Selection**

The school pays full regard to 'Keeping Children Safe in Education' (2020). Safer recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. At least one member of the interviewing panel will have undertaken CWDC/NCSL Safer Recruitment training.

#### **Child Missing Education and safeguarding concerns**

All children, regardless of their circumstances, are entitled to a full time education that is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect and therefore pupil attendance and absence is closely monitored in our schools. The law requires all schools to have an admission and attendance register. Our schools will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **Staff support**

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate (Employment Counselling Helpline).

## **Our Role in the Prevention of Abuse**

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

## **Maintaining Records**

The school will maintain up to date contact details for all of its staff and pupils including the details of two emergency contacts for all pupils. Concerns will be recorded systematically and stored securely using a system which ensures the rapid and rigorous identification of need.

## **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

## **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## **Other areas of work**

All our policies addressing issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach. Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## **Safeguarding Pupils who are vulnerable to extremism** (see also appendix B)

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Our school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Extremism is defined by the Government in the Prevent Strategy as:

*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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

Extremism is defined by the Crown Prosecution Service 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; or*
- *Foster hatred which might lead to inter-community violence in the UK.*

Our school seeks to protect children and young people against the messages of all violent extremism including:

### **Risk reduction**

The School Governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

### **Response**

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. **The SPOC for our organisation is Rachel Davie (Executive Headteacher).**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as

violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues, (See appendix A).

### **Safeguarding Pupils who are vulnerable to exploitation, forced marriage, genital mutilation or trafficking**

Our safeguarding policy above is reflected through the school's values, ethos and behaviour policies and provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and to include such issues in an age appropriate way in their curriculum.

Our school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Leads know where to seek and get advice as necessary. Our school brings in experts and uses specialist material to support the work we do.

### **What we do when we are concerned**

Where risk factors are present but there is no evidence of a particular risk then our Designated Safeguarding Lead advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The Designated Safeguarding Lead may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The Designated Safeguarding Lead can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The school will review the situation after taking appropriate action to address the concerns.

The Designated Safeguarding Lead will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.

## Links to Other Policies

- |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Attendance &amp; Punctuality Policy</li><li>• Acceptable Use Policy</li><li>• Behaviour &amp; Bullying Policy</li><li>• CCTV Policy</li><li>• Complaints Policy</li><li>• Drug &amp; Alcohol Policy</li><li>• Equal Opportunities Policy</li><li>• GDPR Policy</li><li>• ICT security and procedures policies</li></ul> | <ul style="list-style-type: none"><li>• Inclusion Policy</li><li>• Intimate care policy</li><li>• Learning &amp; Teaching policy</li><li>• Positive Handling Policy</li><li>• Parent Partnership Policy</li><li>• PSHCE Policy</li><li>• Staff code of conduct</li><li>• Use of Private Hire Vehicles Policy</li><li>• Visiting Speakers Policy</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Early Help

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

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs / has special educational needs
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking or exploitation / is at risk of being radicalised
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care / is a privately fostered child.
- is showing early signs of abuse and/or neglect;

### Indicators of Abuse

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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.

**INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service 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; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
  - Personal Crisis – the student / pupil may be experiencing family tensions, a sense of isolation, and low self-esteem. They may have dissociated from their existing friendship group and become involved with a new and different group of friends; and they may be searching for answers to questions about identity, faith and belonging.
  - Personal Circumstances – migration, local community tensions, and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
  - Unmet Aspirations – the student / pupil may have perceptions of injustice, a feeling of failure, or rejection of civic life
  - Experiences of Criminality – these may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.



8. More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis



### Safeguarding Risk Assessment for the Prevention of Radicalisation

Activity	Potential Risk	Action Plan
Pupils exposed to extremist material	Moderate	<ul style="list-style-type: none"> <li>• SEAL curriculum to include elements of discussion of current affairs, themes of tolerance &amp; respect</li> <li>• RE curriculum to offer a broad and balanced view of world religions</li> <li>• Value awards, democracy day. Humanities lessons used to emphasise British values e.g. freedom of speech, rule of British law and democracy</li> <li>• Provision of Parent prevent information sessions</li> <li>• Skills to interpret and analyse information embedded in core curriculum</li> <li>• Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff</li> <li>• School internet access managed. LGFL blocking of inappropriate content.</li> </ul>
Pupils exposed to extremist material online on or off site	Moderate	<ul style="list-style-type: none"> <li>• Online and safety embedded in taught IT lessons</li> <li>• Keeping safe week incorporates practical elements of safety.</li> <li>• Filters on school servers and monitoring of use by IT technicians</li> <li>• Parent Prevent information sessions</li> <li>• Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff</li> <li>• Acceptable use policy regularly updated, reviewed and implemented</li> </ul>
Premises used by extremist group or speaker	Low	<ul style="list-style-type: none"> <li>• Content of external speakers agreed prior to visit</li> <li>• Sessions attended by member of staff</li> <li>• External requests to use facilities monitored and agreed only by Executive Headteacher</li> <li>• Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff</li> </ul>
Staff member promotes extremist views or behaviour	Moderate	<ul style="list-style-type: none"> <li>• Safer recruitment training undertaken by at least one member of the interview panel</li> <li>• Gaps in employment history explored and references checked and signed.</li> <li>• Safeguarding policy includes risk of radicalisation and protocol for raising concerns and is regularly updated and shared with staff</li> <li>• SPOC named in safeguarding policy.</li> <li>• Prevent awareness training undertaken by all staff.</li> <li>• SLT members undertake Chanel training</li> </ul>
Intruder with malicious intent accesses school site	Low	<ul style="list-style-type: none"> <li>• Access &amp; Egress, CCTV policies adhered to.</li> <li>• Daily site check by premises officer to ensure security.</li> <li>• All visitors checked by office team and visitor badges issued.</li> <li>• Entrance gates to school secured, operated by front office.</li> <li>• Members of school team deployed to gates at start and end of day.</li> <li>• School staff remain vigilant and challenge where appropriate</li> </ul>

Terrorist incident in local area	Moderate	<ul style="list-style-type: none"> <li>• Critical incident plan in place including remote method of contacting stakeholders in an emergency</li> <li>• Half termly evacuation drills in line with Health &amp; Safety policy.</li> <li>• Entrance gates to school secured, operated by front office.</li> </ul>
Pupils on trip exposed to serious or terrorist incident	Low	<ul style="list-style-type: none"> <li>• Trip risk assessments signed off by senior member of staff</li> <li>• Member of staff contactable at school reception during the day.</li> <li>• Adult pupil ratio age in line with guidance.</li> <li>• Departure and return times agreed with SLT.</li> <li>• Classteacher sets rules &amp; expectations before departure e.g. quiet talking, listening to adult instructions, no running, children in pairs, not talking to strangers</li> <li>• Adults at the back front and spread out through the middle on the line with front adult checking on line behind</li> <li>• Staff to watch children for unwanted attention from members of the public.</li> <li>• Adjustments to trips made if immediate concerns including cancellation where there is good reason and basis for concern.</li> </ul>
Parental behaviour or action related to extremism raises concerns over child's well being.	Moderate	<ul style="list-style-type: none"> <li>• Prevent awareness training offered to all parents</li> <li>• Parents awareness of the internet safety raised through e safety coffee mornings</li> <li>• Safeguarding policy available to parents in school Reception areas and online</li> <li>• 'Cause for concern' and parent contact forms used to co-ordinate school action and response to any concerns arising.</li> <li>• Safeguarding policy includes risk of radicalisation and protocol for raising concerns and is regularly updated and shared with staff</li> <li>• SPOC named in safeguarding policy.</li> <li>• Prevent awareness training undertaken by all staff.</li> <li>• SLT members undertake Chanel training</li> </ul>
Pupils taken abroad to area of risk	Moderate	<p>Daily absence monitoring with first day calling  Any pupils identified as a safeguarding risk included in Learning Mentor daily check  All absence requests to be written  Holiday absence requests not authorised  One point of contact for attendance monitoring  Referral to point of LA prevent contact for any suspicious absences  Staff training on Prevent and risks of radicalisation.  Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff</p>

Signed: Rachel Davie

Date: 1<sup>st</sup> September 2020

## **COVID-19 Annex**

### **1. Context**

Orchard Primary School is committed to safeguarding and promoting the welfare of children. This commitment remains the same in the difficult circumstances brought about by the COVID-19 outbreak. During this period the principles and practices of the Safeguarding and Child Protection Policy will continue to apply. In order to ensure the safety and welfare of children whilst working in extraordinary circumstances, the school will adhere to the [DfE coronavirus safeguarding guidance](#).

### **2. Version control and dissemination**

This is interim safeguarding guidance; it is under review and will be updated in line with DfE reviews and amendments.

This interim guidance is available for staff and parents/carers on the school website and also through the school internal system for sharing information.

### **3. Designated Safeguarding Lead**

There will always be a nominated Designated Safeguarding Lead (DSL) available on school site for the duration of the school day.

The name of the 'duty' DSL will be identified clearly when the weekly staffing rota is published.

Anyone with a safeguarding concern should contact the duty member of the leadership team for that day.

### **4. Vulnerable Children**

The school will continue to work with and support children's social workers and local authority leaders to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children attend school where appropriate.

The school has an identified list of vulnerable children including SEND - EHCP, Child Protection, Child in Need, Targeted Early Help, Social Emotional and Mental Health and Looked After Children, following guidance from DfE.

For those children who are not attending school and who are identified as vulnerable, communication with external agencies will be a priority to ensure the safety of the child. Regular weekly contact is being made with home through school staff to ensure welfare checks.

### **5. Safeguarding Partnerships**

The school will continue to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

The school have adopted the Operation Encompass initiative. This is a unique Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse. Operation Encompass is the reporting to schools before the start of the next school day when a child or young person has been involved or exposed

to a domestic abuse incident the previous evening. The information is given in strict confidence to the Designated Safeguarding Lead to enable support to be given.

## **6. Pupils and staff on site**

The school will continue to be a safe place for children to attend. The appropriate staff will be allocated to maximize safety, with strict adherence to Government guidance for education and childcare settings on how to implement social distancing and to advice from Public Health England on handwashing and other measures to limit the spread of COVID19.

The school has a member of the senior leadership team onsite during each day. If staff have concerns of a safeguarding nature, they should continue as expected in the current Safeguarding and Child Protection Policy and Procedures. The senior leader representative will manage the concerns and make contact with the Headteacher.

## **7. Pupil Attendance**

Pupils on site will be registered and the school will follow up on the welfare of any pupil/s expected to attend. Where a vulnerable pupil does not take up their place at school, or discontinues, the school will notify their social worker.

The school will maintain daily attendance records of all pupils and staff on site on any given day. Attendance submissions to the DfE will be made daily.

## **8. Wellbeing Support**

It is recognised that school can be a protective factor for children and young people, and that the current circumstances could affect the mental health of pupils and their parents. Staff will be in regular weekly contact with parents and will continue to be vigilant for signs of safeguarding risk or emotional distress.

Safeguarding concerns will be reported to the DSL in line with normal safeguarding procedures. The reporting of any concern should be immediate and without delay.

Pastoral concerns will be addressed initially by the class teacher, who will refer to their designated senior leader if further support is identified as needed. This may involve the school art therapists or other agencies depending on the nature of the issue. The identified senior leader will take responsibility for ensuring yellow contact forms are completed in line with school systems. Pupils or parents with a pastoral concern should contact their class teacher (via the school admin email address or via the office telephone) who will support and direct them to other staff as needed.

Where a pupil is already known to the school as being in need, or is in receipt of pastoral support in school, the DSL will ensure that a communication and support plan is in place for that child. This will include additional weekly telephone contact from the allocated senior leader.

## **9. Children working from home**

The vast majority of children will currently be off-site and being educated at home. There are systems in place for supporting children with home learning through online teaching, access to online learning platforms and home learning packs have been allocated for those without access to the internet.

The school has provided parents/carers with the opportunity for communication to discuss any possible concerns that they may have with learning from home. These conversations are carried out weekly by telephone in KS1 and to parents of pupils who have not accessed online learning platforms in KS2.

The school office remains open each day to answer telephone enquiries from parents.

## **10. Online safety**

It is likely that children will be using the internet and engaging with social media far more during this time. All staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

All staff will follow the process for online safety set out in the Safeguarding and Child Protection Policy and the Acceptable Use Policy. The policy applies equally to existing and new online and distance learning arrangements which have been introduced for dealing with COVID-19. Using online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Staff who interact with children online through Google Classroom in KS2 will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the duty DSL.

With many children working online and being taught through online lessons, it is important that each educational setting continues to support children who may be victims of peer-on-peer abuse. If any form of peer-on-peer abuse is reported to a staff member, this must be reported to the DSL and action taken.

## **11. Safeguarding training and induction**

Additional DSL training is unlikely to take place whilst there remains a threat from the COVID-19 virus. For the period COVID-19 measures are in place, a DSL who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have received up to date safeguarding training this academic year and have read and signed Keeping Children Safe in Education (2019), Part One.

Where new staff are recruited, they will continue to be provided with a complete safeguarding induction. If staff are deployed from another setting to the school, we will take into account the DfE supplementary guidance on safeguarding children and vulnerable adults during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that the individual has been subject to an enhanced DBS and children's/adult's barred list check, there are no known concerns about the individual's suitability to work with children or vulnerable adults, there is no ongoing disciplinary investigation relating to that individual.