

MAIDEN ERLEGH TRUST

Safeguarding Policy (Incorporating Child Protection)

Including local arrangements for

Maiden Erlegh School in Reading

The relevant Local Children's Safeguarding Board for this school is:

Reading LSCB-0118 937 3555

Reading Local Area Designated Officer (LADO) is Sean Capewell 0118 937 3555



SCOPE

This policy details the arrangements the Maiden Erlegh Trust has in place to ensure that it meets its statutory requirements in terms of child protection and safeguarding and does all that it can to keep children in all schools within the Trust safe.

The individual details relevant to each school are added in italics.

Annex 1, 2 and 3 give guidance on type of abuse and recognition of abuse.

PRINCIPLES

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This policy has due regard to [Working Together to Safeguard Children \(March 2015\)](#), [Keeping Children Safe in Education \(2016\)](#)) and the 2009 DCSF publication '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings](#)' (2009) which provides clear advice on appropriate behaviours for all adults working with children.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in them being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

Maiden Erlegh Trust seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The Trust hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Within Maiden Erlegh Trust, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by the respective local authority Local Safeguarding Children Board (LSCB) or the appropriate authority for the child involved.

As a consequence, we

- assert that teachers and other members of staff (including volunteers) in each school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff within the Trust, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Trustees and Local Advisory Boards;

- will ensure through training and supervision that all staff and volunteers in each school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff in each school with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the relevant LSCB.
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated member of staff, who will refer on to Children's Services in accordance with the procedures issued by the relevant LSCB (or the relevant authority for the child involved).
- safeguard the welfare of children whilst in each school, through positive measures to address bullying, especially where this is aggravated by sexual or racial/cultural factors, disability or special educational needs.
- will ensure that all staff are aware of the child protection procedures established by the relevant LSCB and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our Trust are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

DESIGNATED MEMBER OF STAFF

Maiden Erlegh School in Reading

The designated senior members of staff (designated person) for child protection in this school is:

Andy Johnson Deputy Headteacher / Child Protection Lead

Karen James Pastoral leader

Alison Walker (Deputy Headteacher at Maiden Erlegh School (Earley) will also provide support to the team as required. A member of our Child Protection team is available from 08.30 to 16.30 on 0118 9668065. In their absence, these matters will be dealt with by a senior leader, in liaison with Peter Thomas, Headteacher.

Outside these hours advice can be sought from Reading Borough Council Children's Services Emergency Duty Team on 01344 786535.

The Reading Access and Assessment team can be contacted on 0118 937 3641 (Monday to Friday 9.00-5.00pm). In an emergency and where a child is at risk of harm, the police should also be notified.

The designated people are key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

Within Maiden Erlegh Trust:

- The designated people have the status and authority within the school management structure to carry out the duties of the post and are senior member of staff.
- They possess skills in recognising and dealing with child welfare concerns and have access to appropriate and regular training.
- All members of staff, including volunteers and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are made aware of who these people are, what their roles are and how they can be contacted and also how they can access readily, this policy.
- The designated people act as a source of advice and coordinate action within the school over child protection cases. They will also cascade safeguarding guidance issued by the LSCB.
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- The designated person is the first person to whom members of staff report concerns about students.
- The designated person is responsible for considering whether a referral should be made and for referring cases of suspected abuse to the relevant investigating agencies according to the procedures established by the relevant LSCB.
- The designated person is not responsible for dealing with allegations made against members of staff – this person is the Headteacher.
- Where the designated people have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will ask the Head of Safeguarding at the relevant authority to investigate further.
- The Child Protection Lead liaises with the Headteacher to inform him/her/them of any issues and ongoing investigations and ensure there is always cover for the role
- The Headteacher of each school updates the Chief Executive who is made aware of serious issues and ongoing investigations (respecting the need for confidentiality wherever possible).
- The Trust works with the individual Safeguarding and Child Protection Leads to ensure that this policy is reviewed and updated annually
- The designated people keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- The designated people ensure that parents are aware of this policy and the fact that a school may need to make referrals (the policy is available to all parents on the website).
- Where children leave a school roll, we ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection at the new school.
- Where a child leaves and the new school is not known, we alert the local authority so that the child's name can be included on the database for missing pupils.
- We will be alert to the possibility of FGM and Forced Marriage; the Attendance Officer or equivalent will monitor holidays and leaves of absence and alert the Designated Person in the event of a concern.
- Where a pupil is educated, either fully or partially, in another establishment, we ensure that it is compliant with safeguarding legislation and has appropriate

policies in place. As the pupil's home school, each school will take responsibility for leading on child protection issues, even if initially disclosed elsewhere (unless it is not in the pupil's best interests).

- Work Experience placements are organised by external organisations who comply with guidelines and legislation.
- The designated people also have an important role in ensuring all staff and volunteers receive appropriate training. They:
 - Attend training in how to identify abuse and know when it is appropriate to refer a case
 - Have a working knowledge of how the relevant LSCB operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
 - Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.

DESIGNATED GOVERNOR

The designated Trustee for safeguarding is: Jan Rothwell.

Maiden Erlegh School in Reading

The designated member of the Local Advisory Board is: Catherine Middleton

Child protection is important. Where appropriate, the **LAB and the Trust** will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Trust will ensure that the designated member of staff for child protection is given sufficient time to carry out her duties, including accessing training.

The Trust and the LAB will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- Each school is carrying out its duties to safeguard the welfare of children at the school
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- Each school follows the procedures agreed by their respective LSCB, and any supplementary guidance issued by the Local Authority (or any other relevant Authority)
- Only persons suitable to work with children shall be employed in each school, or work there in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

SAFER RECRUITMENT

In order to ensure that children are protected whilst at any school within the Trust, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in ‘ Keeping Children Safe in Education’, DfE publication updated March 2015, in particular:

A member on every recruitment panel will have undertaken safer recruitment and selection training.

All of our staff are appropriately qualified and have the relevant employment history with any gaps accounted for

Relevant checks are made to ensure they are safe to work with children in compliance with Safer Recruitment requirements, including the relevant check under the Disclosure and Barring Service (DBS) and a prohibition check for qualified teachers, plus taking up of references.

VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in a school regularly or over a longer period then they undergo relevant checks to ensure their suitability to work with children.

All Governors will undertake an enhanced DBS check

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

Staff recognise that children are capable of abusing their peers. There are different forms peer on peer abuse can take, but abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Peer on peer abuse can manifest itself in many ways. There are different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

SEN CHILDREN

Children with special educational needs (SEN) and disabilities may face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, students vulnerable to radicalisation and students at risk of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE). They also learn about confidentiality and data protection issues.

All new staff at each school (including volunteers) will receive a copy of this policy within one week of starting their work at the school. All staff will be supplied with and have read part 1 of Keeping Children Safe in Education 2016 and will complete an online training course.

Our general safeguarding training covers a range of issues such as bullying (including student on student bullying), e-safety (including awareness of the risks of sexting and the impact of pornography), domestic violence (including teenage relationship abuse), mental health awareness, preventing radicalisation and Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE).

Other issues covered (depending on roles and responsibilities) may include:

Breast ironing	Children missing from education
Drugs and substance abuse	Fabricated or induced illness
Faith Abuse	Gangs
Gender based violence	Private fostering
Trafficking	

All staff will be expected to complete training on safeguarding children and PREVENT awareness that will enable them to fulfil their responsibilities in respect of child protection effectively. Each school will provide this training as through the designated person.

Staff will attend refresher training every three years, and the designated person every two years. There is a dedicated Safeguarding & Equalities week on the calendar where refresher training takes place (training and student awareness actions take place throughout the year).

DEALING WITH CONCERNS

Members of staff and volunteers are not required to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will consider whether to refer the matter to the relevant Children's Services.

To this end, volunteers and staff must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree action to take in the following circumstances:

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- Where a child or young person makes a direct allegation or implies that they have been abused,
- Where a child or young person makes an allegation against a member of staff¹

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the relevant LSCB.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

¹ Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

ASSESSMENT OF THE NEED FOR EARLY HELP

We will work together with local agencies, for the effective assessment of the needs of individual children who may benefit from early help services. Both the Inclusion team and Pastoral team will use the Common Assessment Framework (CAF) or Request for Service (RFS) where appropriate, to help identify needs of an individual child and arrange support from outside agencies. Both the CAF and RFS are completed in consultation with the parents, and submitted with parental consent.

SAFEGUARDING IN SCHOOL

Child protection issues will be addressed through the Personal, Social and Health Education and Sex and Relationships Education curriculum as appropriate. The pastoral tutor programme will also provide opportunities for discussion on a wide range of safeguarding topics.

All children will receive guidance on child protection issues and what to do if they have a concern via an annual assembly delivered by our designated people.

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the Trust's policies on:

- Personal, Social and Health Education and Sex and Relationships Education;
- Bullying; each school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safe recruitment and code of conduct for staff.
- Racist incidents
- Equality
- Medically vulnerable students
- Confidentiality
- Behaviour and the school rules
- Health & Safety
- Physical Intervention
- Allegations against members of staff
- Use of IT including eSafety and Cyber-bullying

EXTREMISM AND RADICALISATION

Staff are trained to be alert to students expressing extremist views. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Child Protection lead at the relevant school or to their deputies as detailed below.

Maiden Erleigh School in Reading

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism Andy Johnson or Peter Thomas should be contacted who in turn will seek advice from outside agencies should the need arise.

PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on the school or Trust website, VLE, publicity, or press releases, without permission from the parent via the 'photo permission' form.

The Trust cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

CONFIDENTIALITY

The Trust, and all members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

CONDUCT OF STAFF

The Trust has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions (see Physical Intervention Policy)
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.

- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and the relevant Local Authority Safeguarding Children Board procedures, the Trust will view this as misconduct, and take appropriate action

ALLEGATIONS AGAINST MEMBERS OF STAFF

If anyone makes an allegation that any member of staff (including any volunteer or Governor or Trustee) may have:

- Committed an offence against a child
 - Placed a child at risk of significant harm
 - Behaved in a way that calls into question their suitability to work with children
- the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the relevant LSCB.

The Headteacher of the school, rather than the designated member of staff will handle such allegations, unless the allegation is against the Headteacher, when the Chief Executive will handle the allegation. If the allegation is against the Chief Executive, the Chair of Trustees will handle the Trust's response.

The person dealing with the allegation will gather information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO) if he/she considers they meet the threshold- see Dealing with Allegations of abuse against a member of staff policy

BEFORE AND AFTER SCHOOL ACTIVITIES

Where any out of school hours activities are provided by other bodies or organisations (such as sports clubs) , each school will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Each school will also ensure that they are aware of the local safeguarding arrangements.

HIRING OF SCHOOL PREMISES

Where any school in the Trust hires out its premises to an organisation, it will seek reassurance that, where the activities involve Under 18's, they have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

CONTRACTED SERVICES

Where a school or the Trust contracts with outside providers for specific services, the school or the Trust will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school or Trust on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

ANNEX 1 - Guidance on types of safeguarding and abuse

FGM – Female Genital Mutilation

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

It has been estimated that over 20,000 girls under the age of 15 are at risk of female genital mutilation (FGM) in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the "hidden" nature of the crime. FGM is prevalent in Africa, the Middle East and Asia. In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

Staff training and information is disseminated through our Child Protection Training and in updates.

Students learn about this through assembly and our PSHE/SMSC programme.

Actions are:

- Staff and students raise any concerns they may have with Alison Walker.
- Cases or suspected cases of FGM are reported to the police and social services.
- It is the duty of the member of staff to report cases of FGM to the police. This will be done in conjunction with Andy Johnson, Child Protection Lead
- The school Attendance Officer is aware of the countries in which FGM is prevalent monitors all leaves of absence.

CSE – Child Sexual Exploitation

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Staff training and information is disseminated through our Child Protection Training and in updates.

Students learn about this through tutorial programme, assemblies and visiting speakers and in curriculum time. They learn about keeping themselves safe and what to do if they have a concern.

Actions are:

- Staff and students raise any concerns they may have with Andy Johnson or Karen James.
- Cases or suspected cases of CSE are reported to the police and social services

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

A marriage must be entered into with the free and full consent of both parties. An arranged marriage is not the same as a forced marriage.

In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. In some case people may be taken abroad without knowing that they are to be married. When they arrive in that Country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

Staff training and information is disseminated through our Child Protection Training and in updates.

Students learn about this through the tutorial programme, assemblies and visiting speakers and in curriculum time. They learn what to do if they have a concern where to go to get help if they need it (in school and in the community).

Actions are:

- Staff and students raise any concerns they may have with DCPOs.
- Cases or suspected cases of forced marriage are reported to the police and social services.
- The school Attendance Officer is aware of the countries in which forced marriage is prevalent monitors all leaves of absence.

Extremism/Radicalisation

Extremism is defined 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; 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 – students, staff or governors, or external sources - school community, external agencies or individuals. Our students 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 students 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 students.

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.

Alison Walker has attended WRAP (Workshop to Raise Awareness of Prevent) and is registered with the Home Office as a facilitator to deliver in house training which is disseminated across the Maiden Erlegh Trust via whole Staff training and in updates. Andy Johnson, DCPO has also received training in PREVENT and making referrals.

Students learn about this through a broad and balanced tutorial programme, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. They also learn how to keep themselves safe and where to go to get help if they need it (in school and in the community).

Actions are:

- Staff and students raise any concerns they may have with Mr Andy Johnson who in turn will: seek advice from outside agencies should the need arise.
- Cases or suspected cases of radicalisation or extremism are reported to the local PREVENT Officer and social services.
- The school Attendance Officer monitors all leaves of absence.

E Safety and Cyberbullying policy

Protecting young people properly means thinking beyond the traditional school environment. Online bullying and grooming are both very harmful to young people and we want to ensure that this does not happen on our network or equipment but also that students understand how to recognise it happening and protect themselves against it.

Grooming is a word used to describe how people who want to sexually harm children and young people get close to them, and often their families, and gain their trust. Online grooming may occur by people forming relationships with children and pretending to be their friend. Radicalisation is a form of grooming, but for the purposes drawing young people into extremist or terrorist behaviours, or to encourage them to enter into abusive relationships with extremist individuals or groups.

Actions are:

- Staff and students are all asked to sign acceptable use policies.
- The IT network has appropriate security settings in place which are checked annually.
- The school has monitoring software which is used to check activity on the network.
- Cyber-safety is taught through ICT and PSMSC.
- Staff and students raise any concerns they may have with Andy Johnson or Karen James who in turn will seek advice from outside agencies should the need arise.
- Cases or suspected cases of grooming and/or online abuse are reported to the police and social services.

ANNEX 1: GENERAL SIGNS OF ABUSE – Taken from [NSPCC Signs of Abuse](#)

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

ANNEX 2: THE CHANNEL VULNERABILITY ASSESSMENT FRAMEWORK (FOR THOSE VULNERABLE TO BEING DRAWN INTO TERRORISM) (From *Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism 2015*)

Channel was first piloted in 2007 and rolled out across England and Wales in April 2012. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- a. identifying individuals at risk;
- b. assessing the nature and extent of that risk; and
- c. developing the most appropriate support plan for the individuals concerned

Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around three criteria. The three criteria are:

- a. **Engagement** with a group, cause or ideology;
- b. **Intent** to cause harm; and
- c. **Capability** to cause harm.

This annex provides a description of the vulnerability assessment framework used by Channel to guide decisions about whether an individual needs support to address their vulnerability to being drawn into terrorism as a consequence of radicalisation and the kind of support that they need.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist.

1. Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

2. Intent to cause harm

- Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:
 - Over-identification with a group or ideology
 - Them and Us’ thinking
 - Dehumanisation of the enemy
 - Attitudes that justify offending
 - Harmful means to an end
 - Harmful objectives

3. Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability