



BRADGATE
Education Partnership

Child Protection Policy

Trust Level

Approved (Trust Board): 24/09/20
Review Date: September 2021
Responsible Officer: Director of Education & Trust Board

School Adopted

School Name: The Roundhill Academy
Review Date: September 2021
Responsible Officer: Head Teacher & Local Advisory Board

Contents

1	Named Staff and Contacts	2
1	Introduction	4
2	Scope & Principles	4
3	Safeguarding Commitment	4
4	Safeguarding in the Curriculum	5
5	Roles and Responsibilities	6
6	Disclosures from Pupils	9
7	Workers Raising Concerns/Recording Disclosures (Appendix 1)	10
8	Dealing with Allegations Against Staff	10
9	Records, Monitoring and Transfer	10
10	Support to Pupils and School Staff	11
11	Mental Health and Wellbeing	11
11	Working with Parents/Carers	16
12	Other Relevant Policies	16
13	Recruitment and Selection of Staff	16
14	Whistleblowing	17
	Appendix 1 – Workers Raising Concerns/Recording Disclosures	18
	Appendix 2 – Allegations Management/LADO Process	20
	Appendix 3 - Tackling Extremism and Radicalisation Policy & Risk Assessment (page 30)	21
	Appendix 4 – Channel and Prevent	26
	Appendix 5 - Employee Support Service Information	28
	Appendix 6 - Policy for the use of Cameras and Mobile Phones	29

1 Named Staff and Contacts

Training Received:

	Name	Date
Designated Safeguarding Lead	Helen Blythe	11/01/2020
	Tim Marston	01/06/2020
	Mike McHugh-Hicks	05/09/2019
	Donna Anastasiades	05/09/2019
	Natasha Williams	22/09/2020
	Jean Ford Pre-school	24/06/2020
	Christine Moore Pre-school	06/06/2019
Safer Recruitment inc Allegations Management	Tim Marston	
	Stuart Hinds	09/02/2016
	Helen Blythe	09/02/2016
	Charlie Hardy	01/02/2018
	Rachel Wright	01/02/2018
	Davina Spence	09/02/2016

School and Trust Contact Details:

	Name	Position	Contact Details
Designated Safeguarding Lead	Helen Blythe	Deputy Headteacher	01162 693896 hblythe@roundhill.bepschools.org
Deputy Designated Safeguarding Lead/s	Mike McHugh-Hicks	Head of Student Services	01162 693896 mmchugh-hicks@roundhill.bepschools.org
Designated Teacher for Children in Care	Helen Blythe	Deputy Headteacher	01162 693896 hblythe@roundhill.bepschools.org
Nominated Safeguarding Governor	Sharon Rushin Lisa Darnbrough	Governor Governor	Care of The Roundhill Academy Care of The Roundhill Academy
Trust HR Contact	Lauren Gray	Director of Human Resources	Telephone: 07799056805 Email: lauren@bepschools.org
Trust Safeguarding Lead (DSL Trained/Trainer)	Diane Cresswell	Attendance & Welfare Lead	Telephone: 07423628850 Email: diane@bepschools.org

Safeguarding and Performance Unit contacts:

	Name	Position	Contact Details
Safeguarding and Performance Service	Kelda Claire	Head of Service	Telephone: 01163059084 07507686100
LADO/Allegations	Kim Taylor/Lovona Brown	Designated Officer	0116 305 7597
LA Safeguarding	Simon Genders Ann Prideaux	Safeguarding Development Officers	0116 305 7750 0116 305 7317
First Response Children's Duty (Same-day referrals)	Telephone: 0116 3050005 Email: childrensduty@leics.gov.uk Address:		

	First Response Children's Duty Room 100b County Hall Championship Way Glenfield LE3 8RF
All other referrals including Early Help Services	http://lrsb.org.uk/childreport
Early Help queries and Consultation Line	0116 3058727

Other Contacts

Name	Contact
The NSPCC whistle blowing helpline number	Telephone: 0800 028 0285.

1 Introduction

- 1.1 Bradgate Education Partnership and The Roundhill Academy fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.
- 1.2 The pupils' welfare is of paramount importance, therefore safeguarding our pupils is the priority of Bradgate Education Partnership and The Roundhill Academy. This is reflected throughout Trust and school policies and is embedded into school life.
- 1.3 The policy aims to support all workers involved with the Trust and The Roundhill Academy and outline the responsibilities and expectations of all when it comes to the safeguarding and welfare of our pupils.

2 Scope & Principles

- 2.1 This policy applies to all workers involved with Bradgate Education Partnership and The Roundhill Academy. This includes volunteers, 3rd party and self-employed workers.
- 2.2 This policy complies with:
 - 2.2.1 the legal duty to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002 for independent schools and academies and the statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges, September 2020*" and "*Working Together to Safeguard Children, 2018*".
 - 2.2.2 the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements.
- 2.3 There are four main elements to our Child Protection Policy:
 - 2.3.1 **Prevention** – creating a positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures;
 - 2.3.2 **Protection** – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;
 - 2.3.3 **Support** – to pupils and school staff and to children who may have been harmed or abused;
 - 2.3.4 **Working with parents** – to ensure appropriate communications and actions are undertaken.
- 2.4 This policy applies to all staff, volunteers, governors and visitors to the school, anyone who is defined as a 'worker'. We recognise that child protection is the responsibility of all adults in school. We will ensure that all parents and other working partners are aware of our Child Protection Policy via our school prospectus, displaying appropriate information in our reception, on the school website and by raising awareness at meetings with parents and carers as appropriate. The policy will be built into the culture of school and Trust life;
- 2.5 All staff will act within the parameters of confidentiality and be mindful of GDPR requirements at all times, but will also be aware that matters in relation to safeguarding are disclosed at all times.

3 Safeguarding Commitment

- 3.1 The school adopts an open and accepting attitude towards pupils as part of its responsibility for pastoral care. Staff encourage pupils, parents and carers to feel free to talk about any

concerns and to see school as a safe place when there are difficulties. Pupil's worries and fears will be taken seriously and pupils are encouraged to seek help from members of staff.

3.2 Our schools will therefore:

- 3.2.1 Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to;
- 3.2.2 Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- 3.2.3 Include in the curriculum activities and opportunities for PSHE/Citizenship which equip pupils with the skills they need to stay safe from abuse (including online and other contexts pupils are in), and to know to whom they can turn for help;
- 3.2.4 Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- 3.2.5 Ensure that staff receive safeguarding training on an **annual basis**;
- 3.2.6 Establish a robust system for reporting safeguarding concerns and ensure that all workers are fully aware of how and who to report concerns to;
- 3.2.7 Operate safer recruitment procedures in line with the Trust's Safer Recruitment Procedure document and appendices and make sure that all appropriate checks are carried out and recorded on the single central record for all workers who will work with children, in line with the checks required under Keeping Children Safe in Education (2020).

4 **Safeguarding in the Curriculum**

Pupils are taught about safeguarding in school. The following areas are among those addressed in PD and in the wider curriculum:

The Role of the Curriculum

Our curriculum is broad and ambitious and promotes British and school values of respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. The PD, History and RE curriculum cover topics which consider these themes throughout Years 7-11. In Drama lessons, teachers respond to world events with stand-alone lessons, together with covering topical issues in Year 7. These themes also appear in our programme of assemblies across the academic year and underpin the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Students are regularly taught in ICT and Humanities subjects about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The filtering and monitoring systems in our school blocks inappropriate content, including extremist content. The RSE curriculum is compliant with the new guidelines for secondary aged students as outlined in KCSIE September 2020.

- 4.1. Bullying (including Cyberbullying)
- 4.2. Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- 4.3. Online safety
- 4.4. The danger of meeting up with strangers
- 4.5. Fire and water safety
- 4.6. Road safety
- 4.7. Domestic Abuse
- 4.8. Healthy Relationships / Consent

- 4.9. (so called) Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM), chest/breast ironing
- 4.10. Sexual exploitation of children (CSE), including online and upskirting
- 4.11. Child criminal exploitation (including cybercrime)
- 4.12. Preventing Extremism and Radicalisation
- 4.13. Equality
- 4.14. British Values

5 Roles and Responsibilities

5.1 All Workers

All adults working with or on behalf of pupils have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to the Designated Safeguarding Lead. The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at '*Named Staff & Contacts*' section. All staff must:

- 5.1.1 Ensure they follow the school reporting procedures for all safeguarding concerns;
- 5.1.2 Commit to following the information within this policy.

5.2 Trust Board

In accordance with the statutory guidance "Keeping Children Safe in Education" September 2020, the Trust Board will ensure that:

- 5.2.1 Each school has their own Child Protection Policy in place to ensure that members of the Trust and schools act in a timely manner to safeguard and promote pupil welfare;
- 5.2.2 A Trustee is nominated to oversee the safeguarding work across the Trust;
- 5.2.3 A Designated Safeguarding Lead is appointed within each school at the Trust;
- 5.2.4 A Code of Conduct is in place for the Trust workers to include the appropriate training and induction for staff to ensure that clear expectations are outlined with regards to expected standards of behaviour and conduct;
- 5.2.5 That schools have an appropriate safeguarding response to pupils (children) who go missing from education (CME);
- 5.2.6 Ensure that appropriate staff members are in place within the central staffing team to provide support and advice to schools with regards to safeguarding advice, guidance and training as and when appropriate;
- 5.2.7 All serious safeguarding concerns are escalated to Trust Board for review and determination of any potential actions that need to be taken and lessons learned so that this can be shared across the Trust.

5.3 Central Team

The Trust's Central Team will also play a vital role in supporting each school in creating a proactive and ongoing culture of vigilance through:

- 5.3.1 Providing the appropriate staffing to support schools with safeguarding issues and to facilitate information sharing where appropriate to ensure that schools across the Trust are aware of lessons learned;
- 5.3.2 Set out its approach to Safer Recruitment and maintenance of schools individual Single Central Records;
- 5.3.3 Ensuring that there are procedures for dealing with allegations of abuse against members of staff and volunteers providing advice, guidance, support as and when required;

- 5.3.4 Ensure that the appropriate training is in place in relation to Safer Recruitment to include allegations management of staff/volunteers/workers within schools;
- 5.3.5 Ensure that appropriate Trust wide policies and procedures are in place to support schools in dealing with safeguarding concerns and setting expectations in relation to expected standards of conduct;
- 5.3.6 Ensure that the appropriate annual safeguarding training is taking place within schools with all staff.
- 5.3.7 Ensure that the following statutory information is provided to staff at Trust induction stage, as a minimum:
 - 5.3.7.1 Keeping Children Safe in Education (2020)
 - 5.3.7.2 Child Protection Policy
 - 5.3.7.3 Code of Conduct
 - 5.3.7.4 Whistleblowing Policy
 - 5.3.7.5 School Behaviour Policy

5.4 Local Advisory Board (LAB)

In their role as support, advice and challenge to the school the Local Advisory Board will ensure that:

- 5.4.1 The school adopts the Trust's Child Protection Policy and ensures that it has relevant local information available within it;
- 5.4.2 A Local Advisory Board member is appointed to audit and review the safeguarding systems within the school once per term in line with Trust procedures and produce a report that is submitted to the Trust Board once per term highlighting any exceptions as required.
- 5.4.3 Any deficiencies or weaknesses brought to the attention of the Head Teacher/Designated Safeguarding Lead will be rectified without delay.
- 5.4.4 The LAB member for safeguarding supports the Head Teacher with the completion of the Trust's Safeguarding Annual Return.
- 5.4.5 Support the Trust and school with the ongoing culture of vigilance

5.5 Head Teacher

The Head Teacher of the school will ensure that:

- 5.5.1 They set an ongoing culture of vigilance within the school to ensure that safeguarding children remains the number one priority. Ensure that all staff are aware that 'it can happen here' to avoid complacency at all times.
- 5.5.2 The Trust policies and procedures are effectively implemented and followed by all staff;
- 5.5.3 Ensure that a Designated Safeguarding Lead is appointed within the school;
- 5.5.4 All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails within school and Trust support mechanisms, to report these directly to Children's Social Care (Children's Services) or the Police.
- 5.5.5 Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- 5.5.6 Appropriate safeguarding training is in place **annually** for all staff.
- 5.5.7 The Head Teacher must ensure that the DSL/deputy DSL is always available to cover with appropriate arrangements for before/after school, out of term time and trips and educational visits.
- 5.5.8 All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in line with the Trust's Whistleblowing Policy.
- 5.5.9 Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer and to the Trust, in accordance with Bradgate Education Partnership's LADO process (**Appendix 2**).
- 5.5.10 Ensure that the Trust's Safer Recruitment Procedures are adhered to at all times, ensuring that no one is employed or engaged in any work without the appropriate safeguarding recruitment checks being in place.
- 5.5.11 The Single Central Record is compliant and that all staff and workers are listed and all checks are completed in line with Keeping Children Safe in Education and the Trust's Safer Recruitment Procedures.
- 5.5.12 The Designated Safeguarding Lead undertakes effective DSL training (in addition to basic child protection training) and this is refreshed **every two years**. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings etc.

5.5.13 The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 including providing a co-ordinated offer of Early Help for pupils who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

5.6 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping Children Safe in Education 2020” and include:

- 5.6.1 Provision of information to the Safeguarding Children Partnership on safeguarding and child protection;
- 5.6.2 Liaison with the Head Teacher on any deficiencies in safeguarding practices within the school and how these should be rectified without delay. Failing that, escalation to the Director of Education.
- 5.6.3 Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed);
- 5.6.4 Act as a source of support, advice and expertise within the school;
- 5.6.5 To attend and contribute to child protection conferences and other social care meetings when required;
- 5.6.6 Be alert to the specific needs of children in need - those with special educational needs, disability and young carers;
- 5.6.7 Ensure each member of staff has access to and understands the school’s Child Protection Policy especially new or part-time staff who may work with different educational establishments;
- 5.6.8 Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing (CME). Staff will be trained by the DSL to recognise, record and report any concerns immediately as they arise
- 5.6.9 Ensure that the CPOMS system is used at all times to keep detailed, accurate and secure records of concerns and referrals, including monitoring and acting upon individual concerns, patterns of concerns (e.g. pupils who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.
- 5.6.10 Obtain access to resources and effective training for all staff and attend DSL refresher training courses **every two years**. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- 5.6.11 A DSL must always be available to cover with appropriate arrangements for before/after school, out of term time and trips and educational visits. This can be arranged with the Head Teacher via a rota basis.

6 Disclosures from Pupils

It is vital that our actions do not harm the pupil further or prejudice further enquiries. For example:

- 6.1. listen to the pupil, if you are shocked by what is being said, try not to show it;
- 6.2. accept what the pupil says;
- 6.3. stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “*what did s/he do next?*”. Workers’ role is to listen – not to investigate;
- 6.4. use open questions such as “*is there anything else you want to tell me?*” or “*yes?*” or “*and?*”;
- 6.5. do not criticise the perpetrator, the pupil might have a relationship with them;
- 6.6. do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep.

7 Workers Raising Concerns/Recording Disclosures (Appendix 1)

- 7.1 All safeguarding concerns must be escalated and logged with the DSL immediately
- 7.2 The concern must then be logged into the CPOMS system ensuring that the date, time, place and context of disclosure are recorded. Facts only eg. If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”. Do not take photographs.
- 7.3 Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).
- 7.4 Staff must ensure that any concerns they have raised are kept confidential and left with the DSL to determine which appropriate staff need to know about the issue raised
- 7.5 Where possible the DSL will aim to provide feedback, however this may not always be possible due to the nature of the safeguarding concern

8 Dealing with Allegations Against Staff

- 8.1 Where appropriate, allegations made against staff will be dealt with in line with the Trust’s ‘Allegations Management Process’ (Appendix 2). The below table outlines the appropriate person to raise concerns to in relation to staff members:

Staff Group who the concern is against	Report to	Seek advice and guidance from the Trust’s Director of Human Resources
Staff/Workers	Escalate to Head Teacher (all Heads DSL trained)	
DSL	Escalate to Head Teacher	
Head Teacher	Escalate to Director of Education	
Director of Education	Escalate to Chief Executive Officer	
Chief Executive Officer	Escalate to Chair of Trustees	

***Central Team staff – escalate to Chief Executive Officer*

- 8.2 Where an allegation arises it must be reported immediately
- 8.3 A statement must be provided to disclose the nature of the allegations, the statement must provide as accurate information as possible and must be dated
- 8.4 Those staff who raise concerns will be supported in line with the Trust’s Whistleblowing Policy
- 8.5 All staff must note that allegations against workers should be raised, this includes volunteers, 3rd party and agency workers.

9 Records, Monitoring and Transfer

- 9.1 All schools must use the Trust’s CPOMS system to record all safeguarding concerns and information. The CPOMS system is a secure and confidential system, and appropriate levels of access are provided to ensure that GDPR requirements are met.
- 9.2 Well-kept records are essential to good child protection practice. All staff should be clear about the need to record and report concerns about a pupil or pupils within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 9.3 It is expected that all information within CPOMS is reviewed regularly by the DSL and appropriate Trust staff to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Any actions taken are clearly indicated.

- 9.4 When pupils transfer schools their safeguarding records are also transferred. The school will ensure that the child protection files paper and electronic (CPOMS) are passed confidentially between the outgoing and new school.
- 9.5 A record of allegations made against staff is kept in a confidential individual personal file by the Trust's Director of Human Resources where appropriate.
- 9.6 All racial incidents/cases must be documented separately so that these can be easily identified. The Head Teacher must ensure that the guidance on recording this in CPOMS is adhered to, if there are any issues then these must be discussed with the Trust's Attendance & Welfare Lead.

10 Support to Pupils and School Staff

10.1 Support to Pupils – Our school recognises that pupils who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way. For such pupils, school may be one of the few stable, secure and predictable components of their lives. Other pupils may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such pupils with the necessary support and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance), "Keeping Children Safe in Education 2020".

10.2 Mental Health and Well-being

The Roundhill Academy promotes positive mental health and well-being and this work is coordinated by our mental health lead practitioners Liz Coltman and the school counsellor Lorraine Kasprzyk. Our proactive approach to mental health has evolved over several years and is a direct response to increasing numbers of young people with poor mental health nationally and a prevalence of need locally. We make the links between poor mental health and child protection explicitly clear through staff training and the delivery of the Personal Development curriculum. We recognise that most of our students will have positive mental health and are resilient enough to navigate the challenges they encounter. The broader curriculum aims to encourage this by teaching strategies to support self-care and long-term mental wellness. However, we acknowledge our responsibility to support a very small number of our students who may need more targeted additional support to ensure they continue to attend school and engage with their learning effectively. We believe early intervention is key in tackling anxiety, depression and other mood disorders and our offer of support at different levels is outlined below.

Well-being interventions at The Roundhill Academy

Wave 1

Vertical tutoring at Key Stage 3 promotes the pastoral care and nurturing of the individual. Tutoring at Key Stage 4 converts to a coaching model of support and students are organised horizontally. All Tutors and students are supported by a team of non-teaching Heads of Year who are line managed by the Head of Student Services.

Wellbeing learning opportunities to include timetabled lessons in Year 8 and a range of interventions are experienced by all students from Years 7-11, in line with Department for Education document (Updated July 2020), 'Physical Health and Mental Wellbeing.'

Wave 2

Identified students are referred for additional targeted support with their Head of Year, an example of this work would be an emotional literacy programme.

Wave 3

Individual counselling sessions with the school counsellor.

10.3 Sexual Health & Sex Education It is important to deliver high quality and inclusive Relationship and Sex Education (RSE) this can be part of the broader PSHE education programme incorporating everything from online safety, online bullying to mental health and drugs and alcohol. Students should feel supported and age appropriate information and advice should be available in the school setting. Including advice on contraception, pregnancy and sexual health.

10.4 Peer on Peer Abuse – This school recognises that pupils sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "*banter*" or "*part of growing up*". Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. This abuse could for example include but not limited to:

10.4.1sexual violence and sexual harassment, upskirting;

10.4.2initiation/hazing type violence;

10.4.3all forms of bullying;

10.4.4aggravated sexting and physical violence experienced by both boys and girls;

There are separate school and local authority or Safeguarding Children Partnership guidances and policies to address these concerns including but not limited to:

10.4.4.1 the Behaviour Policy;

10.4.4.2 Anti-Bullying Policy;

10.4.4.3 E-safety Policy;

10.4.4.4 "*Guidance for schools working with children who display harmful sexual behaviour*" (Leicestershire LA Guidance)

10.5 Sexting – School will always respond if informed that pupils have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis. The key points being:

10.5.1Inform the Head Teacher/DSL as soon as possible

10.5.2Support the victim as appropriate and in accordance with their best interests

10.5.3Inform all parents of involved children unless by doing so you put a pupil at risk

10.5.4 Images will not be viewed by school staff – **staff must not ask to look at the images**

10.5.5 If school is to deal with the matter, involve parents in ensuring the images are deleted

10.5.6 If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

10.6 Sexual violence and sexual harassment – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes.

‘Upskirting’ is now a criminal offence and typically involves taking a picture under a person’s clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm. Evidence shows that girls, children with SEN and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

10.7 Curriculum – Planned PHSE and Relationship and Sex Education (RSE) will include ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

10.8 Responding to an incident – School will follow the DfE guidance, ‘*Sexual violence and sexual harassment between children in schools and colleges*’, May 2018:

10.8.1 The school will liaise with the police, social care and parents as appropriate.

10.8.2 The school will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

10.9 Children Missing (including absence from school) (CME) – our school recognises the entitlement that all pupils have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. We also recognise that pupils who go missing is a sign that they may have been targeted by Child Sexual Exploitation perpetrators and/or drug related criminals (County Lines). Pupils may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Pupils who attend an alternative education provision are more likely to be vulnerable to these forms of exploitation. The local authority will also be informed where children are to be removed from the school register to:

10.9.1 to be educated outside the school system;

10.9.2 for medical reasons;

10.9.3 because they have ceased to attend;

10.9.4 because they are in custody;

10.9.5 because they have been permanently excluded.

Absence from school

All students who are absent from school will receive a text message on each day of absence to establish where they are and the reason for their non-attendance. Children who have social workers, because they are subject to Child Protection Plans or Child in Need Plans, will be telephoned on their first day of absence from school by their Head of Year to establish whether any additional support is needed. If these vulnerable students are absent for reasons related to COVID-19, the school will complete a home doorstep visit to be satisfied all opportunities to support

families have been explored. For less vulnerable students who are also absent for reasons related to COVID-19 the school will continue to monitor their well-being by contacting them at least once a week whilst they are isolating or recovering. All students whose attendance falls below 90% are considered to be vulnerable and the school works very closely with the Education Welfare Officer to ensure plans are in place to improve to target attendance 95%.

10.10 Child sexual exploitation (CSE) – is a form of sexual abuse where pupils are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of pupils who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children’s Duty if appropriate.

10.11 Child Criminal Exploitation (CCE) – Criminal exploitation of children is a form of harm that can affect pupils in both a physical environment and online. ‘County Lines’ involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime is associated with this form of criminal activity together with child sexual exploitation. Pupils may also be exploited into committing cybercrime or money laundering offences. Organised criminal groups or individuals exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Pupils with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money.

10.12 Racist / Hate Incidents –Race /Hate or faith targeted bullying can vary from ill-considered remarks to deliberate physical attacks causing serious injury. It is recommended that schools keep their own records and have a system for reporting such incidents via DSL. A hate incident is where someone has been targeted because they are seen as different, this can be because of prejudice against their age, disability, ethnic origin, gender identity, race, religion/belief or sexual orientation. Restorative mediation between the perpetrator and victim is a useful tool to restore balance and improve understanding of diversity. Serious incidents should be reported to Welfare Lead at the trust.

10.13 Female Genital Mutilation – Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school’s response to FGM will take into account the government guidance, “Multi-agency statutory guidance on female genital mutilation” April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children’s Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

10.14 **So-called ‘honour-based’ violence (HBV)** – encompasses crimes which have been committed to protect or defend the so-called “honour” of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required. This can also include ‘*witchcraft practices*’.

10.15 **Extremism & Radicalisation (PREVENT Duty)** – our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism. These include:

- 10.15.1 Assessing the risk of pupils being drawn into terrorism, **Appendix 3** will be used by each school annually to assess the level of risk
- 10.15.2 Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures
- 10.15.3 Appropriate staff training
- 10.15.4 Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted. – **See Appendix 4**

10.16 **Private fostering arrangements** – Where a pupil under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children’s Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

10.17 **Complaints** – Where complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school’s Complaints Policy.

10.18 **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the pupil as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support and may seek advice from the Head Teacher and/or Human Resources Department. The Trust will also provide access to the Employee Wellbeing Service (**Appendix 5**)

11 Working with Parents/Carers

- 11.1 The school will ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations transparently from the outset in regular school communications and by making information available on the school website;
- 11.2 The school will also undertake appropriate and supportive discussions with parents/carers and seek necessary consent prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

12 Other Relevant Policies

The Trust and LAB's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- 12.1 Pupil Behaviour Policy
- 12.2 Staff Code of Conduct
- 12.3 "Guidance for Safer working practice"
- 12.4 Racist incidents
- 12.5 Anti-Bullying (including Cyberbullying)
- 12.6 Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- 12.7 Special Educational Needs and Disability
- 12.8 Trips and visits
- 12.9 Work experience and extended work placements
- 12.10 First aid and the administration of medicines
- 12.11 Health and Safety
- 12.12 Relationships and Sex Education
- 12.13 Site Security
- 12.14 Equal Opportunities
- 12.15 E-safety
- 12.16 Extended school activities
- 12.17 Use of Cameras and Mobile Phones (school based policy – written in line with Code of Conduct and IT Acceptable Use) – **Please see Appendix 6.**

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

13 Recruitment and Selection of Staff

- 13.1 The Trust's safer recruitment processes follow the statutory guidance: "*Keeping Children Safe in Education September 2020, Part Three: Safer Recruitment.*" The Trust has set out its approach to safer recruitment in its Safer Recruitment Procedure to which all schools are expected to adhere when undertaking pre-employment checks on prospective new employees. This also applies to any worker that is engaged in activity with the school.
- 13.2 The Safer Recruitment Procedure and associated appendices outlines the expectations in relation to pre-employment checks that must be completed for each type of worker. New starters will not be permitted to start work without pre-employment checks being in place. Exceptional circumstances will only be permitted under a risk assessment signed off by the Head Teacher and Director of Human Resources.

13.3 In line with statutory requirements, every recruitment process for school staff will have at least one member who has undertaken Safer Recruitment Training. The Trust expect that those who have completed Safer Recruitment Training, refresh this training every two years.

13.4 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the Trust's Code of Conduct for adults working with our pupils. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

13.5 The school will provide all the relevant information in references for a member of staff about whom there have been formal processes in place for concerns about child protection/inappropriate conduct.

14 Whistleblowing

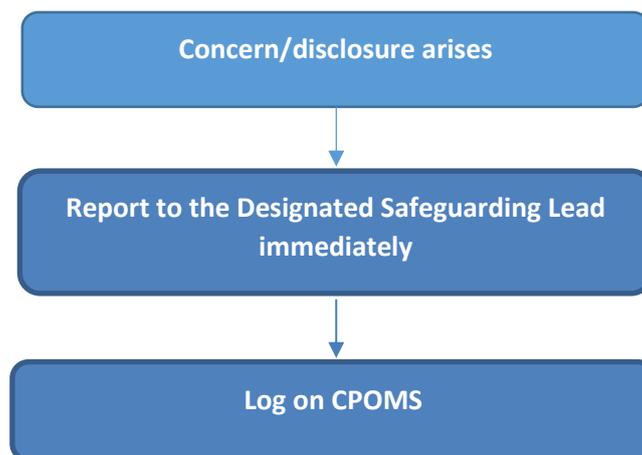
Where staff feel that it is appropriate to raise a whistleblowing concern they must refer to the Trust's Whistleblowing Policy.

15 Pre School

The Roundhill Academy Pre-School

The Headteacher of The Roundhill Academy is responsible for safeguarding the children who attend The Pre-School. Therefore the Designated Safeguarding Leader meets weekly with the Pre-School Manager who is a Deputy Designated Safeguarding Leader to oversee and provide support and supervision for Child Protection. CPOMS is used to record and monitor children who may be at risk of harm. The Pre-School Manager takes responsibility for the safe transfer of records between providers of care. Wider safeguarding aspects of Pre-School provision, for example safeguarding in the Early Years curriculum and ensuring the site is safe are examples of the work carried out through this partnership. Photographs of those who have responsibility as Deputy Designated Safeguarding Leaders at The Pre-School are displayed in the reception area of both The Pre-School and the main school buildings.

Appendix 1 – Workers Raising Concerns/Recording Disclosures

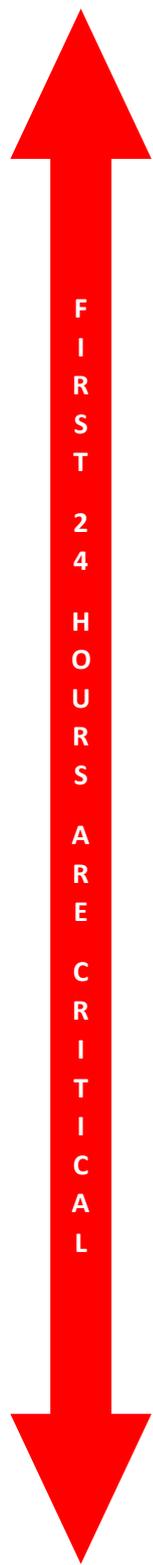
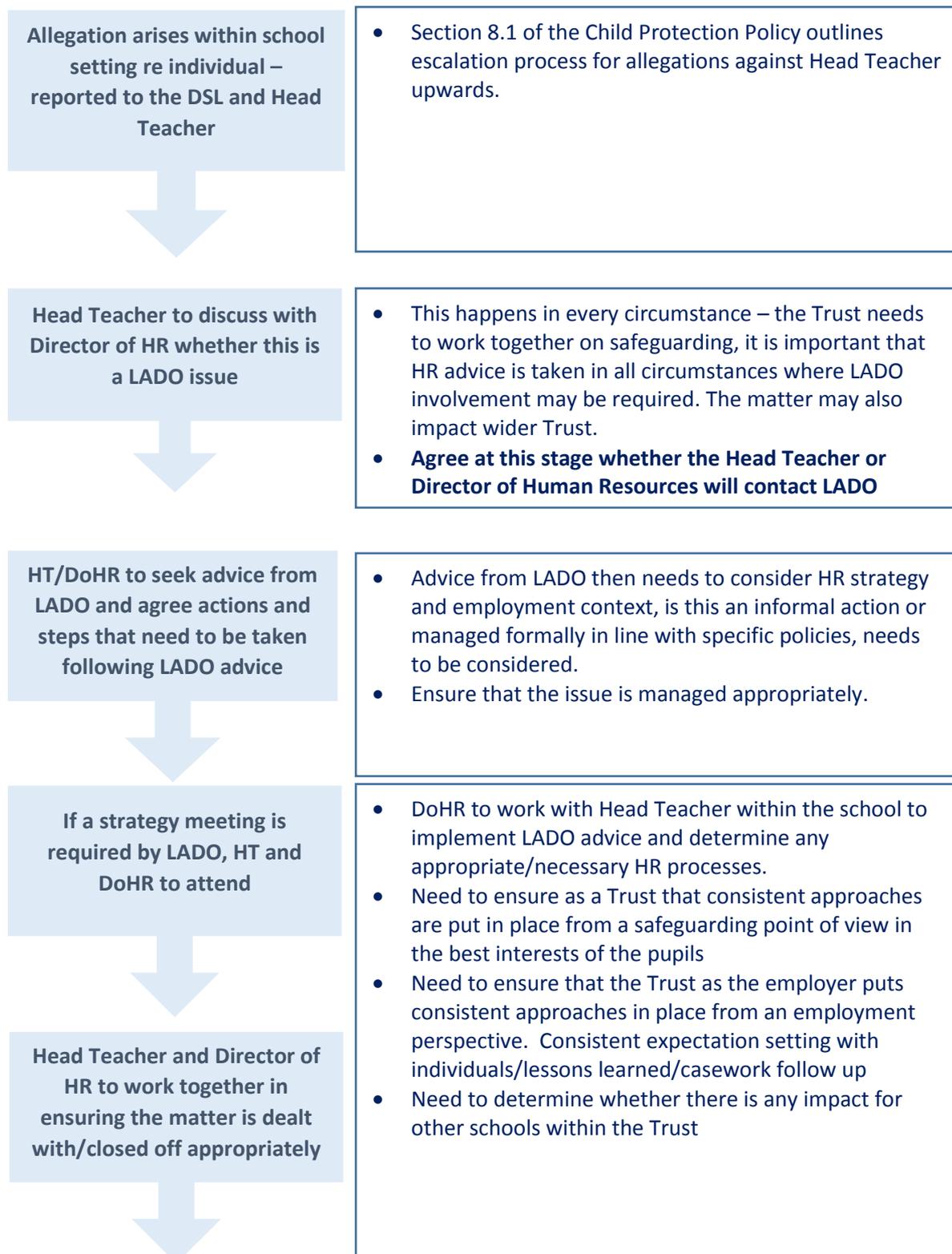


General Procedural Steps Taken By the DSL:

- The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes;
- Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies;
- In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children’s Social Care will need to be taken.
- Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the Attendance & Welfare Lead and/or First Response Professionals consultation line.
- Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care, the First Response Children’s Duty should be contacted by phone. Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children’s Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- If the concern is about children using harmful sexual behaviour, refer to the separate guidance, “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance).
- If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social

Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

Appendix 2 – Allegations Management/LADO Process



APPENDIX 3 Tackling Extremism and Radicalisation Policy

Background

This Preventing Radicalisation Policy is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when they start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of our school's work and protecting them from extremism is one aspect of that.

Policy Statement

The Roundhill Academy is fully committed to safeguarding and promoting the welfare of all students. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We have a duty to prepare our young people for life in modern Britain and to keep them safe. The Tackling Extremism and Radicalisation Policy sets out our beliefs about how to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. Strategies and procedures are covered in a separate document for staff. Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2020)
- PREVENT Duty Guidance (2015)
- Working Together to Safeguard Children (2018)

Non-Statutory Guidance

Promoting fundamental British values as part of SMSC in schools: Departmental Advice for Maintained Schools (DfE 2014).

Aims and Principles

The Roundhill Academy Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions. The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen in the local community and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

The objectives are that:

- All governors, teachers, learning support assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, learning support assistants and non-teaching staff will know what the school policy is on safeguarding against extremism and radicalisation and will follow the Child Protection Policy guidance swiftly when issues arise.
- All students will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents / carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Defintions and indicators

- British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Extremism is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values. We also include in our definitions of extremism 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.

Links to other Policies

- Tackling Extremism and Radicalisation Policy links to the following School policies;
- Child Protection
- Staff Code of Conduct
- Care and Guidance
- E-Safety
- Teaching and Learning

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

Signs of vulnerability may include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes on dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- online searches or sharing extremist messages or social profiles
- intolerance of indifference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist messages or social profiles
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Roles and responsibilities

Role of the Local Governing Committee (LAB)

It is the role of the Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The Safeguarding Governor will liaise with the Head Teacher and other staff with regard to protecting children from radicalisation.

Role of Head Teacher

It is the role of the Head Teacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.
- Ensure that the school's curriculum addresses the issues involved in radicalisation.
- Ensure that staff conduct is consistent with preventing radicalisation.

Role of Designated Safeguarding Leads

It is the role of the Designated Safeguarding Leads to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- Make referrals to appropriate agencies with regard to concerns about radicalisation.
- Liaise with partners, including the local authority and the police.
- Report to the Governing Body via the Governor responsible for Safeguarding.

Role of Staff

It is the role of staff to:

- Understand the issues of radicalisation.
- Recognise the signs of vulnerability and radicalisation.
- Know how to refer concerns.

Policy Review

The Roundhill Academy Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection policy review. This policy will be ratified by the Trust Board and LAB.

Tackling Extremism and Radicalisation - Procedures for Staff

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at The Roundhill Academy to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, county and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and / or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this. We are aware of the potential factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and antisocial behaviour, family tensions, race / hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances, in the event of prejudicial behaviour the following procedure will be followed:

- All incidents of prejudicial behaviour will be reported to the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Care and Guidance Policy and records will be kept.
- Parents / Carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral.
- The Head Teacher will follow-up any referrals, with the support of relevant school staff, for a period of four weeks to assess whether there is a change in behaviour or attitude.
- If deemed necessary serious incidents will be discussed with the Central Duty Team and a Referral made to Children's Services.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will make a CHANNEL referral and / or contact Leicestershire Police Counter Terrorism Unit.

Through INSET opportunities, which form part of our coordinated whole school approach to Safeguarding, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

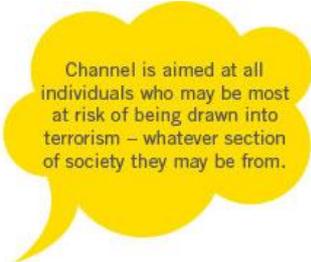
Safer Recruitment

We ensure that the staff we appoint are suitable, our recruitment processes are rigorous and we follow the statutory guidance published in Part 3 of Keeping Children Safe in Education (2019). Vetting and barring checks are undertaken on relevant people including governors and volunteers.

Appendix 4 What is Channel? What is Prevent?

Channel provides support across the country to those who may be vulnerable to being drawn into terrorism. The overall aim of the programme is early intervention and diverting people away from the risk they may face.

Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism. Who delivers channel? The process is a multi agency approach with a wide range of agencies and local partners working together to provide support for individuals. Coordinators are usually police officers with the multi-agency panel being chaired by the Local Authority.



Channel is aimed at all individuals who may be most at risk of being drawn into terrorism – whatever section of society they may be from.

How does channel work?

Channel works by partners jointly assessing the nature and the extent of the risk and where necessary, providing an appropriate support package tailored to the individual's needs.

The three key stages of Channel are:

- Identify individuals at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

Assessing the nature and extent of the risk

Where necessary, referring cases to a multi agency panel for development of the most appropriate support package to divert and support the individual at risk.

How do you identify those at risk?

Referrals come from those who have concerns about individuals who may be vulnerable to being drawn into terrorism.

Who makes the referrals?

Referrals can come from a wide range of individuals and partners and could include youth offending teams, social services, health, police, education and local communities.

Who sits on the multi-agency panel?

The panel is designed to work in the same way as other multi agency structures that are used to safeguard individuals at risk – from drugs, knife and gun crime, gangs etc. The panel is chaired by the local authority and consists of statutory partners and the Channel coordinator.

What kind of support is provided through the channel?

Examples of support provided could include mentoring, diversionary activities such as sport, signposting to mainstream services such as education, employment or housing. Support is always tailored to specific needs of the individual following assessment by the multi-agency panel.



Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism

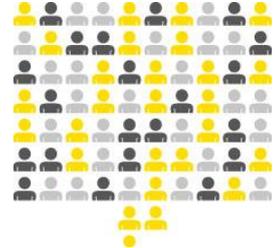
Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism

What is Prevent?

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.



Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism. The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

Prevent uses a range of measures to challenge extremism including:

- Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process, see the What is Channel section to find out more about this
- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable; and
- Supporting local schools, local industry and partner agencies through engagement, advice and training.

Prevent is measured locally and nationally to make sure the Prevent programme provides value for money.



The main aim of Prevent is to stop people from becoming terrorists or supporting terrorism.

At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.



Prevent addresses all forms of terrorism, but continues to ensure resources and effort are allocated on the basis of threats to our national security.

Appendix 5 - Employee Support Service Information



This helpline offers you and your family counselling and advice on a variety of personal, family or workplace issues.

The service is paid for by your employer and is provided by a professional organisation, *Wellbeing Solutions Management*. There is no cost to you and all calls are confidential.

Whatever our age, background or role in life, from time to time we all have problems – whether personal, family, or work-related. Talking to a counsellor or an advisor can help us understand a problem, try a different approach or just learn how to cope with a situation that we can't change. Our aim is to help you find your own solution to whatever is worrying you.

Confidentiality

This is a confidential and anonymous service provided by an independent organisation. No personal or identifying information is communicated to your employer.

Only in the most extreme and unusual circumstances would your confidentiality and anonymity ever be broken, for example, if our clinical professionals considered that you may be a significant danger to yourself or others around you. In these circumstances, you would be informed when this happens.



Legal



Older People



Emotions



Money



Work



Relationships



Health



Addictions



Family



How to get Support

Making Contact:

You and any family member (living at your address and aged over 16) can contact the Employee Assistance Helpline 24-hours a day, 365 days a year. We'll ask for the name of your employer and a convenient time for one of our counsellors or advisors to call you back.

Alternatively you can book an appointment online: employeeassistance.org.uk

Emotional Support:

If you would like the support of a counsellor, we will arrange a telephone counselling session at a time to suit you. Our counsellor may recommend further counselling sessions to help you overcome a more troubling issue.

Practical Advice:

If you need professional advice or factual information on any legal, money, health, work or personal issue, we can arrange for a free telephone consultation with one of our many specialist advisors.

24/7 freephone:

0800 328 1437

From outside the UK: +44 (0) 1482 661 814
Minicom: 01482 661 911 (8.30 am – 6.00pm)

Online:

employeeassistance.org.uk

APPENDIX 6 Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

Appendix 3 Extremism & Radicalisation Risk Assessment – School Level

School Name	The Roundhill Academy
Head Teacher Name	Tim Marston
Date of Risk Assessment	November 2020
Distribution	All Staff

Risk Area	Hazard	Individuals at risk	Control Measures	Comments	Risk Rating
Welfare & Safeguarding	Workers are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Staff and pupils	<ul style="list-style-type: none"> - Designated Safeguarding Lead (DSL) has received ‘Prevent’ awareness - DSL is named as the contact re Prevent Duty and this is published to staff and clearly visible to visitors - Staff training completed annually - All visitors are not left unsupervised - 3rd party contractors/volunteers are all provided with school safeguarding information, including exam invigilators - Preventing young people from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety - Records are held of any referrals with an audit trail being maintained by the DSL - Regular monitoring by the DSL that policies and procedures are in place - Trust Whistleblowing Policy in place - Clear reporting procedures in place in each school 	Child Protection Policy available on the shared areas	Low
	Young people are radicalised by factors internal or external to the school	Pupils	<ul style="list-style-type: none"> - We have a range of activities to promote the moral, social and emotional needs of young people aimed at protecting them from radical and extremist influences - Staff deliver training to help young people develop critical thinking around influence, social media and other on-line safety - Staff and other adults working with young people are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’ - Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or ‘British values’ - Staff are aware of factors which might have an influence on young people 	See additional notes	Low

Risk Area	Hazard	Individuals at risk	Control Measures	Comments	Risk Rating
			<ul style="list-style-type: none"> - Staff undertaking home visits are briefed on the signs to look out for around the home environment 		
Curriculum	School not having curriculum or substantial PD curriculum in place to address extremism views	Pupils	<ul style="list-style-type: none"> - Personal Development Curriculum - Assembly themes - Humanities faculty – e.g. History KS3 - Co-ordinated E-Safety curriculum, shared responsibility between PD and ICT 		Low
Organisational Culture	Workers (includes volunteers, 3 rd party and self-employed workers) do not buy into the values and ethos of the Trust/School	Pupils and staff	<ul style="list-style-type: none"> - Trust and Local inductions in place - Staff Code of Conduct must be read and signed for - Keeping Children Safe in Education disseminated annually to staff - Recruitment and selection processes in place to ensure appropriate safeguarding procedures are followed - Reporting procedures and Whistleblowing policies in place 		Low
ICT/Online Access	Young people accessing inappropriate materials via online and social media platforms	Pupils and staff	<ul style="list-style-type: none"> - ICT network adds filters - ICT network monitors what staff are accessing - Administration rights to IT accounts/social media accounts across the Trust are held centrally 		Low
Community/Working with Parents/Carers					
<p>Additional Notes:</p> <p>The school works closely with the Police and has a Police Liaison link where safeguarding matters are discussed and supported to protect children from any local risks as they arise.</p> <p>Our community Police Liaison is Jade Berry – jade.berry9309@leicestershire.pnn.police.uk</p>					