



Pilgrim Primary School Safeguarding and Child Protection Policy

Safeguarding Children Statement

Pilgrim Primary School regards the health, safety and well-being of all children of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. Safeguarding incidents can happen anywhere, and all staff should be alert to possible concerns raised in this school. Pilgrim therefore has to ensure that the expectation that all children should be safe becomes reality. In order to do this a wide range of measures are put in place to protect children.

Child Protection

Working Together to Safeguard Children (2015) places a general duty on schools to co-operate with other agencies in the protection of children. It also requires that schools have in place policies and procedures, which should be shared with parents, to address concerns about the safety and protection of children. This policy has been written in conjunction with 'Keeping Children Safe in Education, September 2016'.

Pilgrim Primary School is committed to playing a full and active part in the multi-agency response to child protection concerns. This document sets out our position in relation to all aspects of the child protection process.

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| The name of the Designated Person is: | Antony Goodwin |
| The name of the Deputy Designated Persons is: | Sarah Wilmshurst |
| The name of the Deputy Designated Persons is | Lindsey Hanson |
| The name of the link Child Protection Governor is: | Luke Fisher |

Rationale

Child protection plays a central part in promoting safety and well being. This policy reflects our commitment to promote and safeguard the welfare of pupils at our school and aims to ensure clear guidance for everyone to work together to protect children.

We believe that children have a fundamental right to feel safe and protected from any form of abuse. Therefore we aim to provide a secure, caring environment and a curriculum which nurtures self-esteem and empowers children to protect themselves.

We aim to ensure that children who are vulnerable, at risk and have suffered or are likely to suffer significant harm are identified, and appropriate action is taken to keep them safe. Pilgrim Primary School will continue to develop a systematic approach towards identification and referral of suspected child abuse to an appropriate agency. We recognise that abuse may be emotional, physical, sexual or through neglect. We also recognise that certain groups of pupils may be more vulnerable to abuse and should be monitored accordingly. These include Looked After Children, children who may be victims of child sexual exploitation, at risk of radicalisation and those at risk of Female Genital Mutilation (FGM).

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' Sept. 2016.

What To Do If You Are Worried A Child Is Being Abused, 2015 ¹

¹ Guidance for all staff who come into contact with children

Child Protection in Plymouth, Notes and Information for Designated Persons in schools

“South West Child Protection Procedures” Website, (www.swcpp.org.uk)

The Governing Board takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard² and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all staff³ and governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Aims

1. To clarify responsibilities and expectations of staff in identifying and reporting suspected abuse and encourage them to talk about concerns.
2. To provide clear guidance for dealing with and reporting, in cases of suspected or disclosed abuse which will be followed by all members of the school community.
3. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
4. To develop effective working relationships with all other agencies involved in safeguarding children.
5. To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.
6. To provide guidance where the concern is about the Head teacher or a member of staff.
7. To ensure children develop a positive self-image, foster security, confidence and resilience.
8. To encourage children to begin to be able to make reasoned informed choices, decisions and judgements.
9. To provide an ethos where communication is open and effective and pupils and staff can freely voice concerns in the belief that they will be listened to and acted on.

Roles and Responsibilities

Our school procedures for safeguarding children will be in line with the *Plymouth Safeguarding Children’s Board (PSCB) Multi Agency Child Protection Procedures* (www.swcpp.org.uk).

All members of the governing board should

Understand and fulfil their responsibilities, namely to ensure that:

1. the school has a staff code of conduct and a child protection policy that conforms to the LA and Area Child Protection Committee’s (ACPC) guidance and is reviewed annually
2. the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

² Safeguarding (as defined in the Joint Inspector’s Safeguarding report) is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies”

³ “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

3. the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
4. a senior leader has Lead Designated Child Protection Officer (DCPO) responsibility.
5. on appointment, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years
6. all other staff have Safeguarding training updated as appropriate
7. any weaknesses in Child Protection are remedied immediately.
8. a member of the Governing Board is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
9. Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.
10. the Governing Board considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through social, moral, spiritual and cultural education (SMSC) and/or for maintained schools through sex and relationship education (SRE).
11. any deficiencies in child protection arrangements are brought to the attention of the governing board and are remedied immediately

This **nominated governor** will:

- ensure that the school's child protection policy is in place and is reviewed and reported on annually to the governing body.
- oversee procedures and take action according to local LA procedures, where there are allegations against the headteacher.

The named governor is Luke Fisher.

The headteacher will:

1. appoint a designated teacher to be responsible for all child protection matters.
2. make arrangements for this member of staff, and any other relevant staff, to be released to attend child protection conferences and training.
3. in line with safer recruitment practice, ensure that appropriate checks are carried out on all applicants for positions in the school – paid and voluntary. This will include checking identity, qualifications, professional and character references, health and physical capacity, previous employment history (to ensure gaps are accounted for), prohibition from teaching, disqualification by association and criminal records.
4. ensure all staff undertake a DBS check on appointment, as well as governors and volunteers working regularly in school.
5. ensure that child protection procedures set out in this policy are followed by all staff (who have a statutory duty to share information and report any concerns).
6. ensure that all staff and volunteers have undertaken up-to-date training, including inter-agency working in the case of the senior designated teacher. This will include providing child protection training for all new recruits
7. have in place procedures for dealing with allegations of abuse against members of staff including the Head teacher, in accordance with LA guidelines, and ensure that all staff and volunteers are aware of them
8. make all staff aware of the appropriate forms of contact in managing children's behaviour and all incidents of physical contact will be recorded and reported to parents (see 2014 whole school behaviour policy)
9. ensure that all staff and volunteers know how to raise concerns about poor or unsafe practice and address such concerns sensitively and effectively

10. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to, and that they know there are adults in the school whom they can approach if they are worried or in difficulty
11. take appropriate advice if necessary, to be able to support pupils who have been abused or who are at risk of abuse. (This may include, for example, referral to the school counselor, or the Multi-Agency Support Team)
12. include in the curriculum activities and opportunities for PSHME which equip children with the skills they need to stay safe from abuse and to know who to turn to for help
13. include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
14. ensure the school's responsibilities with regard to child protection are made known to parents - through the prospectus and school website.

The designated safeguarding Lead (DSL)

The DSL, is Lisa Meek, the Headteacher. The Deputy Designated Child Protection Officers are Sara Wilmshurst, Assistant Headteacher and Lindsey Hanson, SENCo.

Responsibilities

The first point of contact is the DSL or one of the deputy DSL's. The Designated Person will inform the Headteacher of the referral. If any staff member is involved the report is made to the Headteacher.

The DSL is responsible for:-

1. Referring by telephone a child's details if there are concerns about his/her welfare, possible abuse or neglect to Children's Social Care. A written record of the referral will be faxed/posted/mailed to Children's Social Care, (using the multi- agency referral form), and a copy to the Local Authority Senior Education Welfare Officer for Child Protection within one hour of the telephone call or as soon as possible within the school day.
2. Ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral
3. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology
4. Ensuring that an indication of further record-keeping is marked on the pupil records.
5. Acting as a focal point for staff to discuss concerns and liaising with other agencies and professionals.
6. Attending (or delegating this requirement to another appropriately informed member of staff), CAF meetings, case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and providing a report which has been shared with the parents.
7. Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
8. Ensuring that child protection type concerns or allegations against adults working in the school are referred to the LADO⁴ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁵ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
9. Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Senior Designated Person and by all staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children's Social Care and subject to a child protection plan (anonymised).

⁴ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

⁵ Contact the LADO for guidance in any case

10. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority updated biannually, or upon appointment, undertake 'new to role' training.
11. If involved in recruitment, also completing safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years (together with at least one member of the governing board).
12. Ensuring all members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
13. Ensuring that colleagues have had training in child protection relevant to their role and needs, at least every 3 years and know how to identify and report any concerns they have immediately they arise
14. Ensuring all members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse
15. Ensuring each member of staff and volunteer has access to and understands this child protection policy
16. Ensuring that all staff and volunteers recognise that they are a source of information, advice, support and expertise within the school
17. Informing parents of an intention to refer unless that would put the child at greater risk of harm, in which case advice from the Advice and Assessment team would be sought.
18. Liaising with the head teacher to inform him/her of any issues and ongoing investigations to ensure there is always cover for their role
19. Working with the governing body to ensure that this policy is reviewed and updated annually
20. Keeping accurate, detailed and secure written records of referrals or concerns, stored separately to pupil records, confidentially, and retained until the child's 25th birthday.
21. Ensuring that when a child transfers to another school the next school receives his/her child protection file in time to make any necessary arrangements, and advise the receiving school of the need for this file to be kept separate from main school file. Child protection records will be sent separately and marked PRIVATE & CONFIDENTIAL – for the attention of the designated child protection teacher, with a receipt proforma to be completed and returned to the school.
22. Making all parents/carers aware of the responsibilities of staff members with regard to child protection procedures and are aware that referrals may be made by the school through publication of the school's Child Protection Policy, and reference to it in our Prospectus
23. Ensuring our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
24. Ensuring community users organising activities for children are aware of the school's child protection guidelines and procedures.

All staff:

Have a responsibility to protect children from abuse. Staff will encourage every child to feel valued by respecting their views and listening to them. Children will have regular opportunities to discuss thoughts and feelings in an atmosphere of trust and acceptance. Anyone made aware of, or suspecting child abuse should take immediate action and inform the designated person. Actual physical injury, verbal statements of physical, emotional or sexual abuse and evidence of neglect justify urgent referral to the senior designated teacher. (Guidance to determine the symptoms category of abuse can be found on the staffroom notice board and as an appendix to this policy).

Staff should respond to the child by:

- treating him/her with utmost sensitivity, doing nothing to damage the child further through thoughtlessness or carelessness in their reaction to the child's distress

- listening and recording as accurately as possible what the child says with dates and times
- not probing or asking leading questions. (Use questioning guided by TED – Tell, Explain, Describe). It is the job of the police to investigate.
- not promising to keep secrets.

It is important that concerns are noted in writing. Records should cover these basic facts:

- what was seen: when and where
- what was said: when, where and who to
- what was done

The information should be passed directly to one of the designated staff members. There is a concerns reporting form available on the staffroom notice board.

All staff may also raise concerns directly with children's social care (tel: 01752 308600).

Safeguarding concerns about an adult working in school should be reported to the Designated person or Headteacher.

Parents and carers need to be aware that should any member of staff suspect that a child might have been deliberately harmed or neglected by their parent/carer, the school has a duty to inform the local Children's Services department. It is then the duty of Children's Services to decide on the best way of carrying out an investigation. The police have the right to speak with the child without parental consent when it is in the best interests of the child. They may do so on school premises or, as appropriate, in special premises where a video may be made. However, they cannot take a child off the school premises without the permission of the head teacher. When the police interview a child, a member of staff known to the child should provide appropriate support.

Compliance with child protection/safeguarding will form part of supervisions and annual appraisals.

Supporting Children

We recognise

- that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.
- that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

1. Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
2. Promoting a caring, safe and positive environment within the school.
3. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
4. Notifying Social Care as soon as there is a significant concern.
5. Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
6. Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
7. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

Confidentiality

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

- The Headteacher or Senior Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child or adult to keep secrets which might compromise the child's safety or well-being, or that of another.
- We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care Advice and Assessment Team.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Senior Designated Person and to seek further support. This could be provided by, for example, the Head Teacher, by Occupational Health and/or a teacher/trade union representative as appropriate.
- We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.
- We recognise that designated staff should have access to support (as above) and appropriate workshops, courses or meetings as organised by the Local Authority.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the Whole School Behaviour Policy. This can be found on our website www.pilgrimprimaryschool.co.uk

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the School's Managing Allegations Policy.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Headteacher first.

In all occasions identified above, the school will follow the South West Child Protection procedures / Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in **Headteacher's Office**. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision.

In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events, which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out as part of our Whole School Behaviour Policy.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. All staff are briefed about safe practice so that they are clear about their professional boundary.

Domestic Violence and Issues Affecting Children at Home

We recognise that exposure to domestic violence and serious incidents that have resulted in police involvement can have a serious impact on a child's development and emotional well-being. Under the 'Single Safeguarding Process' carried out by Devon and Cornwall Police, if such an incident happened involving one of our children the night before, a ViST (vulnerability screening tool) will have been used to assess risk of harm in regards to the child/children and a CARA report is sent to school.

Arrangements for monitoring and evaluation

The headteacher will report to the Governing Board annually on the implementation of the policy, identifying any necessary changes in approach which are deemed necessary.

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

- Governor visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

Further documentation is available on the website www.swcpp.org.uk and includes procedures if the subject of allegation is a member of staff including the Head teacher and Plymouth Child Protection Handbook including categories of child abuse.

Related Safeguarding Policies

- Health & Safety including First Aid
- Educational visits
- Whistle blowing
- Staff Code of Conduct
- Managing Allegations against staff,
- Whole School Behaviour Policy - including

1. Good behaviour
2. Physical Contact
3. Antibullying (including dealing with homophobic bullying)
4. Managing drug related incidents
5. Dealing with violent/aggressive incidents
6. Social Networking
7. Acceptable Use of the Internet
8. Equalities (including Race)

Other linked policies

- Curriculum
- Teaching and Learning
- Healthy Child policy
- Use of Photographs
- Attendance
- Single equalities
- Intimate Care

See also our Staff Handbook

Health and Safety

The school has a health and safety policy, which is monitored each term by the relevant committee of the school governors. A copy of this policy is available with 24 hours notice.

The Headteacher and the Governors with responsibility for Health and Safety oversee and ensure regular monitoring checks, (including statutory checks and tests) of the site's safety. Any concerns from staff are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place and making recommendations for further action.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

First Aid - In school there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school. When a child is unwell, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a Head Note is issued
- If there is any doubt at all a parent is contacted.
- Where injuries require medical attention, an accident report and investigation form will be completed and sent to the PAPH Health & Safety team. Serious incidents for example, involving hospital treatment are reported directly to the HSE on line.

Children requiring medicines in school must have a consent form. Only prescribed medicine is given to children following the directions on the packet or bottle. Pupils with specific medical conditions will have a care plan in consultation with parents and acting on advice from medical professionals where appropriate.

For matters of an intimate nature staff are asked to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. (See also intimate care policy).

Educational visits – All staff are required to draw up risk assessments prior to an educational visit. Where possible, this will be done as a result of a pre-visit. For further guidance please see DfE guidance 2014 'Health and Safety: Advice on legal duties and powers', and the educational visits section of our health and safety policy.

Site security

Pilgrim provides a secure enclosed site, which is controlled by clear guidelines for staff and pupils, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Therefore:

- All gates should be kept closed except at the start and end of each day.
- Doors should be closed to prevent intrusion but be able to facilitate smooth exits.
- All staff/governors/regular visiting professionals will wear identity badges provided by the school. These should be worn at all times whilst on school premises or accompanying pupils on visits.
- Visitors, volunteers and students **must only be admitted** through the main entrance and after signing in outside the office and receiving a visitor's badge.
- Children will only be allowed home with adults with parental responsibility or confirmed permission. Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.

Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents and police will be informed immediately.

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification, the school has a policy of phoning home to ascertain each child's whereabouts.

The school works closely with the Local Authority's Education Welfare Officer whenever a child's attendance and punctuality causes concern. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality. Our PSA is active in supporting parents with issues that affect attendance.

When a child is missing from school with no reason given for more than 4 weeks, they will be taken off role, the EWO informed and staff will follow the LA's CME (Children Missing Education) procedure.

Appointments of staff and induction of newly appointed staff and work placements

Safer Recruitment and Selection

The school pays full regard to current Government guidance '*Keeping Children Safe in Education- Statutory guidance September 2016*'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and where appropriate, undertaking:

- ISA Children's List checks (formerly List 99 and POCA),
- Disclosure and Barring Service (DBS) check
- Teacher misconduct: prohibition of teachers check
- verification that a person has the right to work in the UK
- Employer's Access On-line check
- Newly appointed staff will be expected to sign a disqualification by association declaration.

In line with statutory requirements, underpinned by statutory regulations, the following will apply:

- this school is committed to keeping an up to date single central record detailing the range of checks carried out on our staff, volunteers and governors.
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- identity checks will be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority.
- Honest references will be provided for departing staff.

If staff are found to have a criminal record the appointment is discussed with the LA's Safeguarding Officer (Simon White) and will be reconsidered by the Head teacher and the Personnel committee of the Governing Board. They will also be asked to complete and sign a Disqualification by Association questionnaire.

The Head teacher sits on all appointment panels where the candidates are external applicants. At least one member of the panel has undertaken current Safer Recruitment training.

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- work with other colleagues where possible in situations open to question.
- discuss and/or take advice from school management over any incident which may give rise to concern.
- record any incident or decisions made.
- apply the same professional standards regardless of age, gender, race, disability or sexuality.
- are aware of the school confidentiality policy.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Induction of volunteers

Volunteers should also have DBS clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school may telephone for a "99" check or ensure supervision of the volunteer at all times. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Welcoming visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will check this before admittance is granted and a note made of anyone entering without clearance. (See also Site Security). Visitors without clearance (contractors and non-professional visitors) are instructed to wear a badge and are monitored by a member of staff. If a contractor is working on the school site, they will be advised to work out of school hours or not to make contact with children. Staff are briefed to challenge any contractors or non-professional visitors in contact with children in the school.

Prevention of Harm

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- At all times there have to be appropriate staffing levels and when the curriculum is taking children out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Educational Visits co-ordinator before they take place.
- Visiting speakers, with correct clearance are always welcome into school so that they can give specialist knowledge to the children.

Online Safety

On school premises, all online traffic through the school systems is filtered and monitored by the South West Grid for Learning.

Children should be encouraged to use the internet, but at all times in a safe way. Parents are asked each year if they agree to their child using the internet and are asked to sign our e-safety agreement. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay. Misuse includes online bullying, sexting, or viewing inappropriate materials online. Parents are advised through newsletters that allowing their child to view inappropriate materials online could be construed as a child protection issue.

The Headteacher has overall responsibility for internet safety. She is also the internet and email manager for school and has direct access to all email addresses and passwords provided by the SWGFL. (Please also see Policy for acceptable use of the internet in our behaviour policy, and password security policy.)

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, in subjects such as Social, Moral, Spiritual and Cultural education, relevant discussions around related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and e-safety issues. Children are encouraged to explore and discuss these issues.

Safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology. Appropriate staffing levels will be maintained at all times when the curriculum is being delivered outside of the school site. Appropriate and agreed pupil/adult ratios are always maintained. The lead adult always risk assesses visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher or Deputy Headteacher, who is the School Educational Visits Coordinator.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.

Protecting Children at Risk of Radicalisation

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

We support our children by providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We encourage them to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

We also recognise that, children can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. We aim to ensure that they are taught in a way that is consistent with the law and our values.

Staff may also be required to identify children whose behaviour suggests that they are being drawn into terrorism or extremism. *(See Appendix III on the Prevent Strategy).*

If appropriate we would work with other local partners, families and our community, to help support pupils who may be vulnerable.

Equal opportunities

Within the school prospectus there is a statement for equal opportunities which asserts:

“Everyone involved in our school community should feel welcomed, respected and valued, whatever their social, ethnic or cultural identity; religion, gender, sexual orientation, ability or disability. Children have equal rights to learn and develop in a context of respect and fairness.”

Along with the equal opportunities statement there is a statement in the prospectus that asserts:

“We encourage self esteem and mutual respect, and we celebrate the diversity of languages, communities and lifestyles in our society. We will not tolerate behaviour and language that is racist, sexist or demeaning.”

Racism is tackled through the curriculum especially in RE and in PSHE. The children also take part in discussions designed to raise awareness and address prejudices. We keep a record of racist incidents and they are dealt with according to our whole school behaviour policy.

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. Please also see our single equalities policy.

Whole School Behaviour policy

Good behaviour is essential in any community and at Pilgrim we have high expectations for this. Our Whole School Behaviour Policy details the rewards and sanctions available to staff. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Staff are discouraged from handling children, but when they deem it is safest to do so, guidance and training has been given to all staff on safe methods of restraining a child so that they do not harm either themselves or others.

Anti Bullying - Our school policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

1 to 1 working

Staff are advised that when working 1 to 1 with a child, they should do so in plain view of colleagues wherever possible. If this is not possible, it is recommended that the door of the room is left open. All doors will have vision panels.

Photographing and videoing

There has been a lot of controversy recently about adults photographing and filming young people. The concerns are genuine, however at Pilgrim we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Parents consent to school taking photographs by signing a permission slip upon entry to school. This covers photographic and video images used in school, the educational context, and the public domain. Parents are able to select the level of security they feel appropriate.
- School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.
- Parents may film/photograph their child during a school event, provided they ask the Head teacher's permission, and ensure that they focus on their own child.
- Parents should be reminded that film/photographs once uploaded on to social media are no longer their property and can be copied without their consent.

The use of mobile phones/cameras

Staff are given access to a locker where they should keep their mobile phones. No one should use their own phone or camera for taking photographs in school or accessing the internet. Visitors will be advised to switch off their mobile phones and that they are permitted to use mobile phones in the staff areas of the school (Staffroom and offices).

Whistleblowing and Managing Allegations of Abuse

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'whistleblowing' governor or the Local Authority Designated Officer within Children's Social Care.

Whistle-blowing re: the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

All allegations of abuse or complaints about a teacher will be dealt with following the Area Child Protection Committee procedures and our managing allegations policy. A copy of this is available at 24 hours notice. For any complaints about the Headteacher, the Chair of Governors should be contacted directly.

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Potential Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations

- Lack of self-esteem
- Self-injury or self harm (see below)
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally

- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence

- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations

- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Recognising Self-Harm

When staff become aware that a child is self-harming they must inform the DSL, or deputy DSL as a matter of urgency. The issue will be investigated further to ascertain the context and nature of the self-harming behavior. If it is genuine self harm, the safeguarding officer will decide whether to discuss the matter with parents and/or to escalate the incident to Children's Social Care in accordance with the PSCB Plymouth Assessment Framework for Safeguarding Children, Young People and their Families.

Appendix two

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in pre adolescent behaviours

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour

- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule - As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix three

Children at risk of radicalisation

Extract from: Online Safety – Protecting our children from Radicalisation and Extremism Bulletin issued by the UK Safer Internet Centre www.saferinternet.org.uk November 2014

The threats we are seeing take many forms, not only the high profile incidents of those travelling to countries such as Syria and Iraq to fight, but on a much broader perspective also. The internet, in particular social media, is being used as a channel, not only to promote and engage, but also as Robert Hannigan (Director of GCHQ) recently suggested, as a command structure. Often this promotion glorifies violence, attracting and influencing many people including children and in the extreme cases, radicalising them. Research concludes that children can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt these extremist views, and in viewing this shocking and extreme content may become normalised to it. This threat is not just from groups, such as Islamic State, but from 'far right' groups also. We are perhaps more familiar with this 'grooming' process and the risks posed to children by older young people and adults who form relationships with children to ultimately abuse them – the process is similar and exploits the same vulnerabilities.'

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
-

THE PREVENT STRATEGY AT PILGRIM PRIAMRY SCHOOL

At Pilgrim Primary School we use the following accepted Governmental definition of extremism which is:

‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

The full Government Prevent Strategy can be viewed at:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/preventstrategy-review.pdf

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources - school community, external agencies or individuals. Our pupils see school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged.

Where misconduct by a teacher is proven the matter will be referred to the Plymouth City Council LADO and, if necessary, advice will be sought from the National College for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.

Graffiti symbols, writing or art work promoting extremist messages or images.

Pupils accessing extremist material online, including through social networking sites.

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 or settings.

Pupils voicing opinions drawn from extremist ideologies and narratives Use of extremist or 'hate' terms to exclude others or incite violence Intolerance of difference, whether secular or

religious or, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals will be made by the School Prevent Lead or Deputy Lead, Lisa Meek or Sarah Wilmshurst.

The Curriculum in Light of Prevent

We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to the school's values and ethos. Our school will therefore 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 matched to the needs of pupils.

Prevent Training

All staff have received training on the Prevent Strategy and regular updates will be part of INSET training. Extremism and radicalisation and its safeguarding implications will also be part of annual staff training on keeping children safe.

The Prevent Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children's Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Board

The Governing Board of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness. Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made. The lead Governor for Safeguarding will receive online training on the Prevent strategy.

PREVENT RISK ASSESSMENT

A risk assessment has been carried out and has been shared with all staff, looking at specific issues that need careful consideration within Pilgrim Primary School. A copy of this is on the school safeguarding board in the staffroom and is also in the Staff Handbook. This will be reviewed annually in line with the safeguarding policy.