

# Exning Primary School Safeguarding Policy

*Persevere, Shine, Be Happy  
Value ourselves and others.  
Be proud of our achievements  
Never, never, never give up!*

## Whole School Safeguarding Policy

### Purpose and Aims

The purpose of Exning Primary School's safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm.
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours' and the school's legal responsibilities in relation to its pupils.

### Ethos

Safeguarding in Exning Primary School is the responsibility of all staff who come into contact with children and their families. As such our school aims to create the safest environment within which every pupil has the opportunity to achieve their best. All staff recognise the contribution they make by

- ensuring that all pupils registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise.
- endeavouring to work in partnership with other agencies.
- seeking to establish effective working relationships with parents and carers.
- developing and providing activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

### Policies and Practice

Safeguarding is an overarching concept and includes the key area Child Protection.

Safeguarding also includes Anti-bullying, Attendance, Health and Safety, E-safety and Behaviour.

These policies are included in our Safeguarding provision.

Procedures and practices relating to staff conduct, whistle blowing, recruitment, as well as curriculum and SEN provision, also form part of safeguarding.



## Responsibilities and expectations

Exning Primary School has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and to monitor that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head Teacher and volunteer helpers). The Governing body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

The **Designated Safeguarding Lead** is: **MRS JANE SEGUST** If they are not available then the

**DSL Alternates are: MR JAMES CLARK & MRS NATASHA WARREN** (*These people can also be contacted with any safeguarding concerns*).

The **Named Safeguarding Governor** is: **MR JOHN MALONE**

The **Chair of Governors** is...**MR JEREMY KIRK**

The **Local Authority Designated Officer (LADO)** **0300 1232044**  
**[LADOCentral@suffolk.gcsx.gov.uk](mailto:LADOCentral@suffolk.gcsx.gov.uk)**

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school and that this training takes place at least every three years.

**All members of staff are required to read, understand and sign at least part one of the 'Keeping Children Safe in Education'. If staff do not understand any of the information they must speak to the DSL or alternate to seek clarification. These must be signed and kept in the blue classroom file.**

The DSL can deliver safeguarding within schools provided they are linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff. The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The knowledge and skills of the DSL and any deputies should be updated at least annually.

The DSL is also required to complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school/education setting is meeting its safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

All Child Protection concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead immediately. If staff members have any concerns about a child (as opposed to a child being in immediate danger - see below) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action

**All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to Children's social care or the police.**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made

Where a disclosure is made to a visiting staff member from a different agency, e.g. School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the on-site Designated Safeguarding Lead and a formal notification made to the school's DSL where the child is on role for information or to agree the appropriate action to be taken. Any records made should be kept securely on the Child's main school/child Protection file. A referral should not be delayed in order to discuss with the schools DSL if it is felt/identified that a child is at immediate risk.

**Recognising concerns, signs and indicators of abuse.**

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

**Physical Abuse**

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

**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 insofar 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. Symptoms that indicate emotional abuse include:

- ◆ Excessively clingy or attention seeking.
- ◆ Very low self-esteem or excessive self-criticism.
- ◆ Withdrawn behavior or fearfulness.
- ◆ Lack of appropriate boundaries with strangers; too eager to please.
- ◆ Eating disorders or self-harm

### **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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*(Source HMSO: Working Together to Safeguard Children 2013)*

<http://www.workingtogetheronline.co.uk/chapters/contents.html>

### **What to do if you are concerned.**

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions.
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your Designated Safeguarding Lead as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns

to the Head teacher. Where those concerns relates to the Headteacher however, this should be reported to the Chair of Governors using the schools' Whistle blowing policy.

### **Managing Allegations**

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors and the Area Education Manager. The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependant on the allegation being made, Head teachers will need to:

- ◆ Refer to the LADO immediately and follow up in writing within 48 hours. In Suffolk schools should refer in the first instance to the Area Education Manager.
- ◆ Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- ◆ Act on any decision made in any strategy meeting or evaluation meeting.
- ◆ Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/Dealing%20with%20allegations%20of%20abuse%20against%20teachers%20and%20staff%20revised.pdf>

### **Training**

All members of staff and volunteers will have access to whole school safeguarding training at least every three years, there will also be an annual safeguarding update staff meeting. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Designated Safeguarding Lead and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. DSL will also check updates annually through Suffolk newsletters and safeguarding updates. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

### **Curriculum**

Exning Primary School ensures that arrangements are in place to enable children to feel safe and adopt safe working practices. Each year the school supports anti-bullying week and special assemblies, with safeguarding themes, are put in place to support safeguarding issues or concerns. Online safety is part of our Computing curriculum and forms part of our Home-School Agreement which is signed by parents and pupils.

These, along with the promotion of friendship, respect and courage also support our children to grow and develop as responsible adults and British Citizens. Children are encouraged to explore the meaning of these attributes in everyday contexts.

### **Prevent Duty**

As part of our work to safeguard and promote the welfare of our pupils at Exning Primary School we understand and are fully committed to our duty to have "due regard to the need to prevent people from being drawn into terrorism."

Our bespoke curriculum is designed to ensure that all our children have the opportunity to learn and reflect on the British Values that underpin our lives. Our ethos underpins our commitment to the promotion and development of our children's social, moral, spiritual and cultural development. We utilise a number of approaches and activities including our rigorous commitment to restorative practice, our 'Be The Best You Can Be' programme, our inclusive approach to learning from and about faiths in RE and, amongst others, our daily acts of collective worship and reflection, both in class and school assemblies, to achieve this.

All members of staff receive training to provide knowledge of radicalisation and extremism and provide confidence in identifying children at risk of being drawn into terrorism and challenging extremist ideas. All staff are aware of behaviors of concern, what to do and not do if they notice anything and know to follow our child protection procedures without delay in order to get support from other agencies. Further information regarding this aspect of our safeguarding responsibilities can be found in **Appendix 2**.

## Useful Contacts:

Contact	Telephone	e-mail/website
LADO	0300 1232044	<a href="mailto:LADOCentral@suffolk.gcsx.gov.uk">LADOCentral@suffolk.gcsx.gov.uk</a>
Customer First	<b>0808 800 4005</b>	<a href="mailto:customer.first@suffolk.gov.uk">customer.first@suffolk.gov.uk</a> ( non-urgent enquiries) <a href="mailto:customer.first@suffolk.gcsx.gov.uk">customer.first@suffolk.gcsx.gov.uk</a> for MAR forms
Customer first professional line	08456 066 167	
MASH professional consultation line	As above ask to speak to MASH professional	
Suffolk Safeguarding Children Board	08456 066067.	<a href="http://www.suffolkscb.org.uk/">http://www.suffolkscb.org.uk/</a>
SLQA Schools' Choice	01473 260639	<a href="http://schoolschoice.org/childrens-services/safeguarding-learning-and-quality-assurance-slqa/">http://schoolschoice.org/childrens-services/safeguarding-learning-and-quality-assurance-slqa/</a>
Child Exploitation and Online Protection Agency		<a href="http://www.ceop.org.uk">www.ceop.org.uk</a>
LAC virtual headteacher		<ul style="list-style-type: none"><li>Linda Norris, Assistant Virtual School Head: 07921 493615 <a href="mailto:Linda.Norris@suffolk.gov.uk">Linda.Norris@suffolk.gov.uk</a></li></ul>

### **Current Safeguarding Issues**

*(The following safeguarding concerns actual or suspected should be referred immediately to Children's' Social Care. The concerns featured below are linked to guidance and local procedures which where available can be found on the Suffolk Safeguarding Children Board website at: [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk).)*

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Exning Primary School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

#### **Bullying including Cyber Bullying**

Bullying by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for example cyber bullying via text messages or the internet) and is often motivated by prejudice against particular groups)

#### **Child Exploitation**

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Exning Primary School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our e-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

### **Children Missing Education (CME)**

“Basic to safeguarding children is to ensure their attendance at school.” (*OFSTED 2002*). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Exning Primary School we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education and/ or because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place. Missing children may be vulnerable to risks such as sexual exploitation, gang exploitation and drug and alcohol misuse.

### **Domestic Violence**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. It can involve, but is not limited to; psychological abuse, physical abuse, sexual abuse, financial abuse and/or emotional abuse.

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic violence is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, Exning Primary School will report our concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

### **Online Safety**

Our Online Safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

### **Fabricated or Induced illness**

A rare form of child abuse which may include parents or carers fabricating signs and symptoms of illness, falsifying medical records, letters or documents or inducing illness.

### **Faith Abuse**

Some faiths believe that spirits and demons can possess people (including children), these include witchcraft, spirit possession, demons or the devil and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

### **Female Genital Mutilation**

Also known as ‘female circumcision’. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Exning Primary

School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Gangs and Youth Violence**

Gangs are defined as a relatively durable, predominantly street-based group of young people who; see themselves as a discernible group, engage in criminal activity and violence, lay claim over territory, have some form of identifiable structural feature, and/or are in conflict with other similar gangs. Early warning signs of gang involvement or youth violence include aggression, truancy and substance use. Exning Primary School we will endeavor to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

### **Forced Marriage**

Exning Primary School does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's social care.

### **Honour Based Violence**

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'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk form Honour based violence. Exning Primary School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- ◆ A parent.
- ◆ A person who is not a parent but has parental responsibility.
- ◆ A close relative.
- ◆ A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Exning Primary School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

### **Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Exning Primary School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

### **Sexually Active under Eighteen years old**

It is acknowledged by those working with young people, that some young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision or protection of additional services. At Exning Primary School we will ensure our policy for managing this issue links to the available protocol.

### **Safeguarding Disabled Children**

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater risks as a result of negative attitudes and '*created vulnerability*'. This may lead to disabled children having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*).

At Exning Primary School we will ensure that our disabled children are listened too and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child.

### **Safer Recruitment and Selection**

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.

At Exning Primary School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

*The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Exning Primary School is a safe place to learn and work.*

For Advice and Consultancy in relation to Safeguarding, please contact:

Bev Clark, Safeguarding Training Manager

[Bev.clark@schoolschoice.org](mailto:Bev.clark@schoolschoice.org)

For Safeguarding Training in schools/education settings please email:

[SLQAteam@suffolk.gov.uk](mailto:SLQAteam@suffolk.gov.uk)

This policy is reviewed annually.

This policy was reviewed by the governing body on : 27.2. 17

Signature of Chairperson of Governors:

Review date: February 2018

## **Appendix 1**

### **Safeguarding and After School Clubs**

All providers of After School Clubs at Exning Primary School play a crucial role in safeguarding pupils. The policies and procedures of the school apply in all situations.

#### **Roles and Responsibilities**

Adults, running after school clubs, who are not school staff should:

- have met with a member of the leadership team prior to starting a club,
- provide evidence of DBS checks prior to starting,
- provide evidence of qualifications if these are needed for the club e.g. First Aid, Sports Coaching,
- follow sign in and out procedures,
- carry identification,
- be informed of the school policy regarding use of mobile phones etc.,
- have been provided with the schools information leaflet on safeguarding,
- be made aware of the school's Designated Safeguarding Lead (DSL) and their alternates and know how to contact them if they have any concerns.

All adults running school clubs will:

- complete a register and check with the school office if pupils are absent.
- check the register so that they are aware of any pupils who have medical/special needs,
- know who to contact if children require medicine e.g. inhalers/ epipens.
- promote good behavior in line with school expectations and policy and report concerns to a member of staff.
- only take photographs / film with the permission of the parents and school.
- ensure they supervise the handover of pupils to their parents or carers and be clear when children have permission to walk home unaccompanied, by checking the register.
- know who to speak to if parents need to be contacted,
- refer any disclosure or concern about the welfare or safety of a child to the DSL
- be aware of the need to report any concerns about adults who are working with children.
- inform the school if they do not have a current basic first aid training so that a trained member of staff can be on site.
- be aware of the location of first aid equipment.
- follow school procedures for reporting and recording accidents and safeguarding concerns.

The School will ensure

- that suitable risk assessments for activities have been carried out,
- a member of the leadership team is available during the club times,
- that the ratio of adults to pupils is suitable for the activity,
- That parent/carers' written consent has been obtained.

## Appendix 2

### **PREVENT DUTY**

As part of our work to safeguard and promote the welfare of our pupils at Exning Primary School we understand and are fully committed to our duty to have “due regard to the need to prevent people from being drawn into terrorism.” as stated in the Counter Terrorism and Security Act 2015.

### **RADICALISATION and EXTREMISM**

**‘Radicalisation’** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**‘Extremism’** is the “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”.

(As defined in the Government Prevent Strategy 2011)

### **BEHAVIOURS OF CONCERN**

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possessing or accessing extremist materials or symbols including through social networking sites
- Using extremist narratives/language
- Graffiti symbols, writing or art work promoting extremist messages or images
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause
- Attempts to recruit others to the group/cause
- Using insulting or derogatory names for another group
- Involvement in prejudice-related incidents

### **VULNERABILITIES**

Factors which may contribute to vulnerability:

- Bullying
- Impact of traumatic events of a global, national or personal nature
- Personal crisis or identity crisis
- Conflict with or rejection by peer, faith, social group or family
- Poverty, disadvantage or social exclusion
- Internet & social media
- Peer pressure
- Unmet aspirations or under-achievement
- Substance & alcohol misuse
- Experiences of criminality
- Victim of, or witness to, Hate Crime

## PREVENT

- Prevent **aims to stop people becoming terrorists or supporting terrorism**. It is considered to be “the only long term solution” to the threat from terrorism
- Prevent is about supporting and protecting those people that might be susceptible to radicalisation, ensuring that individuals are diverted away before any crime is committed

## NOTICE, CHECK, SHARE

- Take the issue seriously and recognise the potential risk of harm to the child.
- Act as quickly as possible to prevent a situation escalating.
- Follow your child protection procedures and talk to your Designated Safeguarding Lead (DSL) or, if unavailable, to the alternate designated person without delay in order to get support from other agencies.

## SUFFOLK REFERRAL PROCESS

- Use the Vulnerable to Radicalisation VTR referral form on LSCB website and email to the MASH: [MASH@suffolk.pnn.police.uk](mailto:MASH@suffolk.pnn.police.uk)
- Phone Customer First if you also have any imminent safeguarding concerns: 0808 800 4005
- VTR referral sent to Special Branch Single Point of Entry (SPOE) where de-confliction checks completed
- Channel Practitioner then determines referral is not malicious, misinformed or involves illegality
- MASH complete full agency checks and send updated VTR referral to Channel Practitioner.
- Suitability assessment made with Head of Safeguarding (Channel Panel Chair)
- Channel Panel held to determine suitability for Channel programme
- Collective assessment of support needs based on risk and suitability
- Action plan put in place to deliver support package

## CHANNEL

- Channel is an early intervention multi-agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour.
- Channel is aimed at early interventions before people become involved in criminal activity. For instance, a successful intervention might dissuade someone from travelling to Syria or Iraq.
- Intervention providers from the Home Office approved list may be accessed if appropriate.
- Where support is provided by a statutory partner the cost of the support is met from within existing budgets.
- The legislation will not change the way Channel operates.
- The changes are designed to make partnerships work consistently and effectively in all areas, so vulnerable people have access to the best support appropriate for them.

**Don't dismiss concerns.  
Maintain an 'it could happen here' attitude.  
Always pass concerns on to the DSL.**