

Gillespie Primary School



Child Protection Policy September 2018

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Any parent or carer worried about the safety or wellbeing of a child at Gillespie, should contact the Head teacher, Deputy Head teacher or Chair of Governors immediately

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Introduction

This policy has been developed in line with Government publications 'Keeping children safe in education' Sept 2018 'Working together to safeguard children' September 2018, and 'What to do if you are worried a child is being abused' March 2015.

The policy should be read in conjunction with other school policies/ statements on safeguarding. These are listed at Appendix 5.

Our priority is to ensure the safety and wellbeing of all our children. We make every effort to protect them from physical, emotional, and sexual abuse and from neglect. To this end, we are fully committed to ensuring that consistent, effective safeguarding procedures are in place to support children, families, staff, associated professionals and volunteers at the school. All concerns about the safety or wellbeing of children will be passed to the members of staff referred to on the front cover of this document who are trained as 'designated personnel responsible for safeguarding'.

Information on how to recognise various forms of child abuse including Female Genital Mutilation, Sexual Exploitation, Sexual Violence and Sexual Harassment between children, Forced Marriage, Domestic Violence, Criminal exploitation of children and country lines, "Honour" Based Violence and on the 'Prevent' duty to safeguard children from radicalisation can be found later in this document.

Purpose of this Policy

To inform staff, parents and volunteers about the school's responsibilities for protecting children from abuse or neglect.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Aims of this Policy

Gillespie School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safeguarding children means:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.
- Every child without exception should feel safe and protected from any form of abuse, regardless of gender, ethnicity, disability, sexuality or beliefs. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or another child or children. Abuse can be:
 - Physical abuse, for example beating or punching;
 - Emotional abuse, for example rejection and denial of affection;
 - Sexual abuse, for example sexual assault, encouraging a child to view pornographic material, or use social media and/or mobile

- communications to expose a child to images and/or words of an inappropriate or sexual nature including sexting.
- Neglect, for example failure to provide appropriate care, meet the child's very basic needs and/or medical attention.
- Children being drawn into extremist or terrorist behaviour

Culture of safeguarding

At Gillespie we work hard to ensure all staff/volunteers will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child
- Ensure children are taught about safeguarding, including online safety, so that they can recognise when they are at risk and how to get help when they need it
- Ensure children know that there are adults in the school who they can approach if they are worried
- Ensure children know who the designated persons are for safeguarding
- Ensure that children who have been abused will be supported in line with the child protection plan
- Include opportunities in the computing curriculum (on—safety) and PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse and to share their concerns with the appropriate adults
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies

Key actions

The school will:

Take action to protect any child suffering, or likely to suffer, significant harm. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk of harm. No child or group of children will be treated any less favourably than others in being able to access services which meet their particular needs.

Ensure that the School practises safer recruitment in checking the suitability of staff and volunteers (including members of the governing body and staff employed by another organisation) to work with children and young people in accordance with the guidance given in Part 1 of *Keeping Children Safe in Education* (Sept 2018)

Ensure that all staff have read Part 1 of *Keeping Children Safe in Education* (Sept 2018)

Ensure that all staff receive regular updates on safeguarding at least annually and receive externally approved training as appropriate.

Ensure that all staff and volunteers understand their role in identifying concerns early, liaising with the designated safeguarding lead and sharing information with other professionals to support early identification and assessment.

Ensure that temporary day staff including Supply teachers read 'notes for supply teachers' which includes a summary of child protection procedures on entry to the school. (n.b. this is our own policy)

Ensure that where staff from another organisation are working with our pupils on another site, the School has received assurances that appropriate child protection checks and procedures apply to those staff;

Follow the local inter-agency procedures of the Local Safeguarding Children Board for Islington.

Design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.

Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse.

Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area.

Ensure that, where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after' and previously looked after children including adopted children.

Work with social care, the police, health services and other services to promote the welfare of children and protect them from harm; and have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002 and associated regulations.

School staff will:

Pay regard to **contextual safeguarding** by considering how the importance of wider environmental factors in a child's life may be a threat to their safety and/or welfare. Children and young people can experience significant harm from people beyond the family. The different relationships children and young people can form in their neighbourhoods, schools and on-line can feature potential violence and abuse

Be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil. Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with their agreed child protection plan.

Recognise that children are capable of abusing their peers and that this can happen in or out of school time and could include on-line cyber bullying or abuse. Policies including our anti-bullying policy, online safety policy and

behaviour policy, staff code of conduct describe how we protect and support children.

Be alert to their mandatory duty if, in the course of their work, they discover that an act of Female Genital Mutilation appears to be planned or has been carried out on a girl, they must report this to the police

Be alert to the medical needs of children with medical conditions.

Be aware that some pupils may be in need of additional support, even if they are not suffering harm or at immediate risk of harm;

Consider how children may be taught about safeguarding, including online safety, through the computing and PSHE curriculum, with particular regard to how children can adjust their behaviours to reduce risks and build resilience, including to radicalisation (particularly through the safe use of electronic equipment and the internet).

Be alert to the risk of vulnerable children being drawn into extremist behaviour and develop staff training and procedures in accordance with the 'Prevent' duty (see Appendix 6 for further details including potential indicators of vulnerability to extremist ideology and the Channel Panel referrals flowchart, and Appendix 7 for DfE guidance).

Take all practicable steps to ensure that School premises are as secure as circumstances permit.

Roles and Responsibilities

To ensure that children are adequately protected, there will be three designated teachers described as:

- A Designated Safeguarding Lead (DSL), and
- Two Deputy Designated Safeguarding Leads (Deputy DSP).

They have responsibility for co-ordinating action within the school and liaising with other agencies, in particular Islington's **Children's Services Contact Team** (020 7527 7400), the **Local Authority Designated Officer (LADO)** – see Appendix 4 - when there is a concern about a member of staff, other children's services and/or the police. The names of the DSP and Deputy DSP carrying out those responsibilities are listed on the cover sheet of this document^{1, 2}. The Designated Safeguarding Leads or their deputies will always make themselves available during the school day, including before and after school for staff to discuss safeguarding concerns. One Designated Safeguarding Lead will always be on site to be on call and available during school hours.

Procedure for Dealing with a Concern or Disclosure

If a member of staff/volunteer is concerned that a child may have been subjected to abuse or neglect they must report that concern to the DSP or Deputy DSP. Even if their concern is minor, the DSP or Deputy DSP may have more information that, together with what is known by the member of staff/volunteer represents a more serious worry about the child.

¹ For more detail of the responsibilities of the Designated and Deputy Designated Senior Person, see Appendix 2.

² For the statutory framework within which this policy is drafted, see Appendix 3.

If a child discloses that he/she has been abused in some way, the staff/volunteer should:

- Listen to what is being said and react calmly so as not to frighten or deter the child
- Allow the child to talk freely at their own pace without interrupting and take it seriously
- Listen - ask questions for clarification only. Be careful to use open questions: beginning with words like 'how', 'why', 'where', 'when', 'who'? Avoid asking questions that suggest a particular answer
- Acknowledge how difficult it might have been for the child to share the disclosure
- Reassure the child that he/she was right to tell, but don't make promises which it might not be possible to keep
- Let the child know what the member of staff/volunteer plans to do next. Do **not** promise confidentiality – tell the child that the information must be passed to the DSP
- Reassure the child that what has happened is not his/her fault
- Do not criticise the alleged perpetrator
- Make a written record as soon as possible, certainly within the day. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing
- Pass the information to the DSP (or, in his absence, the Deputy), without delay
- Staff/volunteers should never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc.
- Staff/volunteers must keep an open mind and not rule out the possibility of abuse even if the allegation is against someone they know well and previously trusted.

Record keeping

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible
- Record the date, time, place and names of any other adults or children who were present when the disclosure took place
- Record what was said/what happened/what the member of staff/volunteer noticed including speech, behaviour, mood, drawings, games or appearance
- If the child spoke, the member of staff/volunteer should record their words rather than his/her interpretation
- Record also any noticeable non-verbal behaviour and words used by the child and the way in which the child described what happened as this may indicate how the child was feeling
- Use a diagram to indicate the position of any injuries
- Sign the written record at the end
- Not destroy the original notes in case they are needed in any subsequent legal proceedings.

All records need to be given to the DSL promptly.

Children with Special Educational Needs or Disabilities (SEND)

Research suggests that children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be increased by their need for practical assistance and physical dependency including intimate care, which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by increased risk that they may be socially isolated.

Staff/volunteers who work with SEND children must be particularly aware of how the effects of abuse or harm may present, and be able to notice any changes in behaviour or presentation that might indicate a concern. Staff should have a detailed knowledge of pupils' individual care needs as well as their academic needs and take these into account when working with them and their families.

All staff working with children with SEND will receive appropriate training to enable them to meet the needs of all these children appropriately and to recognise and report any concerns.

Further action by Designated Safeguarding Lead and Confidentiality

The Designated Safeguarding Lead will consider, possibly in consultation with other appropriate persons, whether to refer the matter to Islington's Child Services Contact Team and/or to any other relevant professionals/agencies.

The DSL will inform the Chair of Governors (or in his/her absence the Deputy Chair) of child protection matters referred to Islington's Children Services Contact Team.

If the matter is referred, the referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family. The DSL will record his/her reasons for sharing information on the 'request for service form' provided by the children's services contact team

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff, volunteers and parents at Gillespie School.

As a general principle, the school will be open and honest when dealing with parents/carers. The school will talk to parents/carers before involving anyone else unless to do so would place the child at further risk of harm or is otherwise not in the interests of the child.

Parents/carers should be aware of the school's child protection policy and the fact that it has legal responsibilities towards the child.

Staff/volunteers who receive information about children and their families in the course of their work must not share that information with anyone except the relevant professionals.

Management of Safeguarding Documents

All child protection documents will be kept in a 'child protection' file, separate from the child's main file. This will be locked and only accessible to the head teacher/Designated Safeguarding Leads. These records will be copied and transferred to any school or setting the child moves to by registered mail, or in person clearly marked 'Child Protection, Confidential, for the attention of Designated Person Child Protection'. If the child goes missing from education or is removed from the roll to be educated at home, any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained by the school until the child's 25th birthday.

Information Sharing

The General Data Protection Regulation (GDPR) and Data Act 2018 are not a barrier to sharing information when there are concerns about the safety and welfare of a child. The school will follow borough protocols to share information with the children services contact team using secure encrypted emails. The school will ensure that the information shared is accurate and relevant to enable others to do their job accurately and make informed decisions.

Allegations against School Staff/Volunteers

An allegation is any information that indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

Where an allegation is made against a member of staff or a volunteer, the Head teacher will inform the Local Authority Designated Officer (Education) – LADO, Appendix 4 - and also the Chair or Vice Chair of Governors.

If the allegation is against the head teacher, the Chair (or in his absence, the Deputy Chair) of Governors will contact the LADO who will work in conjunction with Social Services and the Police Child Abuse Investigation Team.

Detailed records will be made to include decisions and actions taken with reasons. All records will be retained.

Whilst it is acknowledged that such allegations, (as all others), may be false, malicious or misplaced, it is also acknowledged that they may be well founded. It is, therefore, essential that all allegations be investigated properly and in line with agreed procedures.

Initial actions

- The person who has received an allegation or witnessed an event will immediately inform the head teacher (or deputy head teacher) and make a record. The head teacher will inform the Chair of Governors or Vice-Chair.
- In the event that an allegation is made against the head teacher, the matter should be reported to the Chair/Vice Chair of Governors who will proceed as the 'head teacher'. Contact with the Chair of the Governors can be made at governors@gillespie.islington.sch.uk or through the school office.
- The head teacher/Chair of Governors should not investigate the incident by interviewing either those directly involved or any witnesses as this is likely to jeopardise any subsequent criminal investigation UNLESS this has been agreed after consultation with the LADO.
- The head teacher/Chair should establish:
 - That an allegation has been made;
 - The general nature of the allegation e.g. whether a child has sustained an injury;
 - When and where the alleged incident happened
 - Who was involved and whether any other persons were present
 - What the view of the parents is;
 - Background information on the member of staff and child/children
- The head teacher/Chair will consult with the LADO (Education) in order to determine if it is appropriate for the allegation to be dealt with by the school or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.

Recognising Signs of Child Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Excessive punishment can also amount to physical abuse.

Indicators of physical abuse

- ❖ Bruising, especially
 - ◆ On the trunk of the body
 - ◆ In or around the mouth or face
 - ◆ With an outline of an object e.g. belt, hand or hair brush
 - ◆ Fingertip bruising or marks to upper arms, forearms or legs consistent with gripping
- ❖ Fractures, especially if
 - ◆ There are grounds for concern – the history provided is vague, non-existent or inconsistent
 - ◆ There are associated old fractures
 - ◆ Medical attention is sought only after a period of delay
 - ◆ Skull fractures uncommon in ordinary falls
- ❖ Bite marks
- ❖ Burns and scalds – scalds are the most common intentional burn injury recorded
 - ◆ Burns with a clear outline may be suspicious e.g. cigarettes
 - ◆ Linear burns from electric fire elements

Emotional/behavioural observations

- ❖ Refusal to discuss injuries
- ❖ Frequent unexplained injuries
- ❖ Changing explanation of injuries
- ❖ Admission of punishment which appears excessive
- ❖ Fears of parents being contacted or fearful of returning home with/to parent or carer
- ❖ Withdrawal from physical contact
- ❖ Arms and legs kept covered in hot weather or unwillingness to change clothes
- ❖ Fear of medical help
- ❖ Aggression towards others in language or use of threats
- ❖ Violent behaviour
- ❖ Constant hunger
- ❖ Compulsive stealing or scavenging
- ❖ Self-mutilation
- ❖ Behaviour changes generally
- ❖ Unwillingness to get changed for PE for fear of showing injuries

Indicators in the parent/family environment

- ❖ May have injuries themselves that suggest domestic violence
- ❖ Not seeking medical help/unexplained delay in seeking medical help
- ❖ Reluctant to give information or mention previous injuries
- ❖ Absent without good reason when child is presented for treatment

- ❖ Disinterested or undisturbed by accident or injury
- ❖ Aggressive towards child or others
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- ❖ Observed to be intensely involved with their children, never allowing anyone else to undertake their child's care
- ❖ Parent/carer has convictions for violent crimes
- ❖ History of mental health, alcohol or drug misuse or domestic violence.

Emotional Abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child the opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve hearing or seeing the ill treatment of another e.g. where there is fighting or violence in the home.

It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- ❖ Physical, mental and emotional developmental delay
- ❖ Abnormal attachment between child and parent/carer e.g. anxious, indiscriminate or no very little attachment to their caregivers
- ❖ Extremes of aggression or passivity
- ❖ Continual self-deprecation
- ❖ Sudden speech disorders
- ❖ Fear of new situations
- ❖ Inappropriate emotional responses to painful situations
- ❖ Neurotic behaviour (e.g. rocking, thumb sucking, hair twisting)
- ❖ Self-harm
- ❖ Fear of parents being contacted
- ❖ Drug/solvent abuse
- ❖ Chronic running away
- ❖ Compulsive stealing
- ❖ Air of detachment – 'don't care' attitude
- ❖ Social isolation – does not join in and has few friends
- ❖ Low self-esteem, lack of confidence, fearful, distressed, anxious

Indicators in parent/carer

- ❖ Abnormal attachment to child e.g. overly anxious or disinterest in the child
- ❖ Imposes inappropriate expectations on child e.g. prevents child's developmental exploration or learning, or normal social interaction through overprotection.
- ❖ Domestic abuse, adult mental health problems, parental substance abuse.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (e.g. vaginal, anal and/or oral rape) or non-penetrative acts such as masturbation, kissing, rubbing and inappropriate touching.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical Observations

- ❖ Pain on going to the toilet
- ❖ Blood on underclothes
- ❖ Injuries to genital area or thighs
- ❖ Soreness in genital area, anus or mouth

Emotional/behavioural observations

- ❖ Sudden change in behaviour or school performance
- ❖ Poor attention/concentration (world of their own)
- ❖ Fear of undressing for PE
- ❖ Sexualised conduct inappropriate to age
- ❖ Drawing pictures that represent sexual activity or suggest inappropriate knowledge
- ❖ Tendency to cry easily
- ❖ Tendency to cling or need constant reassurance
- ❖ Wetting or other regressive behaviours e.g. thumb sucking
- ❖ Complaints of genital itching or pain
- ❖ Distrust of familiar adult, or anxiety about being left with a relative
- ❖ Phobias or panic attacks

Neglect

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

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

Indicators in the child

Physical observations

- ❖ Underweight
- ❖ Constant hunger
- ❖ Poor personal hygiene
- ❖ Inadequately clothed, clothing in poor state of repair
- ❖ Unmanaged/untreated health/ medical conditions including poor dental health

Emotional/behavioural observations

- ❖ Constant hunger
- ❖ Constant tiredness
- ❖ General delay especially speech and language delay
- ❖ Absence of normal social responsiveness
- ❖ Frequent lateness or non-attendance at school
- ❖ Emotionally needy
- ❖ Compulsive stealing
- ❖ Low self-esteem
- ❖ Destructive tendencies
- ❖ Thrives away from home environment

Remember it is not the staff/volunteers' job to assess or diagnose, it is their job to share their concern, no matter how small, with the DSP or Deputy DSP as a matter of urgency.

Additional Forms of Child Abuse

Female Genital Mutilation (FGM)

From October 2015 the '2015 Serious Crime Act' places a statutory duty upon teachers, along with social workers and healthcare professionals to report to the police where they discover (either through disclosure by the victim or visual evidence) that

FGM appears to have been carried out on a girl under 18. This is not an action they can delegate to the designated safeguarding leads. Those failing to report such cases will face disciplinary actions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. They should then discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

The World Health Organisation defines FGM as: "all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons".

FGM is a criminal offence in the UK. It is also illegal to take a child abroad to undergo FGM.

FGM has no health benefits, and it harms girls and women in many ways, physically, emotionally and psychologically. It is nearly always carried out on minors (between infancy and 15 years). The average age is 10 – 12 years.

FGM can happen within families who do not see it as abuse. However FGM causes severe physical and mental harm to victims both in the short and long term and for this reason cannot be condoned or excused. The safety and welfare of the child at risk is paramount and professionals should not be deterred from protecting vulnerable girls by fears of being branded 'racist' or 'discriminatory' (HM Government 2011).

Communities that practice FGM include Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian, and Eritrean. Non-African communities include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim.

Professionals need to provide families advice and information on FGM which makes it clear that the practice is illegal. Community and faith leaders can be helpful in facilitating this work with families.

FGM Indicators

- A girl may confide that she is to have a "special procedure" which will make her a woman or talk of a ceremony taking place for her and other siblings.
- There may be talk of vaccinations.
- There may be talk of absence from school. Girls are more at risk of FGM during school summer holidays.
- A girl or her family may talk about a long holiday to her country of origin where the practice is prevalent – this is not enough in itself but may be significant when added to other concerns.

Signs that FGM may have occurred

- Prolonged absence from school with noticeable change of behaviour on return.
- Finding it difficult to sit still and appears to be experiencing discomfort or pain.
- Spending a long time away from class for toilet breaks.
- Asking to be excused from PE or swimming.
- A sudden change in dress.

- Depression.

Where a child is thought to be at risk of FGM, there is a need to act quickly before the child is abused through the FGM procedure in the UK or taken abroad to undergo the procedure.

All staff/volunteers at Gillespie School should be alert to the possibility of this occurring to children and should report suspicions to the DSP or Deputy DSP as a matter of urgency. If a local authority has reason to believe that a child is likely to suffer or has suffered FGM it can apply to the courts for orders to prevent the child from undergoing FGM rather than removing her from her family. If a child has already undergone FGM she should be offered medical help and counselling, and action should be taken to protect any female siblings at risk.

[The NSPCC free 24 hour helpline (where a call can be made anonymously) is 0800 028 3550 or fgmhelp@nspcc.org.uk]

Child Sexual Exploitation

In March 2017 The DFE published new guidance on Child Sexual Exploitation (CSE). The definition below is taken from ‘Working together to safeguard children ‘
Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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 assaulted even if the activity appears consensual. Child sexual exploitation does not always involve physical contact: It can also occur through use of technology

Child sexual exploitation is a form of child abuse. If you suspect a child has been sexually exploited or is at risk of sexual exploitation you must share the information with the Designated Safeguarding Officers immediately. The DE’s guidance “what to do if you suspect a child is being sexually exploited “is here:
www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners -

Peer on Peer Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as ‘banter’ or ‘part of growing up’.

Most cases of pupils hurting other pupils will be dealt with under our school's Behaviour Policy, but this Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- you must tell the DSL and record the allegation, but do not investigate it
- the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- the DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- challenging any form of derogatory or sexualised language or behaviour
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- ensuring pupils know they can talk to staff confidently through special assemblies, i.e. the NSPCC, Keeping Pupils safe assemblies where pupils are reminded that they can talk to any adult in the school and in particular the DSLs who are named so that the children know who they are. Pupils are also reminded that they can contact Childline and the telephone number is on posters around the school. Pupils are also reminded through classroom work with teachers via the PSHE curriculum
- ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Sexual Violence and Sexual Harassment between children

This kind of peer on peer abuse can occur between children of any age and sex, can occur between two children or groups of children harassing a single child or a group. Victims of child sexual violence will find the experience distressing and in all likelihood can affect educational attainment. Sexual violence and sexual harassment can occur online and offline (both physically and verbally). Reports of sexual violence and sexual harassment by children are complex. It is essential victims are supported and offered appropriate support. If you suspect a child has been sexually harassed or is at risk of

sexual violence by another child you must share the information with the Designated Safeguarding Leads immediately.

The DE's guidance Sexual Violence and Sexual Harassment between children in schools and colleges – May 2018 is here:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Forced Marriage

Forced marriage, as distinct from a consensual arranged one, is a marriage where one or both parties involved are forced into a marriage they do not want to enter and do not (or cannot) consent to the marriage and duress is a factor. Duress cannot be justified on religious or cultural grounds. A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

The difference between arranged marriages and forced marriages is that in an arranged marriage the choice as to whether or not to accept the arrangement remains with the prospective spouses.

Forced marriage can happen between children, both living in the UK or between one living the UK with one living abroad.

Suspicious that a child may be forced into marriage include:

- a family history of older siblings leaving education early or marrying early; depressive behaviour including eating disorders,
- self-harming and attempted suicide;
- being kept at home by their parents;
- excessive parental restrictions and control of movements;
- a child talking about an upcoming family holiday that they are worried about
- directly disclosing that they are worried they will be forced to marry.

Forced marriage is mainly an issue of violence affecting women but a small per cent of victims are male. The majority are girls are aged 13 to 16 but in 2012, the youngest victim receiving support from the Forced Marriage Unit was 2 years old. Many victims have been promised to someone from, or before, birth in exchange for business or land.

Where a suspicion or allegation of forced marriage or intended forced marriage is raised, there may be only one opportunity to speak to a potential victim, so an appropriate initial response is vital. Staff/volunteers should not minimize the potential risk of harm or attempt to be a mediator. In such circumstances where possible, the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) should be informed and should see the child immediately, on their own, in a secure and private place and contact the CHILD SERVICES CONTACT TEAM and/or the police.

Forced Marriage Unit, Foreign & Commonwealth Office (FCO)
020 7008 0151 or fmfu@fco.co.uk

The NSPCC general Freephone helpline is 0808 800 5000

Criminal Exploitation of children and County Lines

County lines is the police term for urban gangs providing drugs to suburban areas and market and coastal towns using dedicated mobile phone lines. Gangs use children and vulnerable people to move drugs and money. County lines involves drugs, violence, gangs, criminal and sexual exploitation, modern slavery and missing persons. County lines gang activity is known to be well established in Islington.

Some primary aged children are vulnerable as they may have older siblings, extended family or friends who are being exploited by gangs. Children as young as 12 years old and vulnerable adults are victimised to join a gang either for intangible rewards (such as status, protection or perceived friendship or affection) or to be given something they “want” such as money, clothes in exchange for actions such as carrying drugs.

If staff/ volunteers have a concern this must be raised immediately with the senior designated person who will either liaise with the Child Services Contact team, the police or make a referral to the Islington Integrated Gangs Team via their safeguarding coordinator.

“Honour” based violence (HBV)

The Metropolitan Police definition of so-called honour based violence is "a violent crime or incident which may have been committed to protect or defend the honour of the family or community". Honour based violence cuts across all cultures and communities.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. Honour is an unwritten code of conduct that involves loss of face on some-one's part if offended against, especially in groups where loyalty is considered paramount. Honour based violence might be committed against people due to:

- The existence of a boyfriend or girlfriend from a different culture or religion
- Rejection of an arranged marriage
- Rejection of a forced marriage
- Wearing clothes or make-up or taking part in activities that might not be considered traditional within a particular culture
- Leaving a spouse or seeking a divorce.

A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Violence in the name of 'so-called honour' is often the culmination of a series of events over a period of time and is planned. It may include:

- house arrest and excessive restrictions;
- denial of access to the telephone, internet, passport, and friends;
- Threats to kill; pressure to go abroad.

There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

When receiving a disclosure or reasons for concern, staff/volunteers should recognise the seriousness/immediacy of the risk of harm. They should not minimise the potential risk of harm or attempt to be a mediator. The child should be seen immediately by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, on their own, in a secure and private place and the children services contact team and/or police should be contacted as appropriate.

If a person is in immediate danger, contact police on 999 and then the children's services contact team

See Appendix 4 for further useful contacts, numbers and websites.

Domestic violence

Is defined by the Home Office as 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is:

A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is:

An act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

The Government definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

It has been widely understood for some time that coercive control is a core part of domestic violence. As such the extension does not represent a fundamental change in the definition. However it does highlight the importance of recognising coercive control as a complex pattern of overlapping and repeated abuse perpetrated within a context of power and control.

The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship.

Children of all ages living with a parent, most often the mother, who is experiencing domestic violence, are vulnerable to significant harm through physical, sexual, and emotional abuse and / or neglect.

The legal definition of significant harm includes *“the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home.*

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. The School will maintain accurate and up to date admission and attendance registers to identify children at risk of abuse and neglect, including sexual exploitation or radicalisation, and to help prevent the risks of them going missing in the future.

Parents are required to provide 3 emergency contact numbers if possible and an absolute minimum of 2.

The school takes advice from the DfE Statutory Guidance for LEAs ‘Children missing education’, Sept 2018 and follows the Children Missing Education Protocol set out in the Islington LEA publication ‘Access to learning: Attendance Matters’ Sept 2015 for reporting a pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reason given for being missing. The School is required to 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.

The School must exercise its duty under Section 175 of the education Act 2002 and section 11 of the Children’s Act 2004 and ensure that its functions are discharged with regard to the need to safeguard and promote the welfare of children.

From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps are taken:

- The office will make contact with the parent/carer to seek reassurance that the child is safe at home.
- The outcome of the contact should be assessed by the School Attendance lead and if there are any concerns a consultation with the school’s designated safeguarding lead should take place to consider the child’s vulnerability.

In the following circumstances a referral to Children’s Social Care and/or the Police should always be made promptly:

- The child may be the victim of a crime.
- The child is the subject of a Child Protection Plan.
- The child is subject of Section 47 enquiries (potential Police Protection or Emergency Protection Order).
- The child is looked after.
- There is a known person posing a risk to children in the household or in contact with the household.
- There is a history of the family moving frequently.
- There are serious issues of attendance.

If a child is missing from school for four weeks and is then removed from roll, the LEA Children Missing Education Officer must be informed.

Implementation, monitoring and review of the Child Protection Policy

This policy will be reviewed annually by the governing body or by the Safeguarding Committee.

It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL, currently the head teacher, Mark Owen and the Deputy DSLs, currently the deputy head teacher, Katrina Moses and Assistant Head Lyn Brett through staff performance measures.

Appendix 1:

The Responsibilities of the Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in Gillespie School. (Section 175(2) of the Education Act 2002).

It is recommended that a nominated governor for safeguarding be appointed to take lead responsibility.

The nominated governor for safeguarding at Gillespie School is Rej Bangar

In particular, the Governing Body must ensure:

- There is a child protection policy which is reviewed annually
- There are safe recruitment procedures which are checked annually and when new staff are appointed
- There are policies and procedures relevant to safeguarding which are reviewed at appropriate intervals
- A DSP has been appointed who is a senior member of the school leadership team
- Relevant safeguarding children training is attended by the DSL, Deputy DSL and all school staff/volunteers.
- Deficiencies or weaknesses in safeguarding arrangements which come to their attention are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the head teacher.

Information is provided to the local authority about the school's safeguarding policies and procedures and about how the above duties have been discharged

Appendix 2:

The Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL for Child Protection at Gillespie School is the Head teacher, Mark Owen, and the Deputy DSLs, who will deal with child protection matters in the absence/unavailability of the DSL, are Deputy DSLs, Katrina Moses and Lyn Brett

They will:

- Receive refresher training at a minimum of two yearly intervals to keep their knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by regular updates at least annually, and by refresher training as appropriate.
- Ensure that new staff receive a safeguarding children induction within 7 working days of the commencement of their contract
- Develop effective working relationships with other agencies and services
- Ensure that all staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- Ensure that relevant information about children is shared with staff on a 'need to know' basis
- Update the Child Protection and other safeguarding policies as necessary and ensure the Child Protection Policy is reviewed annually
- Make children and their parents/carers aware of the school's safeguarding procedures and how to access the Child Protection Policy. Children often tell other children, rather than staff or other adults, about abuse – the DSL/Deputy DSL will make sure that senior young people know the school's child protection policy as well as the adults
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF) or refer to Islington's Children's Services Contact Team .
- Liaise and work with the Children's Services Contact Team and LADO and other Children's Services over suspected cases of child abuse
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision
- Submit reports to, ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying the designated Social Worker and/or the Children's Services Contact Team or other appropriate Specialist Service when there is an unexplained absence of more than 2 days for a child who is the subject of a child protection plan
- Ensure Children's Social Care are informed of any proposed change of school of a child who is subject to a protection plan
- Provide guidance to parents, children and staff about obtaining suitable support.

Appendix 3:

Statutory Framework

To safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- Education Act 2002
- The Children Act 2004
- The Education (Pupil Information) (England) Regulations 2000
- London Safeguarding Children Board Procedures March 2014
- Islington Safeguarding Children Board advice and procedures.
- What to do if you are worried a child is being abused March 2015*
- Statutory guidance – Working together to safeguard children September 2018*
- Keeping children safe in education Sept 2018*
- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018*
- Criminal Exploitation of children and vulnerable adults: County Lines Guidance July 2017*
- Sexting in schools and colleges : Responding to incidents and Safeguarding young people – UKCCIS UK Council for Child Internet Safety

*These documents can be found on the school website under Safeguarding & policies

Section 175(2) of the Education Act 2002 provides that the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Keeping children safe in education Sept 2018 is statutory guidance for schools who must have regard to it when carrying out their duties to safeguard and promote the welfare of children:

- Governors of maintained schools are asked to ensure that all staff have read part 1 of the guidance
- Staff should be aware of mandatory reporting requirements with regards to known cases of female genital mutilation(FGM)
- School is required to have due regard to the Prevent Duty ' the need to prevent people being drawn into terrorism' .The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership , staff training and I.T. policies
- School staff should know about the Channel programme and when it is appropriate to make a referral to it .Channel focuses on providing early stage support to people who are identified as being vulnerable to being drawn into terrorism .local Authorities must have a channel Prevent Officer .

Appendix 4:

Useful Contacts/Websites

Head teacher & Deputy Headteacher

Via the school office - visiting in person, or by telephone on 020 7226 6840

Children's Services Contact team

Referral and Advice Team

020 7527 7400 (office hours)

cscreferrals@islington.gov.uk *

Emergency Duty Team

020 7226 0992

*Including referrals to the Prevent team

LADO

Islington's LADO is Laura Eden, Head of Safeguarding and Quality Assurance.

For advice and information about allegations against staff and volunteers please contact

LADO@islington.gov.uk, 020 7527 8102.

Islington Safeguarding Children Board

020 7527 4209

Wynand McDonald, ISCB Manager

wynand.mcdonald@islington.gov.uk

www.islingtonscb.org.uk

Gillespie Governors

governors@gillespie.islington.sch.uk

Claire Bolderson (Chair)

Louise Russell (Vice Chair)

Rej Bangar (Safeguarding)

Police

Camden & Islington Child Abuse Investigation Team (CAIT)

020 8733 4286.

Emergencies – 999

Islington Prevent Co-ordinator

Rebecca Skellet

Islington Community Safety

Partnership Unit

07710 854 054

Rebecca.skellet@islington.gov.uk

Prevent Engagement Officer

Police Constable, SO15

Mobile: 07917 246657

Melanie.west@met.pnn.police.uk

Access and Engagement Service – 020 7527 8748

Michael.gooch@islington.gov.uk

Early Years and Childcare Service - 020 7527 5932/5921

Early Years and Childcare Service – Senior Designated Officer – 020 7527 5629

Families First – 020 7527 4343

Young people's services – Senior Designated Officer – 020 7527 5880

Named Nurse

Whittington Health,
Islington Community Services
020 3316 1885

Named Doctor

Whittington Health,
Islington Community Services
020 3316 1866

National Society for the Prevention of Cruelty to Children (NSPCC)

Weston House,
42 Curtain Lane,
London EC2 3NH
020 7825 2775
www.nspcc.org.uk

Contacts for parents, carers, children/young people**Childline**

Free helpline for children/young people to talk about any problem
08001111
www.childline.org.uk

Parent line Plus

Free helpline offering support and information on parenting issues
0808 800 2222
www.parentlineplus.org.uk

Domestic Violence Helpline

For women experiencing domestic violence, their family, friends, colleagues and others calling on their behalf.
24 hour Freephone Helpline 0808 2000 247

NSPCC Helpline

Advice and support to adults who are concerned about the safety or welfare of a child
24 Hour Freephone Helpline 0808 800 5000 or 0800

E-Safety

www.thinkuknow.co.uk
www.thinkuknow.co.uk/Parents
www.ceop.police.uk

Appendix 5:

Policies/Statements which relate to Safeguarding
(Can all be found on the website)

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Data Protection Policy
- Equalities policy
- First Aid Policy
- Governor Behaviour Statement
- Health & Safety Policy
- Intimate Care and Toileting Policy
- Medical Needs Policy
- Offsite Activities Policy
- Online Safety & Acceptable Use Policies
- Physical intervention Policy
- Safer Recruitment
- Security Intruder Policy
- Staff Code of Conduct Policy
- Whistleblowing Policy
- Looked After Children Policy

Appendix 6:

Prevent Strategy (information and referrals flowchart)

1. What is the Prevent Strategy?

Prevent is part of the Government's counter-terrorism strategy (CONTEST). Its aim is to stop people becoming terrorists or supporting terrorism*. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

'Extremism' is defined 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. Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Prevent work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qaida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

**The current UK definition of 'Terrorism' is given in the Terrorism Act 2000. In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.*

2. The Channel Panel

Channel is an early intervention multi-agency panel designed to safeguard individuals from being drawn into extremist or terrorist behaviour. Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues. The Channel Panel is chaired by the local authority and works with multi-agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary.

Anyone can make a referral to the Channel Panel. A referral would normally be made by the Designated Person but anybody can make a referral in exceptional circumstances, such as an emergency or where there is a genuine concern that appropriate action is not being taken.

3. Key Policy Changes

Department for Education Guidance: "Promoting fundamental British values as part of SMSC in schools" – November 2014. Schools should promote "acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Counter-Terrorism and Security Act, July 2015: It places the Channel programme on a statutory footing. The Act gives certain bodies, such as schools and universities, a new duty to have due regard to the need to prevent people from being drawn into terrorism.

4. Potential Indicators of Vulnerability to Extremist Ideology*

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups.

Access to Extremism / Extremist Influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (E.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying). It is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks, either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

**From "Prevent and Channel Strategy: A Toolkit for Schools"*

5. Pastoral Approaches to the 'Prevent' Strategy at Gillespie

The School's policies are being updated in light of the statutory guidance that has been issued. Staff are aware that if they have any concerns about a child at risk of radicalisation they should discuss this with the Designated Person.

The pastoral life of the school informs ways in which British Values are shared and explored with students, in particular, through the provision for pupils' spiritual, moral, social and cultural (SMSC) development. Assemblies, talks by external speakers for Personal, Social and Health Education (PSHE), school trips and extra-curricular activities also actively promote British Values. Structures such as School Council and all of our other pupil teams enhance pupil's awareness of democratic processes.

The Headteacher (designated safeguarding Lead) and Deputy Headteacher (deputy designated safeguarding Lead) have received training from Prevent on 15th October 2015, details of which were fed back to staff by the SLT in Briefing and informed safeguarding training on 2nd November 2015. The Vice Chair of Governors and Governor for Safeguarding have also attended Local Authority training on Prevent and British Values.

All school staff and the Chair of Governors received Prevent training from the LEA on 3rd September 2018

Appendix 7:

Channel Panel referrals flowchart

The Prevent Strategy and the Channel Programme

