



Safeguarding and Child Protection Policy

Document Control

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Introduction

The Arthur Terry Learning Partnership (ATLP) is totally committed to safeguarding and promoting the welfare of children. We recognise that this is the responsibility of everyone and we all, staff and visitors have an important role to play.

We fully understand the role we play in safeguarding the youngest and perhaps most vulnerable members of our community and how through good multi agency working we can help protect those too young to protect themselves.

We fully understand that as a Learning Partnership we must have regard to current legislation when carrying out our duties to safeguard and promote the welfare of children.

It is the role of the Governing Body of each school to ensure that the appropriate mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in current legislation with regard to safeguarding children.

We firmly believe that:

- All children have the right to be protected from harm
- Children need to feel safe and to be safe in our school
- We can contribute to the prevention of abuse including physical, sexual, emotional, neglect, bullying, extreme behaviours, discriminatory views and risk taking behaviour
- Children need support that matches their individual needs, including those who may have experienced abuse

The ATLP schools will fulfil local and national responsibilities as laid out in the latest editions of the following documents:

- Working together to Safeguard Children (DfE)
- Keeping Children Safe in Education: statutory guidance for schools and colleagues (DfE)
- The Procedures of Birmingham Safeguarding Children Board, including Right Service Right Time
- The Children Act
- The Education Act
- Dealing with Allegations of Abuse
- Teachers Standards
- Prevent Duty
- FGM Duty
- Guidance for safer working practice for those working with children and young people in education settings
- Early Help Strategy
- Children Missing from Education
- Supervision Policy (from February 2017)
- Sexting in Schools and Colleges (UK CCIS 2016)

This policy will be reviewed regularly and may be revised and updated. For this reason, ATLP will formally approve this policy on an annual basis but will then authorise Sue Bailey and Nicky Lawton to accept updates on matters of detail between reviews. They will ensure staff are made aware of these changes.

The details of these changes should be listed in the codicil insert at the end of the policy.

Overall aims:

This policy represents an amalgamation of the ATLP Safeguarding and Child Protection policies. Further guidance can be found in Appendix one: Protecting Children from Significant Harm and will contribute to the safeguarding of our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and children
- Developing staff awareness of the causes of abuse and alerting staff to signs and symptoms and ensuring staff know what to do if they suspect abuse
- Encouraging children and parental participation in practice
- Addressing concerns at the earliest possible stage and thereby reducing potential risks to students which includes, where appropriate, the use of Early Help Panels if it is felt the needs of the child fall into the Right Service Right time categories of Universal Plus or Additional needs. The DSL will also offer and seek advice about undertaking an Early Help Assessment and initiating an Early Help Plan. If this plan is unsuccessful advice can be sought from the Early Help Panel. If concerns about a student are deemed complex and significant (RSRT) a Request for Support Form should be submitted to C.A.S.S.

This policy will contribute to the protection of children within our school by:

- Implementing child protection policy and procedures
- Working in partnership with children, parents and agencies
- Implementing safer recruitment practices
- Ensuring the Single Central Record (SCR) is compliant with current legislation with particular reference to Section 128 checks, proof of address checks and EEA status
- Establishing a mechanism that enable the Chair of Governors or Safeguarding Governor to monitor the SCR and implement any action where appropriate
- Including appropriate work within the curriculum

This policy will contribute to supporting our children by:

- Identifying and protecting the most vulnerable
- Identifying individual need where possible
- Designing plans to meet needs

- Offering appropriate support to individual children who have experienced abuse, abused others or act as Young Carers.

To further support and protect our children we will:

- Appoint a member of our Governing Body to take lead responsibility for safeguarding in each school.
- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse at an early stage in line with the Early Help Strategy
- Respond quickly and effectively to cases of suspected abuse in all its forms
- Monitor and support children at risk
- Continue to use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parent/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability and are aware of our Children Protection Procedures via training.
- Encourage self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
- Promote a caring, safe and positive environment within the school.
- Provide continuing support to a child about whom there have been concerns, who then leaves the school, and ensure that appropriate information is forwarded under confidential cover to the child's new school.

Ensure we have a rigorous and robust systems in our schools to ensure the appropriate monitoring of the use of the internet and offer training and education to staff, children and parents to keep them safe from potentially harmful online material.

Key Messages

- Safeguarding and promoting the welfare of children is everyone's responsibility regardless of role or responsibility. This means they should consider, at all times, what is in the best interest of the child.
- Child abuse happens everywhere – **Notice things! Develop your 'professional curiosity'**
- If you have concerns about a child share **the concern with the Designated person, in person and at the earliest opportunity**
- Do not rely on emails, memo's or voicemail
- Always consider the worst case scenario
- We have a responsibility to report, record, monitor and support
- Know and follow the child protection procedures
- There will never be a convenient time but you must pass your concern on
- Keep accurate records

Key principles

These are the key principles of child protection work, as stated by Birmingham Safeguarding Children Board in Right Services, Right Time and Early Help Strategy

- Always see the child first
- Never do nothing
- Do with, not to, others
- Do the simple things better
- Have conversation, build relationships
- Outcomes not outputs

Key processes

All staff members should be aware of the systems within their school which support safeguarding. These should be explained to them as part of induction. This should include:

- Safeguarding policy to include Protecting Children from significant Harm
- Staff behaviour policy
- Information about the role of the DSL

All staff must familiarise themselves with the context of these policies and seek further clarification if unsure.

Staff are encouraged to read 'Guidance for safer working practice for those working with children and young people in education settings' and be able to make clear the difference between a 'concern' about a child in "immediate danger of risk or harm" and the appropriate response as in line with Right Service Right Time.

Additional guidance can be gained from:

Birmingham City Council Advice Line: 0121 303 1888

Out of hours: 0121 675 4806

West Midlands Police: 0845 113 5000

NSPCC Helpline: 0808 800 5000

The ATLP will:

- Ensure that all staff and visitors are familiar with, and have access to, this policy
- That Safeguarding Training and Prevent Training is provided annually, to all staff. Provision will also be made to train those starting during the year. Regular updates will also be given.
- Ensure the DSL's attend appropriate refresher training every 2 years

- Ensure that regular supervision will be offered within school, usually half termly. This may be extended to others.
- Ensure that this document forms part of the induction process for new staff and that staff are asked to take responsibility for familiarising themselves with this policy
- Ensure that all staff are alert to the different types of abuse, signs and indicators of abuse and receive annual training to support their understanding of what constitutes abuse and the process for reporting concerns. Details can be found within the appendices
- Have a series of named DSL's, who are appropriately trained and undertake additional training. These can be found within the appendices.
- Staff should be made aware that abuse, neglect and safeguarding issues are complex and can overlap with one another.
- Ensure that all staff and visitors are alerted to the correct procedure to enable them to deal with a disclosure in line with the guidance which can be found in the appendices.
- Be involved with the processes of Early Help Panel, EHP implementation of individual education plans, inter agency child protection plans, child in need plans and integrated support plans as and when appropriate
- Follow the procedures for Safer Recruitment with all staff and volunteers

Along with the Head teacher, the Lead DSL will be responsible for co-ordinating all child protection activity. This may include case monitoring and case review. Appropriate records must be kept and recorded in case files.

The ATLP will ensure that all data about children and their families is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family will take all reasonable steps to ensure that such information is only disclosed to those people who need to know in accordance with the ATLP Policy on Data protection. Staff must understand that concerns around not sharing data should not come before safeguarding a child.

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

For additional guidance refer to "Information Sharing: Guidance for Practitioners and managers" (Department for Children, Schools and Families Publications).

The nominated Governor (can be found in appendices) will liaise with the Head Teacher and the DSL to produce an annual report for governors and the local authority.

The Trust Board will ensure that the ATLP schools:

- Have procedures in place in accordance with the procedures of Birmingham Safeguarding Children Board

- Operate, “safer recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers.
- Pay special attention to volunteers, including those under the age of 18, and ensures that they are safeguarded and also receive appropriate safeguarding training
- Ensure that the Head Teacher and all other staff who work with children undertake training annually and receive regular updates throughout the year.
- Ensure that temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities, and are appropriately trained
- Complete the Annual 175 Safeguarding Audit as required by the Local Authority, draw up and implement an Action Plan to address any areas for development that is presented to and reviewed by the Governing body
- Remedy any deficiencies or weakness brought to its attention without delay whether this be via the audit or feedback from other agencies
- Offer Supervision either group or individual to all Staff holding a Child Protection case load
- Have procedures for dealing with allegations of abuse against staff / volunteers and makes these known to all staff.
- Have an appropriate senior member of staff from the Leadership Team who is the nominated DSL. The DSL should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holders job description.

The Governing Body should review this policy annually.

Schools may choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the DSL. However, whilst the activity of the DSL can be delegated to appropriately trained deputy, the ultimate lead responsibility remains of the DSL.

During term time the DSL and or deputy should always be available during school hours. Adequate cover should be arranged for any out of hours/out of term activities.

The DSL and any deputies should undergo training to provide them with the knowledge and skills to carry out their role. This training should be updated every two years. In addition to this formal training other opportunities (DSL networks & courses) should be made available at regular intervals but at least annually.

A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

The Trust Board will review this policy annually.

Our role in preventing abuse

ATLP pays full regard to Keeping Children Safe in Education (DfE September 2016) and follow the procedures laid down for safer recruitment and selection of staff including undertaking appropriate checks through the Disclosure and Barring Service, including enhanced checks where appropriate. The recommendations

contained in Keeping Children Safe in Education September 2016 with regard to enhanced Safer Recruitment should be followed.

At least one member of staff on the interview panel/recruitment process for volunteers will have undertaken the CWDC/NSL Safer Recruitment Training.

We will promote opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing.

Relevant issues will be addressed through the curriculum with a focus on British Values. As such our Safeguarding and Child Protection Policy cannot be separated from the general ethos of the partnership which should ensure all students are treated fairly, feel safe and have a voice and are listened too.

ATLP is aware, following the Government published Prevent Strategy 2010 of the specific need to safeguard children, young people and families from violent extremism and the need to ensure all members of Staff are trained in this respect annually.

Definition of radicalisation and extremism, plus indicators of vulnerability in radicalisation can be found in appendix two. In response to this threat the Senior DSL will be the single point of contact who will co-ordinate any response.

ATLP is also aware of the need to safeguard students who are vulnerable to child sexual exploitation, forced marriage, female genital mutilation, honour based violence, involvement in gangs, private fostering and trafficking. The need to safeguard children from peer abuse should be recognised. Peer to peer abuse can manifest itself in many ways including sexting and cyber bullying. Staff should also be aware of the different gender issues that might be prevalent when dealing with peer on peer abuse.

Additional guidance on Sexting, Cyber Bullying and Peer on Peer Abuse can be found in Appendix 1. This covers the new guidance 'Sexting in Schools and College' – responding to incidents and safeguarding young people (UK CCIS 2016). These issues will be addressed through curriculum content and special events.

ATLP is also aware of the need to monitor Children Missing from Education and those who have Left School No Trace and the inherent risk this can present. This includes the new reporting guidance when a student name is removed from the admission register under any of the 15 grounds set out in the regulations.

ATLP are also aware of the need to notify the authority when a student name is added at a non standard transition point (further details available in the guidance).

ATLP are also aware of the need to notify the local authority of any student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more.

ATLP are also aware that they must notify the local authority of any student who is deleted from the admission register.

ATLP is also aware of current legislation concerning the statutory requirement to report any suspected cases of FGM to the Police within a working day.

ATLP is also aware of the No Platform Policy and will ensure this is adhered to.

ATLP will, when appropriate share the lessons learned from Serious Case Reviews including Homicide reviews.

ATLP is also aware of the new regulations regarding Private Fostering and the need to report such situations to CASS. A Private Fostering arrangement is one that is made privately for the care of a child under 16 (under 18 if the child has a disability) by someone other than a parent or immediate family member. The Children's Act defines an immediate family member as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership).

The need to safeguard children who are Looked After due to their increased vulnerabilities as well as those with additional needs.

Further details from Birmingham Children's Safeguarding Board website.

Responding to concerns about a child

If you are concerned about a child, you must:

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child, tell him/her you are pleased he/she is speaking to you
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell him/her that you believe them. Children very rarely lie about abuse, but she/he may have tried to tell others and not been heard or believed
- Tell the child that it is not his/her fault
- Encourage the child to talk but do not ask 'leading questions' or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected
- Do not tell the child that what he/she experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offence.
- Be aware that the child may retract that he/she has told you. It is essential to record all you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations
- Never take photographs of marks or ask a child to remove any clothing. Staff should always be aware of their own vulnerability and take steps to minimise risk.

NB. It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. However, it is good practise to use the guidelines in 'Right Service Right Time' to assist in assessing need. These are given below:

Determining need –questions to ask yourself

- Is this family coping?
- Are this child's needs being met?
- Have I ensured that the child has had an opportunity to speak, be heard and listened to?
- What are the relevant factors at the core of the child's needs? Do I have a picture of the family as a whole, their parental capability and environmental factors?
- Have I used this guide to prompt me to think more clearly and understand the situation?
- Have I considered any previous history of support, service involvement and the current risk and protective factors within the family? Think about what the child's experience really is.
- Am I sure about my understanding of the information? If not, take advice in the first instance from your line manager or your agency's safeguarding advisor.
- Have I discussed my analysis of the identified need with other professional involved with the child to achieve a more holistic approach?
- Have I discussed my concerns with the child and their family and offered advice and support?
- Have I asked the parents for written consent to my involvement, my assessment and/or referral and to information sharing to help engage services quickly?
- Have I been professionally curious?
- Have I thought about the needs of any siblings?

Immediately afterwards

You must not deal with this yourself.

Clear indications or disclosure of abuse must be reported to Children's Social Care without delay, by the Head Teacher / DSL. These concerns must be recorded and copies of the referral form filed in line with school procedures as stated in this document.

You must report concerns to the right person and in person.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. A disclosure may come in many forms. Listening to and supporting a child / young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head Teacher.

Responding to concerns about a child

1. Where a **school** within the ATLP has concerns about a child, the locally appointed DSL will decide what steps should be taken and should advise the Head Teacher.
2. Child Protection Information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
3. Each school will ensure Child Protection records will be stored securely in a central place separate from other records. Files will be kept for at least the period which the child is attending the school, and beyond that, in line with current data legislation.
4. Access to these records by staff other than by the local DSL will be restricted, and a written record will be kept of who has had access to them and when where appropriate
5. Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
6. **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
7. If a child moves from a school within the ATLP, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature. **Transferring schools will forward child protection records to their new destination in their entirety. Schools are permitted to keep a copy of the chronology sheets for their own records.** Contact between the two schools may be necessary. We will record where and to whom the records have been passed and the date.
8. If sending by post, children's records will be sent by 'Special / Recorded Delivery'. For audit purposes a note of all children's records transferred or received should be kept in either a paper or electronic format, this will include the child's name, date of birth, where and to whom the records have been sent and the date send and / or received

Responding to allegations about a member of staff:

(see also Birmingham Safeguarding Children Board procedures, Section 16: Child Protection in Education Establishments Catering for Children and Young People aged 19 or under.

1. All child protection allegations relating to staff must be reported directly to the Head Teacher (and not the DSL) **without informing the subject of the concern/allegation.**
2. The full evidence will be made available to the member of staff subject of the allegation as soon as it is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.

3. In some cases, it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Advice should always be taken from the Human Resources team in this respect.
4. Where a **concern** is raised **or an allegation** has been made **against the Headteacher/Chief Executive Officer**, it must be **reported immediately to the Chair of Governors/ Chair of the Trust Board as appropriate**. The **Chair of Governors for that School, or the Chair of the Trust Board as appropriate, takes on the role of liaising in confidence with the LADO** in determining the appropriate way forward. Staff may consider discussing any concerns with the schools DSL and make any referral via them.
5. All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. **All staff must adhere to the school's guidance in respect to safe conduct as well as guidance given on professional standards and conduct.** (Reference Teachers' Standards) and the 'Guidance for safer working practices for those working with children and young people in education settings'.

This Includes references to:

- Risk Assessment
 - Educational Visits Guidance
 - Use of letters, mobile phones, texts, emails and social networking sites
 - Acceptable use of IT Policy/E-safety/Social media
 - Behaviour policy
 - Health and Safety Procedure
 - Home Visits/ Lone working
 - Visibility in any individual contact with children
 - Ensuring parental and managerial consent where individual work with children is required
 - Areas of practice requiring joint work/paired work.
 - Any other specific guidance provided by school or national bodies
 - Restraint policy – where appropriate
 - Intimate care – where appropriate
6. Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff should be aware of 'Whistle Blowing' procedures.

Procedures

1. The ATLP adheres to the **Birmingham Safeguarding Children Board (BSCB) procedures and the Birmingham Education Services Child Protection Procedures**. Copies of these are kept by Head Teachers and must be the subject of training and be available to all staff and governors.
2. The Head Teacher will identify a Designated Senior Person (DSL) for Child Protection co-ordination in the school. The Head will identify clearly who will deputise in the absence of the DSL and ensure that any such deputy is appropriately trained.

3. The DSL will ensure the following reporting and recording procedures are maintained:

Incident report form (catalogued and cross referenced to the incident book)
Incident book (hard bound, containing consecutive numbers of referral forms, name of child, name, signature and date of person submitting the form, name, signature and date of DSL receiving the report.) Copies will be kept separate from the Child school records

4. Phone calls to CASS asking for advice will also be recorded in the hard bound book.
5. The Trust board will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSL, other staff and the Governing Body, the number of cases referred (without details) and the place of child protection in the curriculum.
6. ATLP should follow the new statutory guidance in Keeping Children Safe in Education Sept 2016 with regard to safer recruitment procedures.

Parents and Carers

This policy will be made freely available to parents via the ATLP and schools websites. Hard copies are available upon request.

Further details, including Signs and Symptoms of abuse can be found in the latest edition of 'Protecting Children from Significant Harm – Staff and Visitor Guidance'

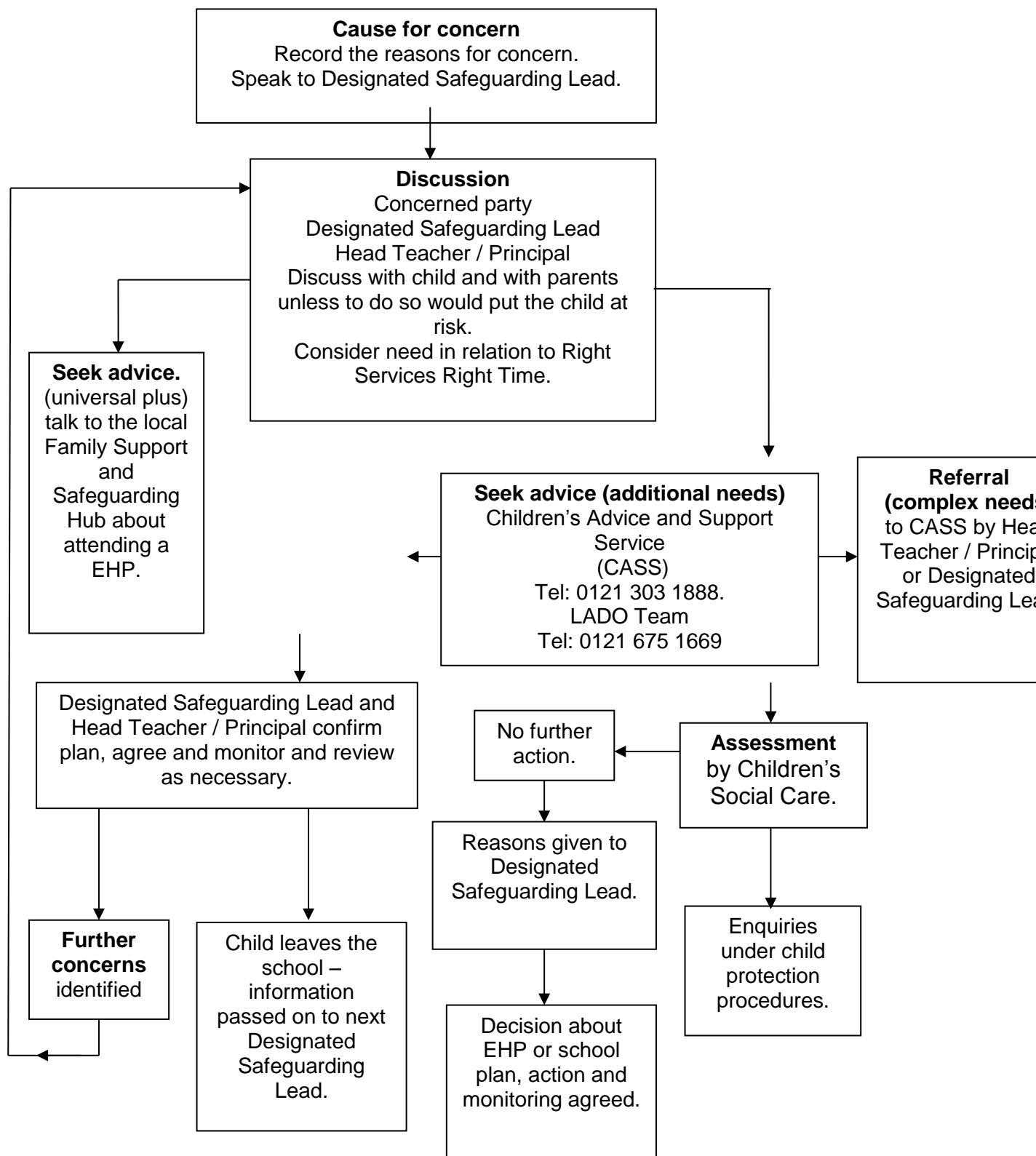
Children in specific circumstances

Guidance on children in specific circumstances is in Birmingham Safeguarding Children Boards' procedures as listed below:

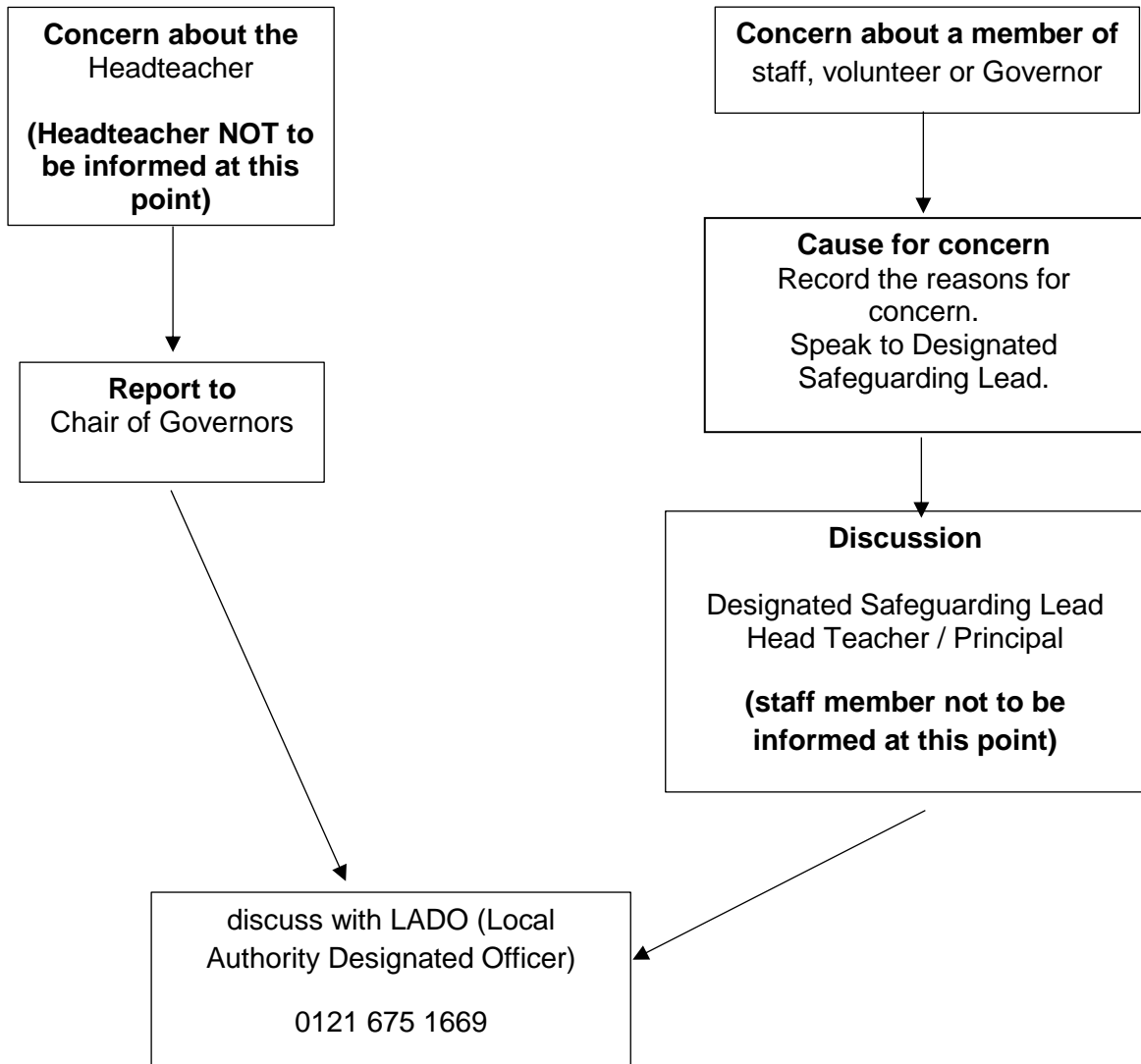
- Section 11: Children and families moving into and out of Birmingham
- Section 12: Missing children for whom there are child protection concerns
- Section 13: Safeguarding children and young people from sexual exploitation
- Section 14: Fabricated and induced illness
- Section 15: Complex (organised or multiple) abuse
- Section 17: Female genital mutilation
- Section 18: Children and young people who abuse other children
- Section 19: Children left at home alone
- Section 20: Working with parents who have mental health problems
- Section 21: Forced marriage
- Section 23: Domestic violence and abuse
- Section 25: Substance misuse by parents
- Section 26: Families who resist change
- Section 27: Working with parents who have a learning disability
- Section 28: Concerns about children and young people involved in underage sexual activity
- Section 30: Safeguarding children with disabilities
- Section 33: Professional disagreements/ Escalation Policy

THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD



RESPONDING TO CONCERNS ABOUT A STAFF MEMBER OR HEADTEACHER



APPENDICES

List of Appendices

Appendix 1: Protecting Children from Significant Harm booklet (copies available)

Appendix 2: Indicators of Vulnerability to Radicalisation

Appendix 3: Key contacts for each school within the ATLP

**A further range of policies and information can be found on the school website
and on the Birmingham Safeguarding Children's Board website**

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. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. 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.
5. 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.
6. 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.
7. 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
8. 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.
9. Consideration should also be given to employees, volunteers or other adults known to the school, who may be subject to radicalisation. Similar risk factors apply and the procedures laid out in this policy should be followed.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for:

Brookvale Primary School: Jenny Maskel, Deputy Head Teacher

Hill West Primary School: Beth Clarke, Head teacher

Mere Green Primary School: Kristal Brookes, Deputy Head teacher

Slade Primary School: Heather Kettlewell, SENDcoTeacher

Stockland Green School: Simon Bowler, Assistant Head teacher

The Arthur Terry School: Sue Bailey, Assistant Head teacher

The Coleshill School: Catherine Larkin, Assistant Head teacher

Who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the ATLP in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
 - Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

KEY CONTACTS FOR EACH SCHOOL WITHIN THE ATLP

| SCHOOL | DSL | NOMINATED GOVERNOR FOR SAFEGUARDING |
|-------------------------|--|-------------------------------------|
| BROOKVALE SCHOOL | Mrs J Maskell, DHT | Mrs R Barnett |
| HILL WEST SCHOOL | Miss B Clarke, HT Mrs H Cook, Associate DHT Mrs N Leeson, DHT Rebecca George, AHT Emily Bolton, AHT Stuart Lackenby, AHT Mrs K White, FSW | Mrs K Prosser |
| MERE GREEN SCHOOL | Mrs K Brookes, DHT Mrs E Johnson, SLM | Mrs S Horton |
| SLADE SCHOOL | Helen Hastilow HT Hannah Cook DHT Farzana Hanif AHT Jaz Khan, Pastoral Leader Heather Kettlewell SENDCo | Mr K Heron |
| STOCKLAND GREEN SCHOOL | Ms J Elliott Miss L Wootton | Mr I Michael-Wills |
| THE ARTHUR TERRY SCHOOL | Mrs S Bailey, AHT Mr N Bowater, AHT Mrs J Oliver, AHT Mr P Hanlon, AHT Mr M Gannon, AHT Mr A Chaplin, AHT Mrs J Wilson, SSS Miss S Webster, AHL | Mrs S Burke |
| THE COLESHILL SCHOOL | Mrs C Larkin, AHT | Mr R Smith |

DHT – Deputy Headteacher
AHT – Assistant Headteacher
SLM – Senior Learning Mentor
FSW – Family Support Worker
SSS – Student Support Services
AHL – Acting House Lead

Named personnel to update codicil

S.L Bailey
N Lawton
Codicil Updates

All codicil updates will be listed below in chronological order. Once updates have been made, the amended policy will then be shared across the ATLP. Staff within the ATLP will then be notified of the changes.

Date of Change: 23rd January 2017

Change made by: Sue Bailey – Lead DSL Arthur Terry

| Page number | Insert |
|--------------------|--|
| 1 | Policy name change to ‘Safeguarding and Child Protection Policy’ Version 25 th January 2017 |
| 2 | <p><u>Add to the list of ‘latest additions of the following documents’</u></p> <ul style="list-style-type: none"> • Children Missing from Education • Supervision Policy (from February 2017) • Sexting in Schools and Colleges (UK CCIS 2016) |
| 3 | <p><u>Add as first point under ‘overall aims’</u> This policy represents an amalgamation of the ATLP Safeguarding and child Protection policies. Further guidance can be found in Appendix one: Protecting Children from Significant Harm</p> <p><u>Add after ‘potential risks to students’</u> ...which includes, where appropriate, the use of Early Help Panels if it is felt the needs of the child fall into the Right Service Right time categories of Universal Plus or Additional needs. The DSL will also offer and seek advice about undertaking an Early Help Assessment and initiating an Early Help Plan. If this plan is unsuccessful advice can be sought from the Early Help Panel. If concerns about a student are deemed complex and significant (RSRT) a Request for Support Form should be submitted to C.A.S.S.</p> <p><u>Add after ‘implementing safer recruitment practices’</u></p> <ul style="list-style-type: none"> • Ensuring the Single Central Record (SCR) is compliant with current legislation with particular reference to Section 128 checks, proof of address checks and EEA status • Establishing a mechanism that enable the Chair of Governors or Safeguarding Governor to monitor the SCR and implement any action where appropriate <p><u>Add after ‘designing plans to meet the needs’</u></p> <ul style="list-style-type: none"> • Offering appropriate support to individual children who have experienced abuse, abused others or act as Young Carers. |

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| Page number | Insert |
| 5 | <p><u>At the end of the paragraph ‘staff are encouraged to read’</u></p> <p>...as in line with Right Service Right Time.</p> <p><u>Add ‘after regular updates’</u></p> <ul style="list-style-type: none"> • Ensure the DSL’s attend appropriate refresher training every 2 years • Ensure that regular supervision will be offered within school, usually half termly. This may be extended to others. |
| 8 | <p><u>Add text in after paragraph ending ‘after peer abuse’</u></p> <p>Additional guidance on Sexting, Cyber Bullying and Peer on Peer Abuse can be found in Appendix 1. This covers the new guidance ‘Sexting in Schools and College’ – responding to incidents and safeguarding young people (UK CCIS 2016). These issues will be addressed through curriculum content and special events.</p> <p><u>Add text in after paragraph ending ‘set out in the regulations’</u></p> <p>ATLP are also aware of the need to notify the authority when a student name is added at a non standard transition point (further details available in the guidance).</p> <p>ATLP are also aware of the need to notify the local authority of any student who fails to attend school regularly after making reasonable enquiries or has been absent without the school’s permission for a continuous period of 5 days or more.</p> <p>ATLP are also aware that they must notify the local authority of any student who is deleted from the admission register.</p> |