



# CHRIST'S COLLEGE FINCHLEY

## SPECIALIST MATHEMATICS AND SCIENCE ACADEMY

Whole School Policy

### CP01A

Date reviewed:	June 2015
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Next review:	May 2017

## SAFEGUARDING CHILDREN POLICY

### 1. General

- 1.1 The protection of children is the proper concern of everyone in a position to help. Primary responsibility for the care and protection of children rests with their parents, but a range of services is available to help them with this task.
- 1.2 All agencies with staff who are in direct contact with children and families must be involved in any school issue affecting the pupil.
- 1.3 The safety and protection of children is of paramount importance to all those involved in Education.
- 1.4 Children can develop a special and close relationship with school staff, and view them as significant and trustworthy adults. It is not surprising therefore that children, if they have been abused (see appendix 1B), may confide or disclose to a teacher or other member of staff.
- 1.5 School staff are also in a unique position to notice any change in demeanour or circumstances. There is the opportunity to notice injuries, marks or bruises when children are doing PE, games or swimming which might indicate a child has been abused.
- 1.6 The school takes account of the government guidance in *Keeping Children Safe in Education 2014*, and follows the procedures laid down in that document.
- 1.7 All staff appointed to the school will be subject to enhanced CRB checks (DBS checks from January 2013) and information will be sought from the Disclosure and Barring Service (formerly the Independent Safeguarding Authority) where it is deemed necessary. All those who have regular contact with the school including governors and parent volunteers will also be subject to DBS clearance.

### 2. Aims

#### The aims of this policy are:

- 2.1 To support the child's development in ways that will foster security, confidence and independence.
- 2.2 To provide an environment in which children and young people feel safe, secure,

- valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- 2.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
  - 2.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
  - 2.5 To emphasise the need for good levels of communication between all members of staff.
  - 2.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
  - 2.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
  - 2.8 To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

## Procedures

i) Reporting to the designated teachers: Mr S Olusanya, Headteacher, Mr M Kneller (Deputy Headteacher, Inclusion and Learning)

Any concerns about pupils must be discussed with the designated teachers (or their named deputy in their absence) as soon as possible and at least by the end of the teaching session.

ii) Immediate response to the child

It is vital that any staff actions do not abuse the child further or prejudice further enquiries, for example:

- a) listen to the pupil, if you are shocked by what is being said try not to show it;
- b) it is acceptable to observe bruises but not to ask a child to remove or adjust their clothing to observe them;
- c) if a disclosure is made the pace should be dictated by the pupil without their being pressed for detail by being asked such questions as “what did they do next?” or “where did they touch you?”. The staff role is to listen not to investigate. Staff must use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”;
- d) accept what the pupil says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”;
- e) do acknowledge how hard it was for them to tell you this;
- f) don’t criticise the perpetrator, this may be someone they love;
- g) **don’t promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated teacher) and why. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.

## Recording information

Staff should:

- a) make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated;
- b) observed injuries and bruises are to be recorded on the Body Map;
- c) note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”);
- d) keep these original notes and pass them to the Headteacher and or Deputy Headteacher (Pastoral)

The school will follow up all referrals to Social Services within 24 hours in writing.

## Support

### **i) Pupils and families**

The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk.

Therefore, this school will endeavour to support pupils through:

- a) the curriculum to encourage self-esteem and self-motivation;
- b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- c) the implementation of school behaviour management policies;
- d) a consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays;
- e) regular liaison with other professionals and agencies who support pupils and their families;
- f) a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so; and
- g) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

### **ii) Staff**

Receiving a disclosure or observing signs of abuse can be very distressing. All staff should discuss their feelings with the designated teacher or other senior member of staff.

Incidents of a child protection nature can affect staff not directly involved. Meetings should be used to support staff in this situation.

Members of staff may be asked to attend a strategy meeting. You will need to take any information the academy may hold.

You may be required to attend a child protection case conference for which you should provide a report.

The designated teacher will be available to support and advise you.

Any member of staff who is concerned about involvement in child protection issues can discuss the matter with the head.

## **3. ALLEGATIONS AGAINST STAFF**

- 3.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults, however we recognise that this is not always possible.
- 3.2 All Staff should be aware of our Behaviour Policy, systems and procedures.
- 3.3 We understand that a student may make an allegation against a member of staff.
- 3.4 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- 3.5 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) as soon as is practical or in very serious urgent matters the Police and / or Children Services Social Work Duty and Assessment Team.
- 3.6 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the designated teacher for child protection who will inform the Chair of Governors who will consult as in above.
- 3.7 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and the Human Resources Adviser.
- 3.8 In the event of an allegation against the Headteacher, the decision to suspend will be

made by the Chair of Governors with advice as in above.

### **Confidentiality**

- a) We recognise that all matters relating to child protection are confidential.
- b) The Headteacher or Designated Child Protection Teacher will disclose any information about a student to other members of staff on a need to know basis only.
- c) All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- d) All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- e) We will always undertake to share our intention to refer a child to Children Services Social Work Duty and Assessment Team with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

### **Parents**

- a) Parents play an important role in protecting their children from abuse. The academy is required to consider the safety of the pupil and should a concern arise professional advice will be sought prior to contacting parents.
- b) The academy will work with parents to support the needs of their child.
- c) The academy aims to help parents understand that the academy, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to the Social Services in the interests of the child.

### **When a pupil transfers to another school**

- a) If the pupil is on the child protection register, their Social Worker will be contacted by the designated teacher and informed of the transfer.
- b) When the child changes schools within the authority, child protection records will be passed on to the designated teacher at the receiving school.
- c) When the child is moving to another authority, information will be passed onto the next school's designated teacher. Case conference minutes are not transferred but the date, name of chair, LA and outcome will be included on the records transferred.

### **Training**

- a) The academy has a commitment to training and attendance at inter-agency child protection meetings. Time will be given to enable this commitment to be met. However it is the responsibility of the individual to notify the appropriate senior member of staff to ensure cover.
- b) The designated teachers will be expected to cascade learning to the wider staff group via meetings etc.

### **Case conferences and core group meetings**

- a) In each case the academy will assign the appropriate member of staff to attend a child protection case conference. Where possible the member of staff will be accompanied by the designated teacher but this may not always be possible. You should prepare a report presenting this to the case conference chair at the start of the meeting. The chair will gather all information and assess the risks. You will be asked for your view in respect of registration.
- b) If a child's name is placed on the local Child Protection Register a core group will be agreed. All core group members meet regularly (at least monthly) to monitor and progress the child protection plan and core assessment. Attendance at these meetings will be given priority.
- c) The designated teacher will be available to advise and support you.

- d) Where no registration has taken place schools may be asked to monitor. It is your responsibility to ask for clarity about information required, timescales, and reporting methods.

#### **4. Responsibilities**

##### **The Governors**

- 4.1 The governing body will appoint a named governor (Ms Naomi Angell) to liaise with the school's designated teacher on safeguarding pupils issues.
- 4.2 The governors will also appoint a designated teacher for safeguarding pupils and ensure that he/she is trained and receives further updating at least every two years.
- 4.3 The governing body will receive and consider annually a report from the headteacher on safeguarding pupils in the school.
- 4.4 The named governor (Ms Naomi Angell) will determine appropriate training (in liaison with the Headteacher) for the governing body.
- 4.5 The governing body will determine any changes to the academy's policies and procedures as appropriate.
- 4.6 The governing body is responsible for reviewing and amending the policy as appropriate.

##### **The Headteacher**

- 4.7 The headteacher is responsible for the implementation of the policy and ensuring that the outcomes are monitored. The headteacher will report annually to the governors on the working of the policy.

##### **The Designated Teachers**

- 4.8 The designated teachers for child protection are: Mr S Olusanya/Mr M Kneller
- 4.9 Their deputy or the person to contact in their absence is: Mr Mark Hodges
- 4.10 The designated teachers are responsible for ensuring that all cases of suspected or actual problems associated with child protection are investigated and dealt with.
- 4.11 The Deputy Headteacher (Pastoral) will ensure that he is aware of the latest national and local guidance and requirements and will keep the headteacher and staff informed as appropriate.
- 4.12 The designated teachers will ensure that appropriate training for staff is organised annually.
- 4.13 The designated teachers will liaise with the governing body's nominated governor (Ms Naomi Angell) for safeguarding pupils.

##### **The Staff**

- 4.14 All staff, including supply teachers and other visiting staff (e.g. school nurses) and those supporting school trips will be informed of the designated teachers' name(s) and the school's policy for the protection of children:
- √ During their first induction to the school
  - √ Through the staff/personnel handbook
  - √ Information given at reception on request
  - √ Whole staff training or briefing meetings
- 4.15 All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, that day to the designated teachers. If in any doubt they should consult with the designated teachers.
- 4.16 All relevant national and local procedures will be made available for staff reference and are located in Headteacher's office.

## **5. EQUAL OPPORTUNITIES**

All staff and governors with responsibilities under this policy must take into account the equal opportunities policies when discharging their duties.

## **6. SPEAKING OUT (CONFIDENTIAL REPORTING)**

- 6.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 6.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak with the Headteacher and / or the Chairman of Governors.

## **7. PHYSICAL INTERVENTION**

- 7.1 Our guidance on physical intervention by staff is contained in our Behaviour Policy and follows DfE non-statutory guidance: *Use of reasonable force: Advice for headteachers, staff and governing bodies* and acknowledges that the decision whether or not to intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 7.2 Staff use physical intervention as a last resort, but staff are empowered to use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- 7.3 In a school, force is used for two main purposes: to control students or to restrain them
- 7.4 Such events should be recorded and signed by a witness.
- 7.5 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 7.6 Please refer to our separate Behaviour Policy.

## **8. BULLYING**

- 8.1 Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying. The school delivers a zero tolerance approach to all forms of bullying including verbal, physical and cyber.
- 8.2 Please refer to our separate policies on Behaviour and Anti-Bullying.

## **9. SAFER RECRUITMENT**

- 9.1 We are committed to safeguarding and promoting the welfare of all our students and appreciate that safer recruitment of staff is the first step to achieving this. Consequently, stringent recruitment and vetting procedures are in place following DfE guidelines.
- 9.2 Please refer to our separate policy on Safer Recruitment Procedures.

The Designated Child Protection Teachers are Mr Samson Olusanya

The Deputy Designated Child Protection Teacher is: Mr Mike Kneller, Mr Mark Hodges

The nominated Governor for Safeguarding is: Ms Naomi Angel.

### **Monitoring and review**

The designated teachers will monitor the working of the policy and will report as required.

The headteacher will report to the governors annually on the working of the policy.

Signed: \_\_\_\_\_  
Chair of the governing body

*October 2015 Update*  
Date: \_\_\_\_\_

## Appendix 1

### Child Protection - Staff Guidance

#### A. Procedures to be followed:

- a. **Members of staff who suspect abuse of a child should report their suspicions to the designated teacher.** The designated teacher, in consultation with the head, will determine whether the social services and in some instances, the police will be notified. It is the role of the police to investigate this type of incident.
- b. **Information is received from primary schools, other schools, parents, the social services and various other sources.** The weekly forum meeting to be used to pass on relevant details. Where it is thought that the social services are not aware of the case they will be informed.
- c. **Risk register.** A confidential register will be maintained of all those pupils known to be at risk. Names will be entered on the register if it is confirmed by social services that the child is actually at risk.
- d. Where a child is known to be at risk, the named member of staff will inform the relevant pastoral staff and members of the leadership team.
- e. Staff who organise educational visits should publish the names of those pupils involved and seek information about any involvement of social services.
- f. The named members of staff who will, when possible, attend any reviews called by the Social Services.

#### Procedures in respect of child abuse

Abuse exists where children under the age of seventeen years have been physically or emotionally abused or severely neglected. Abuse of children who are over five years of age is likely to be noticed by the school staff and health workers or education welfare officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

The Education Service in general, and this school in particular, has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the school.

**In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult.** It is the responsibility of school staff to report this to the designated teacher (or headteacher) as soon as possible. The designated teachers are responsible for ensuring that children are identified and the appropriate agency involved. It is important that if staff, overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading school visits, particularly residential ones, should provide a list of those children taking part to the designated teacher to ensure that they are made aware of all essential information relating to the pupils in their care.

#### B. Indicators of abuse and neglect

##### PHYSICAL ABUSE

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent or carer has convictions for violent crimes.
- Indicators in the family/environment



- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

### **EMOTIONAL ABUSE**

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Indicators in the child:-**

- Developmental delay
- Abnormal attachment between a child and parent or carer, for example, anxious, discriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' difficulty relating to others
- Over reaction to mistakes
- Fear of new situations

### **Indicators in the parent:-**

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child for example, presenting as over anxious
- Low self esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

### **Indicators in the family/environment:-**

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self harm, somatising disorder or false
- Allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment;
- Risk from animals

- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

## **SEXUAL ABUSE**

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

### **Indicators in the family/environment:-**

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, somatising disorder or false allegations of
- Physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

### **Further information on Child Sexual Exploitation, Honour Based Violence, Female Genital Mutilation, Forced Marriage, Radicalisation and Trafficking**

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**"Honour based violence"** is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. There is no honour in the commission of murder, rape, kidnap and the many other acts, behaviour and conduct which make up "violence in the name of so-called honour".

The simplicity of the above definition is not intended in any way to minimise the levels of violence, harm and hurt caused by the perpetration of such acts. It is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code. "Honour Based Violence" can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

Examples may include murder, un-explained death (suicide), fear of or actual forced marriage, controlling sexual activity, domestic abuse (including psychological, physical, sexual, financial or emotional abuse), child abuse, rape, kidnapping, false imprisonment, threats to kill, assault, harassment, forced abortion. This list is not exhaustive. Such crimes cut across all cultures, nationalities, faith groups and communities. They transcend national and international boundaries

**Female genital mutilation (FGM)** is illegal in the UK - it's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison.

FGM is any procedure that's designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons. It's sometimes known as 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls

- FGM procedures can cause: severe bleeding
- infections
- problems with giving birth later in life - including the death of the baby

A **forced marriage** is where one or both people do not (or in cases of people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used.

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

Possible warning signs to look out for:

Young people rarely feel able to disclose their feelings about any of these things. However there are some warning signs that may indicate HBV, FGM or FM:

- extended absence from school/college,
- truancy,
- drop in academic performance,
- low motivation,
- excessive parental restriction and control of movements, and history of siblings leaving education early to marry
- parental control of income and limited career choices
- evidence of self-harm,
- treatment for depression,
- attempted suicide,
- Social isolation,
- eating disorders or substance abuse
- evidence of family disputes/conflict, domestic violence/abuse or running away from home

A young person demonstrating any of the above may not be necessarily at risk, but if you feel concerned contact the Designated Teacher for Child Protection

## **INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We

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

3. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
4. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
5. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
6. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
7. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **Supporting Students and Staff against Radicalisation**

The school has an ethos which develops strong and positive relationships between staff and students. Tutor teams and the Student Welfare and Guidance team work together to address the very specific needs students who may be at risk. There is also a thorough education programme which teaches the importance of tolerance, justice, respect and understanding. These are fundamental principles upon which our school is founded. The school has close links with the police and other organisations to obtain support where we feel a student may have been subject to or at risk from radicalisation. The school will always report to the appropriate authorities any student they feel who may be at risk of committing a criminal offence due to radicalisation.

## **Trafficking**

The two most common terms for the illegal movement of people – ‘trafficking’ and ‘smuggling’, are very different. In human smuggling immigrants and asylum seekers pay people to help them enter the country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

The Palermo Protocol establishes children as a special case – *any child transported for exploitative reasons is considered to be a trafficking victim* – whether or not they have been deceived. This is partly because it is not considered possible for children to give informed consent.

Even when a child understands what has happened they may still appear to submit willingly, to what they believe to be the will of their parents.

## **Identifying victims of child trafficking**

### **Issues for Reception/Admissions:**

- Adult presenting with a number of children at different times
- Adult presenting with unrelated children
- Adult is not immediate family member or legal guardian
- Unregistered private fostering arrangement
- Adult unable to provide identification documents for children
- Documentation that is false, altered or fraudulently obtained
- Child has been in the UK for some time but not enrolled in education or does not speak English
- History of missing links or unexplained moves
- Registered at multiple or ‘hot’ addresses
- Unable or reluctant to provide details – address, educational background, relationships in household

### **Issues for Teaching Staff:**

- Child claims to have been exploited, or owes money (eg for travel costs)
- Indications of abuse/neglect (see London Child Protection Procedures)
- Truancy/disengagement with education
- Disinterest in education
- Preoccupation with work, earning money
- Request to leave education for work/training
- Adults/ young people/ cars loitering near school or attempting to contact child

- Entering or leaving vehicles driven by unknown adults
- Indications of work – tiredness, manual labour – back aches, calloused hands, skin irritations, headaches
- Indications of sexual exploitation
- Has money, expensive clothes, mobile phones or other possessions unaccounted for
- Child has excessive fears/anxieties
- Behaviour – irritable, unsociable, aggressive, poor concentration or memory
- Child not given sufficient time to complete homework
- Receives unexplained calls/texts

## Key Considerations

- Trafficked children are at high risk of going missing - concerns must be dealt with immediately
- Children are unlikely to disclose and have been groomed not to tell
- Traffickers often pose as relatives
- Where there are concerns of trafficking, the child must be spoken to away from adult/carer (who must not be used to interpret)
- Overt probing/investigation into the child's circumstances may heighten risk of disappearance – this requires multi-agency response
- Copies should always be taken of any identification of adult and child/ren, and wherever possible this should be photographic identification
- Traffickers may divert attention of authorities by providing accounts of being on holiday, or plans to shortly return home or to another locality
- Always record all addresses, names and contact details – home and holiday, addresses of relatives/friends being visited
- Accounts provided by child/adult should be compared and any inconsistencies carefully scrutinised

**The following hyperlink gives you information on points of law and links to other agencies.**

<http://www.londonscb.gov.uk/>

<https://www.gov.uk/government/publications/teachers-standards>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Tgether\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Tgether_to_Safeguard_Children.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/280881/supervision\\_of\\_activity\\_with\\_children\\_which\\_is\\_regulated\\_activity\\_when\\_unsupervised.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/280881/supervision_of_activity_with_children_which_is_regulated_activity_when_unsupervised.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

<https://www.barnet.gov.uk/bscb/>

[http://www.cscb-new.co.uk/downloads/Child\\_Sexual\\_Exploitation/Pan-London%20Child%20Sexual%20Exploitation%20Operating%20Protocol%20-%20March%202013.pdf](http://www.cscb-new.co.uk/downloads/Child_Sexual_Exploitation/Pan-London%20Child%20Sexual%20Exploitation%20Operating%20Protocol%20-%20March%202013.pdf)

[https://www.nspcc.org.uk/what-you-can-do/make-a-donation/?source=ppc-brand&utm\\_source=google&utm\\_medium=cpc&utm\\_campaign=UK\\_GO\\_S\\_E\\_BND\\_Paid\\_Pure\\_NS\\_PCC&utm\\_term=nspcc&qclid=CNSz-tGGncsCFbYW0wod9e4LMA&qclsrc=aw.ds](https://www.nspcc.org.uk/what-you-can-do/make-a-donation/?source=ppc-brand&utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_E_BND_Paid_Pure_NS_PCC&utm_term=nspcc&qclid=CNSz-tGGncsCFbYW0wod9e4LMA&qclsrc=aw.ds)