**This policy covers the following:**

• **Physical abuse, emotional abuse, sexual abuse and neglect. It also specifically addresses**

**• Gang Violence, Female Genital Mutilation (FGM), Extremism/Radicalisation and Child Sexual Exploitation (CSE) (which come into the 4 categories above)**

**• Safer Recruitment**

**• Please also refer to our e safety policy, Behaviour Policy (including the section on Reasonable Force) , anti- bullying policy and school SEND report**

**• Please also refer to our staff Code of Conduct and Staff Handbook**

1. **Responsibility and Immediate Action**

All adults working in Loughborough Primary School & Children’s Centre (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse to the Designated Person for Child Protection. We understand it may be more difficult for some vulnerable and SEND children to disclose information and will support them in doing so.

The Designated Person is: Elena Mauro. The Deputy Designated Persons are Marie Sinclair and Marcella Madden. Elena Mauro’s day to day duties are delegated Marie Sinclair. Only these named persons are sanctioned by policy to speak on behalf of the school in any CP matter. One of the above is available at all times when the school is open to advise on CP issues.

The Designated Person is the focal point for Loughborough Primary School & Children’s Centre staff who may have concerns about an individual child's safety and the first point of contact for external agencies who are pursuing Child Protection investigations. They are most likely to have a full picture of safeguarding issues. The Designated Person also co-ordinates representation at Child Protection conferences and the submission of written reports for conferences.

When an individual concern / incident is brought to the notice of the Designated Person they will be responsible for consulting with Social Care to decide upon whether or not this shall be reported as a child in need of protection. Issues should only be discussed with the Designated Person and confidentiality respected at all times. Once a concern / incident has been brought to the attention of the Designated Person the involvement of any individual is finished. They may be asked to provide further information or be updated about action taken but it remains the responsibility of the Designated Person to decide on a course of action and follow it.

In circumstances where a child has a suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. If a child is thought to be at immediate risk (because of parental violence or intoxication, for example), urgent Police intervention will be requested.

2. **Definitions of Child Abuse:**

Some board may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical Abuse:

May involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise, causing physical harm to a child.

Emotional Abuse

This is the persistent emotional ill- treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment, though it may occur alone.

Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or in encouraging children to behave in sexually inappropriate ways.

Neglect

This is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Extremism and Radicalisation

Please refer to Appendix 3 for the full procedural framework on our safeguarding duties in protecting our pupils from extremism and radicalisation.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered support. In such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

However, staff at our school will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. All adults working in our school (including visiting staff, volunteers’ contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead, including any harm through extremism or radicalisation.

**3. The Role of our School in Safeguarding**

**a. The role of the Governing board**

The governing board will ensure that school meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance ‘Keeping Children Safe in Education, 2016’

The governing board will challenge the school’s senior management team on the delivery of this policy and monitor its effectiveness. Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance.

The governing board will ensure that the following are in place: Safeguarding and child protection policies and procedures consistent with Lambeth Safeguarding Children Board procedures; staff Code of Conduct, Staff Handbook and E Safety Policy; behavior policy; attendance policy..

The governing board will ensure that a senior member of staff is appointed the Designated Safeguarding Lead with responsibilities for carrying out the statutory duties as set out in this policy.

The school has a designated governor responsible for advocating child protection and safeguarding issues within the school. This governor will liaise with the Headteacher and the Designated Safeguarding Lead and report to the governing board on safeguarding matters.

b. **The role of the head teacher:** The Headteacher will ensure that policies and procedures adopted by the governing board are followed by all staff.

c. **The role of the Designated Safeguarding Lead**: The Designated Safeguarding Lead will be appointed from the senior leadership team and will take the lead responsibility for safeguarding and child protection. Annex B of the DfE Guidance; Keeping Children safe in Education 2016, describes the broad areas of responsibility and activities related to this role. Deputy safeguarding lead[s] have also been appointed to take on the responsibility in the absence of the safeguarding lead. The ultimate responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead also co-ordinates the school’s representation at Child Protection conferences/core groups and the submission of written reports for such CP meetings. The Designated Safeguarding Lead will ensure that if staff members attend a child protection meeting, they have the authority to make decisions and commit resources on behalf of the school.

The Designated Safeguarding Lead will have oversight of the delivery of school recommendations within Child Protection Plans and will disseminate information to relevant staff members as appropriate.

During term time the Designated Safeguarding Lead and or a deputy will be available during

school for staff to discuss any safeguarding concerns. The Designated Safeguarding Lead will ensure that there is adequate and appropriate cover arrangements for any out of hours/out of term activities.

d. **The role of school staff:**  School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. If staff members have any concerns about a child’s welfare they there should report the matter to the Designated Safeguarding Lead using the school, a child is in immediate danger or is at risk of harm, the safeguarding designated lead will refer to children’s social care and/or the police immediately. Concerns must be put in wring using the dedicated form; in a case where they believe a child may be at risk of immediate harm they can be put verbally to start with.

Though the responsibility to refer to children social care lies with the Designated Safeguarding Lead, anyone can make a referral. Guidance on making a referral is on display in the staffroom. Where referrals are not made by the Designated Safeguarding Lead the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made.

4. **Contextual Safeguarding:**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

5. **Safer Recruitment and Single Central Record**

**Safer Recruitment**

Our school uses safer recruitment procedures that help deter, identify reject people who might abuse children. We adhere to the statutory guidance ‘Keeping safe in education, Sept. 2016, to ensure that all staff working in our school have had the appropriate checks carried out.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training

Staff working in the school, engaged in regulated activity, will require an enhanced DBS certificate, which includes barred list check.

All staff employed to carry out work will require an additional check to ensure that they are not prohibited from teaching.

The Teachers’ Disciplinary (England) Regulations 2012 apply to schools and sixth form colleges and any person that is subject to a prohibition order is prohibited from carrying out teaching work in those establishments.

Where an individual starts work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

The school will carry out a risk assessment and put in place any necessary measures to ensure that the pupils are safe whilst waiting for an outcome of the DBS check.

All or staff are asked to make the relevant declarations under the under the Childcare Act 2006 as set out in the Childcare (Disqualification) Regulations 2009.

Teacher prohibition orders prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

We will ensure that under no circumstances a volunteer is allowed to work with children unsupervised. For a volunteer, not involved in regulated activity, the DBS certificate will not include a barred list check. Checks carried out on volunteers, will be recorded on the single central record.

All volunteers will be suitably supervised and may be subject to an Enhanced DBS Check but without a check of the Children’s Barred list. Supervised activity does not fall under the definition of Regulated Activity.

Volunteers will work under the direct management of a staff member, who is in Regulated Activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. They will have a ‘job description’ pertaining to the volunteering role provided with appropriate induction.

Visitors to school – staff will check with a senior teacher before any adult is invited into school to do any activity with children. The same applies to trips.

For supply staff will also include whether written confirmation that the employment agency supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Safer Recruitment:

Advertising

• A statement about the school’s commitment to safeguarding pupils is present in all adverts

• The requirement for an enhanced DBS disclosure is highlighted when advertising

Sending Out Application Packs

• The responsibility to safeguard children is a responsibility in all job descriptions

• A statement about the school’s commitment to safeguarding children is included in all application packs

Shortlisting & Interviewing

• Application forms are scrutinized for inconsistencies and gaps when candidates are shortlisted

• Concerns are followed up at interview

• A question related to safeguarding in included in interviews

* At least one member of interview panel has Safer Recruitment training

References

• All references are to be provided in writing

• A standard pro-forma is to be used which includes a space for any concerns/allegations/or disciplinary taken against applicant

• The school signs references when they arrive

• Offering a Job

• All offers are conditional until pre-appointment checks are carried out

• These include Barred Children list, an enhanced DBS initiated, qualifications checked , Prohibition Order check, overseas check if appropriate, signing the Keeping Children Safe checklist.

Our school keeps a Single Central Record, covering the following people: all staff (including supply staff, and teacher trainees on salaried routes), staff who are contracted to work for us through a third external agency, volunteers and governors. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

• an identity check;

• a Barred List check;

• an enhanced DBS check/certificate;

• a Prohibition from Teaching check;

• further checks on people who have lived or worked outside the UK as appropriate; this would include recording checks for those from the EEA.

• a check of professional qualifications; and

• a check to establish the person’s right to work in the United Kingdom.

We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out regularly.

Our school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child or if we have a reason to believe the member of staff has committed one of a number of listed offences and as a result we have removed them from working in Regulated Activity. Such referrals to the DBS apply to paid or unpaid staff where we are the employer and also applies where we would have removed that person from Regulated Activity had that person not resigned from our employment.

6. **Allegations involving staff:**

Complaints/Allegations made against Staff

Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with the school’s Complaints Procedures.

Where it is alleged that a member of staff (including volunteers) in the school 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; or

• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children

the matter will be dealt with in line with the allegations procedures as set out in Part Four of ‘Keeping Children Safe in Education, 2016.

Allegations against staff must be brought immediately to the attention of the Head Teacher, not the Designated Safeguarding Lead (unless that is the same person). The head teacher will only carry out initial enquiries (not an investigation) prior to a discussion with the Local Authority Designated Officer (LADO).

Any allegation relating to the Headteacher must be brought to the attention of the Chair of Governors who will consult LADO.

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported: all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher’s family, those concerns should be reported to the designated officer(s), children’s social care or the police as required. But suspension is highly unlikely to be justified on the basis of such concerns alone.

All referrals relating to an allegation against an adult working with children will be made to social care via the Lambeth Children’s services first response team using the LADO referral form.

Outcomes of all investigations into allegations made against staff will be notified to schools, colleges and early years safeguarding leads (Sarwan Singh Jandu / Denys Rasmussen) on completion.

Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

7. **Peer on Peer Abuse**

Staff should recognise that children are capable of abusing their peers. We take peer on peer abuse seriously - it should never be tolerated or passed off as “banter” or “part of growing up”.

Different forms of peer on peer abuse:

o Bullying / cyber bullying

o Sexting

o Sexual touching

o Subjected to an initiation rite

It must also be remembered that children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm, or may have committed other offences. Any concerns regarding peer on peer abuse will be addressed using school safeguarding procedures. In these cases both chidren are seen as victims, risk assessments are carried out if necessary and cases referred to the LA as per normal school procedure. See Appendix 1.

8. **Children Missing Education**

A child going missing from education is a potential indicator of abuse or neglect. We will follow the school procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

School holds two emergency numbers for every child and the same person has a role as Attendance/Deputy Safeguarding Lead so that safeguarding concerns related to children missing education are followed up in a timely way.

It is essential that staff are alert to signs to look out for and individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The school will inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

• has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;

• has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;

• has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

The local authority will be notified when a pupil is removed from the register for any of the reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

9**. Previously Looked After Children**  all staff are aware of who these children are and that they remain vulnerable. The Designated Lead monitors their educational achievement.

10 **. Early Help:**

**Any** child may benefit from early help, but all school and college 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 (whether or not they have a statutory Education, Health and Care Plan)

• 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 or exploited

• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

• is misusing drugs or alcohol themselves

has returned home to their family from care

• is a privately fostered child

**All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

If Early help is neede, the Designated Leads will generally lead.

11. **Records**

All CP records are kept securely. Any concern that is reported is logged regardless of whether any future action is taken. The school cooperates fully with external agencies. Any information which they provide to the school is also treated confidentially. Safeguarding files are transferred to receiving schools within 5 working days securely and separately form main records.

12. **Confidentiality**

Staff who have received information about children and their families should share that information only within appropriate professional context on a 'need to know' basis. Disregard for confidentiality is considered a serious matter and could lead to disciplinary action. Feedback will be given to members of staff about individual cases on a 'need to know' basis. See section on GDPR.

13.**Racism**

Issues of racism and cultural differences do not affect the identification and handling of Child Protection.

14.**Photography, Mobile Phones and Use of Video Equipment**

Any photos taken by school staff are for use in school only unless permission has been sought and should be taken on school cameras. Parents are regularly reminded that any photographs or video footage taken during school events are for private use only.

Mobile phones must not be used in class.

A list of children who parents have not given consent for their photos to be taken is

held in the office. It is the teachers responsibility to be aware of who these children are and to communicate this information when necessary.

All staff sign our use of technology policy annually.

15.**Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing board in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance ‘Keeping Children Safe in Education’ 2016

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website or on request to the School Office.

In Loughborough Primary School & Children Centre the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group’s understanding and application of the procedures within this policy as their overall duty to safeguard children.

**Appendix 1: Peer on Peer Abuse including Sexual Violence**

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• sexual violence and sexual harassment;

• sexting (also known as youth produced sexual imagery); and

• initiation/hazing type violence and rituals.

**Appendix 2: Youth Violence and Gang Related Issues:**

Indicators that a child may be at risk of or already involved with a gang and/or youth crime

• pupils feeling they do not have a choice about being in a gang due to family ties,

• being targeted by other gangs due to family or sibling’s own gang or criminal activity

• pupils feeling they have a low life expectancy,

• witnessing stabbings and shooting – becoming a target as a result,

• moving home due to witnessing a gang related incident

• freely talking about weapons and firearms,

• delivering items for gang members,

• being threatened or seeing others threatened with a weapon,

• arriving late to school after doing ‘gang work’,

• going home from school with older boys to do ‘gang work’,

• being cared for or babysat by gang members (very prevalent in Lambeth)

• receiving gifts (trainers, designer clothes etc.) from older boys as payment,

• having numerous mobile phones on them,

• fear of being snatched or kidnapped by others – girls fear this especially

**Appendix 3 Female Genital Mutilation (FGM) (illegal under the Female Genital Mutilation Act 2003)**

Please raise any concerns with the Safeguarding leads. THERE IS A MANDATORY DUTY TO REPORT CASES OF FGM

Indicators that a girl may be at risk of FGM

• She has a parent from a practising community

• She and her family have a low level of integration into a community

• The mother or any sisters have experienced FGM

• She is withdrawn from PSHE

• She has talked about, or you know about, the arrival of a female family elder

• She talks about it to other children

• She refers to a ‘special procedure’ or ‘special occasion’ or ‘become a woman’

• She is out of the country for a prolonged period

• She is taking a long holiday to her country of origin or another country where the practice is prevalent (parents may talk about it too)

Indicators that a girl has experienced FGM

• A girl has problems walking/standing/sitting

• She spends a lot of time in the bathroom/toilet

• She has bladder or menstrual problems

• She has prolonged or repeated absences from school

• She has a reluctance to undergo medical examinations

• She is asking for help but giving a lack of explicit information

**Appendix 4 Preventing Extremism and Radicalisation**

Updated to reflect Guidance in ‘The Prevent Duty: departmental advice for schools and childcare providers’ (DfE June 2015)

**Introduction**

Loughborough Primary School & Children Centre is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Loughborough Primary School & Children Centre recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Loughborough Primary School & Children Centre’s delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 20041. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002)

Our school’s Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the “London Child Protection Procedures” and DfE Guidance “Keeping Children Safe in Education, 2014”; and specifically DCSF Resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK”, DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People” and Peter Clarke’s Report of July 2014.

1 the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

School Ethos and Practice

When operating this policy Loughborough Primary School & Children Centre uses the following accepted Governmental definition of extremism which is:

‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

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

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

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Loughborough Primary School & Children Centre we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. This curriculum will include an integrated approach to the teaching of British Values, Citizenship and PSHE.

Furthermore at Loughborough Primary School & Children Centre we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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

• Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.

• Graffiti symbols, writing or art work promoting extremist messages or images

• Pupils accessing extremist material online, including through social networking sites

• Parental reports of changes in behaviour, friendship or actions and requests for assistance

• Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings

• Pupils voicing opinions drawn from extremist ideologies and narratives

• Use of extremist or ‘hate’ terms to exclude others or incite violence

• Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

• Attempts to impose extremist views or practices on others

• Anti-Western or Anti-British views

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

Teaching Approaches

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

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the ‘key ingredients’ for success as set out in the Table at Page 15 of that document, see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

• Making a connection with young people through good [teaching] design and a pupil centered approach.

• Facilitating a ‘safe space’ for dialogue, and

• Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED’s School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

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

• Citizenship programmes

• Open discussion and debate

• Work on anti-violence and a restorative approach addressed throughout curriculum

• Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil’s experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

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

Use of External Agencies and Speakers

At Loughborough Primary School & Children Centre we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will use the Lambeth Toolkit for Managing the Work of External Agencies.

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

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

• Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

• Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies

• Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

• Activities are matched to the needs of pupils

• Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, 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 and 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 any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Staff should talk to the Head Teacher and /or Chair of Governors and if they are not satisfied with the response should take their concerns to the Executive Director for Children and Young People. Children should raise any worries with any trusted adult in school as they are encouraged to do.

Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at Loughborough Primary School & Children Centre will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child’s family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working in Loughborough Primary School & Children Centre (including visiting staff, volunteers’ contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow Lambeth’s guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

**Appendix 5 Child Sexual Exploitation (CSE)**

**Child sexual exploitation**

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. Like all forms of child sex abuse, child sexual exploitation:

• can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

• can still be abuse even if the sexual activity appears consensual;

• can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

• can take place in person or via technology, or a combination of both;

• can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

• may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

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

• is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who have older boyfriends or girlfriends;

• children who suffer from sexually transmitted infections or become pregnant;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

• children who go missing for periods of time or regularly come home late; and

• children who regularly miss school or education or do not take part in education.

**Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

• can affect any child or young person (male or female) under the age of 18 years;

• can affect any vulnerable adult over the age of 18 years;

• can still be exploitation even if the activity appears consensual;

• can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

• can be perpetrated by individuals or groups, males or females, and young people or adults; and

• is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**Appendix 9 Private Fostering**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

186. The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

**Appendix 10 GDPR/Information Sharing**

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

**The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

Governing bodies and proprietors should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.