



Safeguarding and Child Protection Policy

Marling School fully recognises its responsibilities for safeguarding and child protection.

AIMS

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- 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.
- 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.
- 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.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure for use within the School to be followed by all members of the School community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff, governors and volunteers working within our School who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check, and a central record is kept for audit.

APPLICATION

Our policy applies to all staff, governors and volunteers working in the School. There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

IDENTIFICATION, SUPPORT AND PREVENTION

We recognise that because of the day to day contact with children, School staff are well placed to observe the outward signs of abuse. The School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the School whom they can approach if they are worried.
- Include opportunities in the citizenship element of the Tutor Time programme to allow children to develop the skills they need to recognise and stay safe from abuse.

Any child may benefit from early help, but all staff should be particularly alert to groups of students for whom the risk is greater (see Appendix 1). The School may be the only stable, secure and predictable element in the lives of children at risk. When at School their behaviour may be challenging and defiant, or they may be withdrawn. The School will endeavour to support the pupil through:

- The content of the curriculum.
- The School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The School Behaviour Policy which is aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies that support the pupil such as social care services, Children and Young Peoples Service (CYPS) and Adult Mental Health Service, Education, Entitlement and Inclusion Service and Educational Psychology Service.
- Ensuring that, as a pupil on the child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Staff should act on **any** concerns about a child's welfare immediately by sharing them with the DSL (or Deputy). The DSL and Deputies should plan to ensure availability during school hours. If, in exceptional circumstances, the DSL (or Deputies) are not available this should not delay appropriate action being taken. Staff should speak to a member of SLT and/or take advice from the Gloucestershire Children's Helpdesk, 01452 426565.

The Designated Safeguarding Lead is Robert Reid, Assistant Headteacher. The Deputy Safeguarding Leads are Stuart Wilson, Executive Headteacher, Glen Balmer, Associate Headteacher and Andrew Wilson, Head of Key Stage 4 and Ruth Woodley, Student Support Worker.

We recognise that safeguarding of children is most likely to be effective if intervention and support to a child is made as early as possible once a safeguarding issue is identified. As a school in Gloucestershire, we are committed to work in accordance with the Gloucestershire Children's Safeguarding Executive Early Help Offer which is set out with the School's interpretation of how it should be delivered, in Appendix 1 of this document.

PROCEDURES

We will follow the procedures set out by the Gloucestershire Safeguarding Children's Executive (GSCE) and take account of guidance issued by the Department for Education to:

- Ensure we have a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection who will report annually to the Full Governing Body.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the School prospectus and on the website.
- Ensure that staff understand the Child Missing in Education (CME) procedure and their responsibilities for monitoring and reporting student attendance.
- Notify social services if there is an unexplained absence of a maximum of two days of a pupil who is on the child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and in the construction of child protection plans.
- Keep records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely on the School's electronic storage system (CPOMS); any paper copies should be kept separate from the main pupil file and in nominated locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensuring that we practise safe recruitment in line with Government guidance by ensuring that one member of each interview panel has up to date safer recruitment training and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.

RESPONSIBILITY OF THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSL

The DSL and Deputy DSLs are responsible for:

- Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made on-line, following a telephone call using the Multi Agency Request Form.
- Keeping records of concerns about a child even if there is no need to make an immediate referral.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records. Archived files for students who have left will be kept until the child's 25th birthday. If a child leaves to move to another school the file will be copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file in above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or an appropriate staff member attends case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for a maximum of two days is referred to their key worker's Social Care Team.
- Organising child protection induction and update training every 3 years, for all school staff and any other appropriate training including safer recruitment training.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases and number of children on the child protection register (anonymised).

SAFER RECRUITMENT

When the School is recruiting and selecting new members of staff at least one member of the interviewing (decision making) panel will have undergone safer recruitment training and hold a valid certificate.

SAFEGUARDING AND THE GOVERNING BODY

A member of the governing body is nominated as the Link Governor with responsibility for Safeguarding and Child Protection. The Link Governor will receive training from the GCSE. Safeguarding will be a standing item on the agenda for each meeting of the governors' Student Progress Committee.

CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential.

- The Headteacher or DSL will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care 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 Local Area Designated Officer (LADO -GCSE) and/or Stroud Social Care Team on this point.

ALLEGATIONS AGAINST STAFF

Where an allegation is made against a member of staff, including supply staff, the GCSE guidelines are followed. If the allegation is made against the Headteacher, the Chair of Governors or the nominated governor for safeguarding will contact the Local Area Designated Officer (LADO), 01452 426994:

- 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.
- All Staff should be aware of Marling School's Behaviour Policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is included in the E-Safety Policy, the CBAT Code of Conduct for All Adults document and the Keeping Children Safe in Education (DFE) summary document [KCSIE]. All of these documents are kept in the on-line Staff Handbook. Once per year the documents are emailed to staff with a read receipt required and a record made in the SCR.
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.
- The School will follow the GCSE procedures for managing allegations against staff.

- 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 School's HR provider in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice from the LADO.
- In line with the Whistleblowing Policy, staff who have concerns about another colleague would normally raise this with their line-manager; however they are able to raise concerns directly with the LADO.

ABUSE and NEGLECT

- Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy). All School staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

PHYSICAL INTERVENTION

- We acknowledge that staff must only ever use restrictive physical intervention as a last resort, when a child is endangering him/herself or others, or is damaging property, or there is a suspicion that although injury or damage has not happened, it is at immediate risk of occurring.
- Staff should take all reasonable steps to avoid the need for physical restraint. E.g. through de-escalation approaches including dialogue and diversion, allowing space, talking and listening, humouring, reasoning. Every effort should be made to secure the presence of other staff before applying physical restraint. The pupil should be warned orally that physical restraint will be used unless he/she desists. At all times only the minimal force necessary to prevent injury should be used. As soon as it is safe, restraint should be relaxed to allow the pupil to gain self-control. Restraint should take place calmly but firmly. Restraint should be an act of care and control, not punishment.
- Incidents in which physical restraint takes place must be recorded. The staff applying the restraint, the pupil and witnesses should make signed written statements. Staff applying the restraint must be able to show that the method of restraint was in keeping with the incident that gave rise to it, that the degree and duration of force was proportional to the circumstances and that the risk of damage to persons and property was always kept in mind. The records of the incident will be kept by the DSL and discussed with the Headteacher.
- Afterwards, the pupil should discuss and be counselled on why it was necessary to restrain the pupil. The member of staff who applied the physical restraint should have a full debrief with the DSL. A written record of the incident will be kept by the DSL.

PREVENTION OF EXTREMISM AND RADICALISATION POLICY

Prevention of extremism and radicalisation is a safeguarding and child protection issue. In view of the significance and detailed protocol related to this matter a separate policy has been established.

CHILD MISSING IN EDUCATION

A child going missing from education will be treated as a safeguarding concern. In line with the Attendance Policy, student absence which has not been explained by parents will be followed up with same day telephone calls. If a satisfactory explanation of the absence is not received the Attendance Officer will refer the matter to the DSL. For students on Child Protection Plans and Child in Need Plans absence is reported to the Designated Social Worker for that student within the appropriate timescales and in accordance with LA guidance.

CHILD SEXUAL EXPLOITATION and CHILD CRIMINAL EXPLOITATION (CSE and CCE)

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. In the event that a case of CSE is suspected by a member of staff this will immediately be treated as a safeguarding concern.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups.

CHILD MENTAL HEALTH

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

EXTREMISM AND RADICALISATION

As part of its commitment to keeping its students safe, Marling School recognises its responsibility to educate its students about extremism and recognise when pupils start to become radicalised.

The Prevent duty means the school has 'due regard to the need to prevent people being drawn into terrorism', under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological and applies to our school.

The most effective way to safeguard children and young people against radicalisation toward violent extremism and terrorism is to promote our shared values and virtues, community responsibility and the celebration of diversity. Marling School should be a safe space in which children and young people can understand and discuss sensitive topics within the SMSC curriculum, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas, which avoids political indoctrination and secures a balanced presentation of political issues.

All staff receive training to ensure they are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation, extremism and terrorism. They should be aware of how radicalisation may be identified early on and must report all concerns to the DSL team.

The DSL team will work with Children's Social Care, local Prevent Police team and Channel Panel to decide the best course of action to address concerns which arise. Actions will be proportionate, and the school will work with external agencies, in a multi-agency approach, to seek a positive outcome for the child.

See Appendix 2 for more information.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff have a legal responsibility to personally report to the Police. suspicions that FGM has been, or may be, carried out on a child to the Police. Staff should also discuss the case with the DSL (or Deputy) unless there is good reason not to.

- i) Staff who teach female students in Year 12 and 13 classes may become aware of FGM concerns. In this case the matter would be reported to the Police and DSLs of Marling and the partner school (in the case of Stroud High School students). Is the reference to SHS still relevant?
- ii) Staff may become aware of an FGM issue of a relative of a Marling student. In this case the matter would be reported to the Police and DSL (or Deputy).

PEER ON PEER ABUSE

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Abuse is abuse and will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Sexual Harassment can occur online and offline. Girls, LGBT students and those with SEND are at greater risk of experiencing it. Staff must report any concern of peer on peer abuse to the DSL (or Deputy) immediately. All victims will be taken seriously and offered appropriate support.

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

BULLYING

Concerns about bullying in any form are dealt with in line with the School's Anti-Bullying Policy.

DRUGS AND CONTROLLED SUBSTANCE ABUSE

[A separate linked policy exists.](#)

RACIST INCIDENTS

We keep a record of racist incidents.

REMOTE LEARNING AWAY FROM THE SCHOOL

During the validity period of this policy it is likely that students of the School will be experiencing increased use of the internet. The School will be using online methods to teach during periods of remote learning. Where children are being asked to learn online at home, the School will use the DfE guidance (<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>) to support

pupils to do so safely. All staff who have interactions with students during remote learning, including online, should continue to look for signs that a student might be at risk. Any such concerns should be dealt with in line with the School's normal safeguarding procedures, as per the Safeguarding Policy. The (D)DSLs will continue to make referrals to Social Services MASH and/or to the Police where appropriate. A (D)DSL is available at all times in school hours. Should a referral be necessary out of school hours, all staff are able to access the social services out of hours service(<https://www.gscb.org.uk/contact-gsce-and-sign-up-for-gsce-alerts/>).

A protocol is in place in the [Contingency Curriculum Policy](#) which gives clear guidance for the safe delivery of a lesson that takes place via remote learning. The [Responsible Use of ICT Policy](#) applies in full to both online and in-school learning.

ONLINE PARENT INTERACTION

During an online parent evening, parents should maintain the same confidentiality of a face to face meeting. If parents should give an indication that students are exhibiting a safeguarding risk at home, the (D)DSLs should be informed at the earliest opportunity. As parents' evenings take place during the evening, the (D)DSL should be informed the following day unless the teacher conducting the meeting considers the issue urgent. In which case the (D)DSL should be informed – The DSL will be on duty and can be contacted by email for the duration of all online parents' evenings. In the event of the unavailability of the DSL, a DDSL will be available and staff will be informed which DDSL to contact.

POLICY REVIEW

The above section of the safeguarding and Child Protection Policy is based on the GSCE recommended policy and KCSIE 2020. This policy will be amended in line with any changes to the GSCE recommended policy. The School policy has a one-year review cycle.

MONITORING

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Designated Governor for Safeguarding visits to the School.
- Pupil surveys and questionnaires.
- Scrutiny of Attendance data.
- Logs of bullying/racist/behaviour incidents for SLT and Associate Headteacher to monitor.
- Review of parental concerns and parent questionnaires.

LINKS TO OTHER POLICIES

SEND & AEN Policy <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

Anti-bullying Policy <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

Attendance Policy

Behaviour Policy <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

Drugs and Controlled Substances Policy

Educational (Offsite) Visits Policy

E-Safety Policy <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

First Aid Policy

Health and Safety Policy

Lettings Policy

Recruitment and Selection Policy <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

Responsible Use Policy

CBAT Code of Conduct for All Adults <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

Relationships and Sex Education Policy <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

Single Equality Scheme (Equal Opportunities) Policy <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

Visitors to School Policy

Whistleblowing Policy <https://www.marling.gloucs.sch.uk/marling-school#policies-and-reports>

Appendix 1

Early Help and Intervention

“The Early Help Offer (the Offer) is an approach not a service. It respects every family's right to access information to help manage their own lives successfully, whilst guiding them to seek support from appropriate sources. Help can then be agreed as soon as concerns start to emerge. The 'Offer' is for all children, as issues may arise at any point in a child or young person's life. It includes both universal and targeted /specialist services, to reduce or prevent concerns from growing or becoming entrenched”. (Source Early Help for Children, Young People and Families, Gloucestershire County Council Website 8.12.2014.)

Any child may benefit from early help, but all School staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.

School may be the only stable, secure and predictable element in the lives of children at risk. The School will endeavour to support all pupils through the provision of early help by:

- Providing high quality learning and teaching in Life Skills lessons and across the curriculum alongside robust pastoral support that promotes the well-being of pupils and gives them the skills they need to recognise and stay safe from all forms of abuse.
- Having an ethos that promotes a positive, safe and secure environment and gives pupils a sense of being valued.
- Actively encouraging the Student Voice where pupils can speak about any concerns they have to a member of staff. Pupils are encouraged to speak openly and they are aware that staff take their concerns very seriously.
- Ensuring that the Behaviour Policy, the Anti-Bullying Policy, the Controlled Substances Policy, the Responsible Use Policy, the Sex and Relationships Education Policy and the CBAT Code of Conduct for All Adults support vulnerable pupils in the School.
- Ensuring that all unexplained absences are followed-up with a first morning of absence telephone call to obtain an explanation. Long-term or repeated absences will be investigated by the Form Tutor, Head of Year and Head of Key Stage (where pupil absence is unexplained, the School would follow the Gloucestershire Children Missing in Education protocol).
- Providing safeguarding training to all staff so that they are aware of the signs of abuse and neglect such as Honour Based Violence, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Faith Abuse, Youth Violence, Gender Based Violence, Child Sexual Exploitation and Trafficking, Induced Illness, Drug Abuse (see Anti-drugs policy) and Sexting. Staff will be vigilant in considering links between mental health concerns including self-harm, and possible abuse; radicalisation and possible abuse; and private fostering and possible abuse.
- Ensuring that staff recognise their duty to have due regard to the need to prevent people from being drawn into terrorism and following statutory guidance in order to fulfil its responsibility. The School will liaise closely with the police in this respect. The School has a designated member of the Senior Leadership Team with responsibility for the prevent duty and anti-extremism.

Appendix 2

RADICALISATION AND EXTREMISM

Definitions and indicators

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (During that process, it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.)

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual tolerance of different faiths and beliefs. It also includes calls for death of members to the British armed forces, whether in the United Kingdom or overseas.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There are a number of behaviours which may **indicate** a child is at risk of being radicalised or exposed to extreme views. These include:

Indicators of an identity crisis

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology

Indicators of a personal crisis

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identify, faith and belonging

Indicators of vulnerability through personal circumstances

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers'/adults' requests
- Condoning or supporting engagement with extremist ideologies or groups

National Guidelines to be read when working with this policy

CONTEST - The UK's Strategy for Countering Terrorism. June 2018 (which supersedes CONTEST 2011 and Prevent Strategy 2011)

PREVENT Duty Guidance for England and Wales, 2015

Revised PREVENT duty guidance: England and Wales, April 2019

Keeping Children Safe in Education, 2021

Working Together to Safeguard Children, 2018

Channel Duty Guidance, 2015

Other useful sources of information

PREVENT for schools

http://www.preventforschools.org/?category_id=40

Educate Against Hate - Prevent Radicalisation & Extremism

<https://educateagainsthate.com/>

PREVENT resources for post-16 learners to be developed by ETF - The ...

<http://www.et-foundation.co.uk/news/etf-develop-resources-preventing-extremism-embedding-british-values-post-16-learners/>

Preventing Radicalisation Resources | Safeguarding in Schools ...

<https://www.safeguardingschools.co.uk/prevent/>

PREVENT duty which covers the Prevent information

<https://www.educare.co.uk/resources/what-is-the-prevent-duty>

The PREVENT Duty and Controversial Issues: creating a curriculum response through citizenship

<https://www.teachingcitizenship.org.uk/resource/prevent-duty-and-controversial-issues-creating-curriculum-response-through-citizenship>

DfE: Sexual violence and sexual harassment between children in school and colleges

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