



Banham Primary School

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2016).

This policy will be reviewed in full by the Governing Body on an annual basis.

Reviewed: September 2017

Review due: September 2018

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

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1. PURPOSE & AIMS

1.1 The purpose of Banham Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have optimum life chances and enter adulthood successfully.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skill. This includes:

- PSHE curriculum, including Drugs Awareness
- SRE
- Regular assembly themes on issues around safety
- Regular visitors (ie Norfolk Road Safety Team)
- Participation in initiatives such as Anti-Bullying Week
- Cycling Proficiency

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and [Norfolk Safeguarding Children Board procedures](#)..

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Paul Seeman	01953 887293
Alternate DSL	Sue Davies	01953 887293
Alternate DSL	Suzie Taylor	01953 887293
Alternate DSL	Clare McMeekin	01953 887293
Headteacher	Paul Seeman	01953 887293
Named Safeguarding Governor	Jennifer Gill	01953 887293
Chair of Governors	Paul Bunn	07775065983

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.2 The Governing Body of Banham Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote

the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with in line with Working Together to Safeguard Children (2015);
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated regularly;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2016);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Banham Primary School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;

- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*.

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8 During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

3.9 The DSL at Banham Primary School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's [safeguarding training pack](#) provided by Children's Services.

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead (DSL) is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within one month of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of *'Keeping Children Safe in Education'*. In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis in accordance with Norfolk Safeguarding Children Board advice and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is through a leaflet and discussion (See Appendix 2).

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. This is via the e-courier service through the LA and disseminating national and local updates to staff.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of *'Keeping Children Safe in Education'* (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board at www.norfolkscb.org and within the

Safeguarding Section of the Norfolk Schools website:
<http://www.schools.norfolk.gov.uk/safeguarding>

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Banham Primary School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board (NSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [NSCB Threshold Guidance](#).

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.12 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

5.13 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.14 At Banham Primary School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our

safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

5.15 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).

5.16 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Banham Primary School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our

safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

6.5 At Banham Primary School we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Multi-agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the '*Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools*'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

7. WORKING WITH PARENTS & CARERS

7.1 Banham Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has

about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. CHILD PROTECTION CONFERENCES

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and education [report](#) template provided by Children's Services. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2016).

9.2 At Banham Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Headteacher.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of 'Keeping Children Safe in Education', DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a [consultation or to make a referral](#) via e-mail: LADO@norfolk.gov.uk. The telephone number for the LADO Team is 01603 307797.

11.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 307797. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk

11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as

possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#), DfE (2015)
- ['Keeping Children Safe in Education'](#), DfE (2015)
- [Norfolk Safeguarding Children Board](#) procedures
- [Norfolk Safeguarding Children Board Protocol : Allegations Against Persons who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (October 2015).
- ['What to do if you're worried a child is being abused'](#), DfE (March 2015)
- ['Information Sharing: Advice for practitioners'](#), DfE (March 2015)
- ['The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE (2015)
- ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#), Home Office (October 2015)



Appendix 1: Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Paul Seeman if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	
Position:	
Your signature:	
Time:	
Date:	

Action taken by DSL

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

PSA

Guidance
Adviser

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

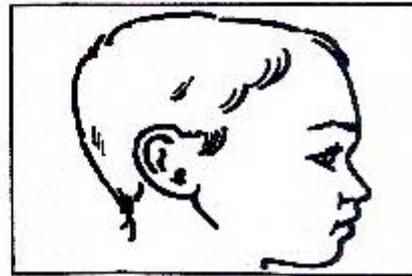
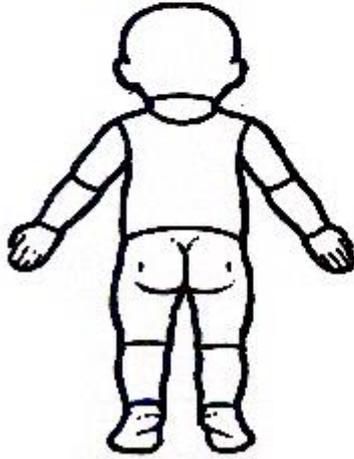
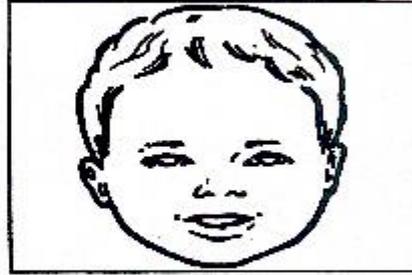
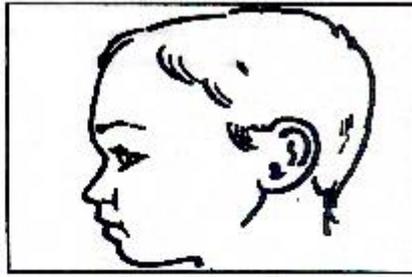
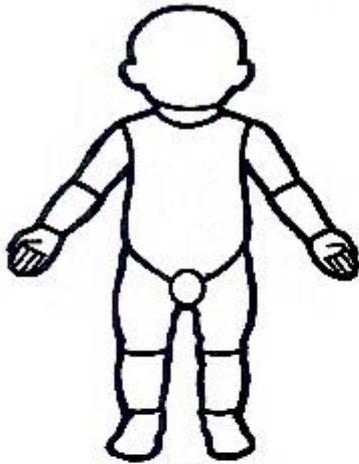
e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

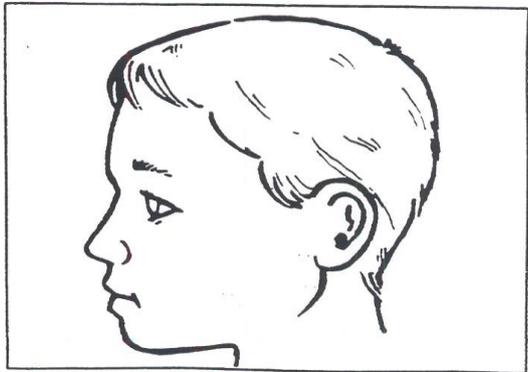
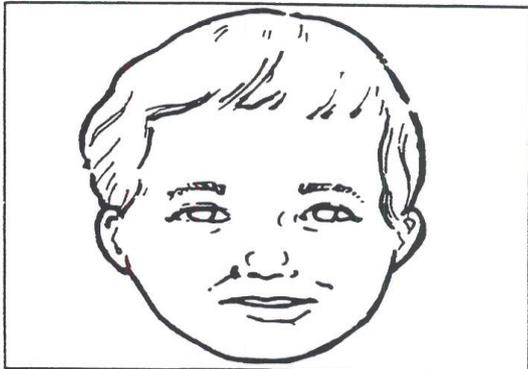
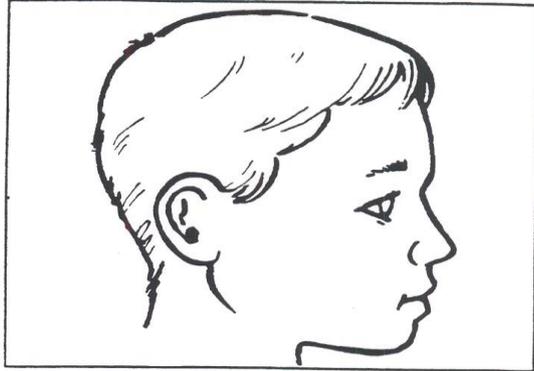
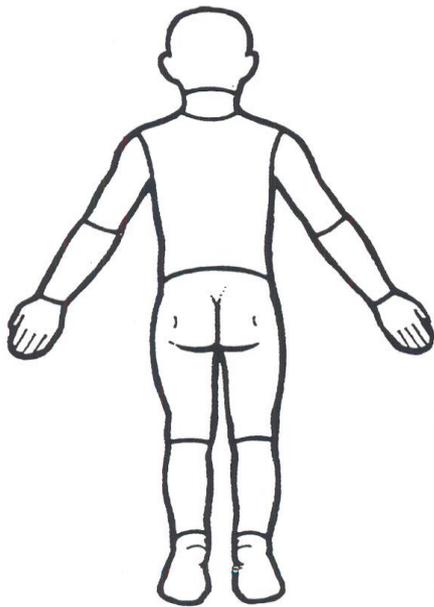
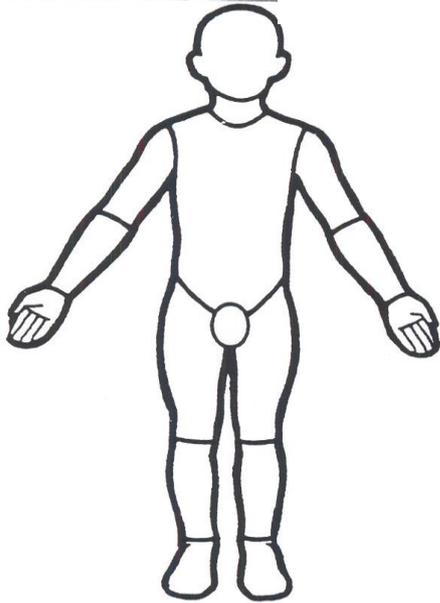
DSL Signature:

Date:

Young Child



Older Child





Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Paul Seeman or the staff room. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473. [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/what-we-do/our-services/whistleblowing-helpline/) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in school are:

Designated Safeguarding Lead (DSL): Paul Seeman
Location of office: Upstairs in Head's office
Contact Number: 01953887293

Alternate Designated Lead: Sue Davies, Clare McMeekin or Suzie Taylor
Location of office: Skylarks class/mobile class or office
Contact Number: 01953887293

Chair of Governing Body: Paul Bunn
Contact number 07775065983

At Banham Primary school we strive to safeguard and promote the welfare of all of our children.

Appendix 3: Local Safeguarding Referral Procedures 2014



Norfolk County Council

NHS Great Yarmouth and Waveney



NHS Norfolk



NORFOLK
CONSTABULARY
Our Priority is You

NORFOLK MASH **Multi-Agency Safeguarding Hub: Referral Procedures**

Where an agency/organisation or worker has concern for the welfare or safety of a child they can make a telephone referral via Care Connect by telephone on 0344 800 8020.

A telephone referral must then be confirmed in writing using the form marked [NSCB1](#), within a maximum of 48 hours, ideally 24 hours. The completed NSCB1 can be:

- **Faxed to the MASH Team on 01603 762445**
- **Posted to: The MASH Team Manager, Floor 5, Vantage House, Fishers Lane, Norwich, Norfolk, NR2 1ET**
- **NSCB1 forms can also be e-mailed to MASH via mash@norfolk.gcsx.gov.uk but must only be sent from a secure email address.**

Safeguarding Consultation Line

You can request a professional consultation if you are not clear about how to support a family and require further advice about a child. This is provided by the MASH Team. In order to access this service call Customer Services on **0344 800 8020** and state that you request a professional consultation. This procedure replaces the consultation service previously offered by the local Duty Teams.

Please note that consultations should not be used in circumstances where you suspect immediate risk or harm to a child e.g. when the child has made a disclosure of abuse or you suspect the child is presenting with a non-accidental injury. In these circumstances, you should contact Customer Services and explain that you wish to make a referral.



Banham Primary School

Policy for the Prevention of Extremism and Radicalisation

Policy Consultation & Review

This policy is available on our school website and in hardcopy from the school office on request.

The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- E-Safety Policy
- Staff Code of Conduct
- Whistle-blowing Policy

This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the Safeguarding & Child Protection Policy.

Reviewed: September 2017

Review due: September 2018

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

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Section	
1	Purpose & Aims
2	Roles & Responsibilities
3	Training
4	The role of the curriculum
5	Visitors & the use of School Premises
6	Procedures for Managing Concerns
7	Related Policies
8	Statutory Framework
Appendices	
1	Glossary of Terms
2	Vulnerability Checklist
3	Person Vulnerable to Radicalisation (VTR) Referral Form

1. PURPOSE & AIMS

1.1 Banham Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.2 Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.3 At Banham Primary School, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.5 A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2. ROLES AND RESPONSIBILITIES

2.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

2.2 The Governing Body of Banham Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school

premises by external agencies and any other local issues relating to the school community.

- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

2.3 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.4 The DSL at Banham Primary School will make referrals in accordance with Norfolk Channel procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.

2.5 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

3. TRAINING

3.1 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

3.2 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4. THE ROLE OF THE CURRICULUM

4.1 At Banham Primary School we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2 Through our curriculum we will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

4.3 We will achieve this by using a curriculum that includes: PSHE, PATHS, effective RE, Circle Time, and aspects across the wider curriculum which reflect our work as a UNICEF Rights Respecting School.

5. VISITORS AND THE USE OF SCHOOL PREMISES

5.1 At Banham Primary School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated by schools to ensure that they are effective.

5.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

6. PROCEDURES FOR MANAGING CONCERNS

6.1 Banham Primary School adheres to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

6.2 We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and this includes vulnerability to radicalisation.**

6.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

6.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.6 All Channel referrals will be made using the referral form that can be found at Appendix 3.

6.7 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

7. RELEVANT POLICIES

7.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding incorporating Child Protection Policy
- Anti-Bullying
- Equalities

- E-safety
- Health and Safety including site security
- Whistle-blowing

8. STATUTORY FRAMEWORK

8.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015)
- '[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools](#)', DfE (2014)
- '[Keeping Children Safe in Education](#)', DfE (2015)
- '[Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children](#)', DfE (2015)
- '[Information Sharing: Advice for practitioners](#)', DfE (March 2015)

Appendix 1: Glossary of Terms¹

‘Extremism’ is defined in the 2011 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.

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

‘Prevention’ in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

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

The current UK definition of **‘terrorism’** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 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.

‘Terrorist-related offences’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

¹ Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

Appendix 2: Warning Signs/Indicators of Concern

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. 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.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; 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 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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- 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;
- Pupils accessing extremist material online, including through social networking sites;

- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- 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;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Appendix 3:
Person Vulnerable to Radicalisation (VTR) Referral Form
 Jan 2015



RESTRICTED WHEN COMPLETE

Section 1: Person referring to complete (please expand boxes as required)	
Subject's full Name (include all known inc alias/maiden if relevant)	
Date and place of birth	
Full Address	
Spouse/Partner/Parents' names/D.O.B	
Children/Siblings names/D.O.B	
Reason for Referral	
Background and risk issues - Page 4 offers guidance notes (include chronology if known)	
Faith / Ideology	
Personal / emotional & Social	
Risk / Protective factors	
Referrer's full name, role, contact details & date submitted.	Date:

Once completed, email to Norfolk Multi Agency Safeguarding Hub:
MASHSupervisors@norfolk.pnn.police.uk

Section 2: MASH forward to
 Norfolk Special Branch by e-mail SpecialBranch@norfolk.pnn.police.uk
 Deconfliction checks completed by SB, form then returned to MASH

MASH complete agency checks
 This process must only take place after SB deconfliction checks – then return to Special Branch

MASH system checks
 (please expand boxes as required)

Police inc. CIS, PNC, PND	
Adult Services	
Children's Services	
Mental Health	
General Health	
Other (please state)	

Does the information suggest that the individual <u>may</u> specifically be vulnerable to radicalisation?	YES <input type="checkbox"/> NO <input type="checkbox"/> Contact SB/Prevent lead for advice if required. Please notify SB/Prevent lead of all VTR referrals even if 'no' to above
If Yes - Reasons	
If No – Reasons (if applicable, include other safeguarding considerations and the referral route adopted as alternative to VTR process & state name of SB/Prevent Officer this was agreed with)	
Completed by:	Date/time:

For MASH only:
 Send to Suffolk Special Branch by e-mail
specialbranch@norfolk.pnn.police.uk

Section 3: Norfolk Special Branch to complete	
SPOE to enter on to FIMU sheet then email to Prevent lead/deputy	SPOE: Sent to: Date: _____ Time: _____
Deconfliction checks by Prevent lead/deputy (local/Nat NSBIS, DTU, CMIS)	Conflict <input type="checkbox"/> If yes, stop, back to SPOE; No conflict <input type="checkbox"/> If no, proceed to next point; Prevent assessment by:.....
Suitable for CHANNEL support:	YES <input type="checkbox"/> If yes, individual needs entering on CMIS at this point. NO <input type="checkbox"/>
Reasons	
If No, is there an apparent vulnerability to radicalisation to manage outside of CHANNEL through Prevent Case Management?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If No, is there another safeguarding issue apparent but no signs of a vulnerability to radicalisation?	YES <input type="checkbox"/> Raise this with a MASH supervisor, agree outcome and refer back to MASH by email as necessary. NO <input type="checkbox"/> Decision to close referral made by: _____ Date/Time Detail where rationale is recorded: _____
Referrer notified of outcome	By: _____ Date/Time: _____
Guidance notes for completing this referral form	

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

Are they new to a particular faith / faith strand?

Do they seem to have naïve or narrow religious or political views?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “Them and Us” language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

Is there conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g. mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences?

E.g. positive family ties, employment, mentor / agency input etc.



Banham Primary School

Looked After Children Policy

Definition

Looked After is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting. Banham Community Primary School recognises that Looked After Children may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Our commitment to Looked After Children

Nationally, Looked After Children (LAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. 75% of Looked After children leave education with no formal qualifications. Only 12% go on to further education compared with 68% of the general population. Helping LAC succeed and providing a better future for them is a key priority in our school.

Banham Community Primary School recognises that Looked After children can experience specific and significant disadvantage within a school setting, and is committed to ensuring they reach their potential in all areas. We are aware that Looked After children may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Banham Community Primary School is committed to enhancing the achievement and welfare of Looked After Children in the following ways:

- Having high expectations for the child and ensuring equal access to a balanced and broadly based education.
- Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.

- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality wherever possible.
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Looked After Children.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After children.
- All Looked After Children will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require

Responsibility of the Headteacher

- Identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Looked After Children to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of the Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children.
- The Education (Admission of Looked After Children)(England) Regulations
- 2006. Relevant DfES guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- Ensure the school has an overview of the needs and progress of Looked After Children.
- Allocate resources to meet the needs of Looked After Children.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- Receive a report at least once a year setting out:
 - The number of looked-after pupils on the school's roll (if any).
 - Their attendance, as a discreet group, compared to other pupils.

- Their Teacher Assessment, as a discreet group, compared to other pupils.
- The number of fixed term and permanent exclusions (if any).
- The destinations of pupils who leave the school.
- The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

The Role of the Designated Teacher

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

It is strongly recommended that this person should be a member of the Senior Leadership Team.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child’s social worker
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Ensure that each Looked After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child’s own wishes.
- Track academic progress and target support appropriately
- Co-ordinate any support for the Looked After Children that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Looked After Children to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Looked After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school’s antibullying policy.
- Ensure that attendance is monitored

The Responsibilities of all Staff

All our staff will:

- Have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils.
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable Looked After Children to achieve stability and success within school.
- Promote the self-esteem of all Looked After Children.
- Have an understanding of the key issues that affect the learning of Looked After Children.
- Be aware that 60% of Looked After Children say they are bullied so work to prevent bullying in line with the School's policy.

This policy also applies to the school's Before and After School Club. In that environment the Club Leader will be responsible in ensuring this policy is consistently applied to the Club environment.

Reviewed: Autumn 17

Review Due: Spring 18

Signed..... (Head teacher)

Signed..... (Chair of Governors)

Date.....