



ALDENHAM SCHOOL

SAFEGUARDING POLICY

**Revised September 2017
by the DSL & Senior School Principal
& ratified by Governors**

Aldenham School recognises the contribution it makes to the safeguarding of children and the responsibility it has under Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of children.

Policy Statement

The School's Child Protection and Safeguarding Policy and Procedures has regard to statutory guidance *Keeping children safe in education (KCSIE) (updated Sept 2016)*, *Working Together to Safeguard Children 2017*, *DFE guidance on Child Sexual Exploitation 2017*, *DBS barring referral guidance 2017* and the *Prevent Duty Guidance March 2015*.

The Safeguarding Policy is ratified by the Aldenham School Governors and reviewed on a regular basis (at least annually). The Governors recognise the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis. Opportunities in the form of meetings and discussions are provided for all staff to contribute to the shaping of the safeguarding arrangements and policy.

The safeguarding procedures apply to all members of teaching and non-teaching staff, volunteers and Governors, when working with pupils, even where this is away from the School, for example on an educational visit.

Every pupil should feel safe and protected from any form of abuse. This includes children who are in need (Section 17, Children Act 1989) and children who are at risk of harm (Section 47, Children Act 1989). The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The School will take all reasonable measures to:

- practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with: the guidance given in *Keeping children safe in education* (September 2016); the Education (Independent School Standards) (England) Regulations 2014 (as amended). Ref the School's separate Recruitment Policy;
- ensure that where staff from another organisation are working on their own with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;
- follow the local inter-agency procedures of the Hertfordshire Safeguarding Children Board;
- be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with an agreed child protection plan;
- implement procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations; be alert to the medical needs of children with medical conditions;
- operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- teach pupils about safeguarding, for example through the Life Matters programme, visiting speakers and the tutorial programme;
- take all practicable steps to ensure that School premises are as secure as circumstances permit;
- operate procedures to promote the educational achievement of children who are looked after;

- have procedures in place for dealing with children that go missing from education in accordance with KCSIE (September 2016);
- be alert to the threats of specific safeguarding issues as outlined by KCSIE such as Child Sexual Exploitation and Female Genital Mutilation (from October 2015 it is now mandatory to report cases or suspected cases of FGM);
- have procedures in place to fulfil the School's Prevent duty, to identify children at risk of radicalisation and extremism, protect them and making referrals as appropriate;
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area;
- have regard to guidance issued by the Secretary of State for Education in accordance with section 157 of the Education Act 2002 and associated regulations.

SUMMARY

What to do:

If you suspect abuse, a young person confides in you, or a complaint is made to you about any adult or about yourself, it is your duty to report the concern to the Designated Safeguarding Lead (DSL). The main DSL for the Aldenham senior and Prep schools is Reverend Philip Green. If a young person tells you about abuse by someone else:

1. Always stop and listen straightaway. Ask open-ended questions such as 'What happened?' and 'Who was involved?', rather than leading questions such as 'Did X do this to you?'
2. Write brief notes outlining the conversation either during or immediately after the disclosure. It is important that you try to record the pupil's words objectively and without judgement. Sign and date your notes.
3. Do not guarantee confidentiality. Explain that you will have to report the matter to the DSL so that they can offer help and guidance.
4. Report the matter to the DSL and give them a copy of your signed notes.
5. The DSL will inform you if you have any further obligations.
6. If you are not happy with the DSL's response, you have the right to refer the matter directly to Children's Services.

Confidentiality

Adults at the School should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should however guarantee that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to resolve the problem. They should never tell anyone who does not have a clear 'need to know', and that they will take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made. Every effort will be made to maintain confidentiality and guard against unwanted publicity for both the victim and the accused. These restrictions apply up to the point where the accused person is charged with an offence or the DfE/NCTL publish information about an investigation or disciplinary case (KCSIE July 2016).

1. Policy Basics

Date of next Review: September 2018

The School appoints a Designated Safeguarding Lead in charge of safeguarding for the whole School. This appointment is held by the Senior School DSL, Revd Philip Green. In his absence, the Deputy Head of Aldenham Prep School, Mrs Sarah Galpin, acts as the deputy DSL for the whole School. Mrs Galpin is on the SLT of the Prep School, and Revd. Green is an Associate Member of the Senior School SMT, who attends meetings on a regular basis and has the right to bring safeguarding matters to the SMT at any time. Both Mrs Galpin and Revd. Green have the requisite seniority and status in the School to deal with allegations of a very serious nature, including those against other SMT and SLT members.

Designated Safeguarding Lead (DSL):

Senior School: Revd Philip Green:

Deputy Designated Safeguarding Lead (DDSL):

Prep School inc. EYFS: Mrs Sarah Galpin (Deputy Head):

Any concerns about a member of staff should be reported direct to the Head, James Fowler.

Pastoral Leadership

Head	James Fowler
Head of Prep	Vicky Gocher
Senior School Principal	Andy Williams
Assistant Head (Pastoral)/Deputy DSL	Helen Wilson
Designated Governor for Safeguarding	Deborah Nicholes
Chair of Governors	Trevor Barton

Important Contacts

Note: Pupils at Aldenham have homes in a number of different Local Authorities, each of which has its own safeguarding procedures. Before proceeding with a referral, it is essential to establish the pupil's normal place of residence, which can be found on PASS (the School's Management Information System.) The appropriate Local Authority can then be ascertained by putting the postcode in the Government's website *Reporting Child Abuse to your local council*. Any allegation against a member of staff is referred to Hertfordshire, as are incidents involving full time boarders.

The details below and throughout this document refer to pupils resident in Hertfordshire, unless otherwise stated. When the child resides in another Local Authority, guidance should be sought (either from the DSL or direct from the LA's website) regarding the particular arrangements for that Local Authority.

MASH – Multi-Agency Safeguarding Hub (First response to child making a disclosure)	0300 1234 043 protectedreferrals.cs@hertfordshire.gov.uk
Child Protection Schools Liaison Officer CPSLO – Three Rivers, Hertsmere and Welwyn Garden City	John Mairs 01992 555 298 (term time only)
Hertfordshire Local Authority Designated Officer (LADO)- (First response if concerns over adult at school LADO referral form to be sent to: LADO.Referral@hertfordshire.gov.uk	Support Officer Marrie Moat tel: 01992 555420 (Call Marrie directly she will refer to LADO on call) Tony Purvis 01992 556979 tony.purvis@hertfordshire.gov.uk Andrea Garcia-Sangil 01992 556372
Harrow Local Safeguarding Children Board (LSCB)	020 8424 1147
When concerns are raised about an adult at risk who is believed to be vulnerable to radicalization, a safeguarding referral should be raised. The referral should be forwarded to the Hertfordshire police Safeguarding Adults from Abuse team (SAFA). The referral will then be forwarded to the Channel coordinator and the Channel protocol will then be followed.	The SAFA team can be contacted on 01707 354556 for advice. A referral should be made on the agreed referral form and sent to safa@herts.pnn.police.uk. Out of office hours advice should be sought from the Hertfordshire Police Prevent Team, or Hertfordshire Police via the 101 system.

Hertfordshire Multi Agency Safeguarding Hub (MASH) brings together Police, Probation, Health Visiting and Children's Services staff, working together as a team, to share information and decision making about the best way to safeguard and meet the needs of vulnerable children in Hertfordshire.

In addition the Head, the Senior School Principal and the Head of the Prep School are trained in safeguarding and child protection and will receive any concerns should the DSL or Deputy not be available.

All allegations against members of staff must be taken directly to the Head, except in the event of the allegation being against the Head, in which case it must be communicated to the Chair of the Governors **without notifying the Head.**

Introduction

The welfare of all children (including EYFS) at Aldenham School must be the primary concern for all staff and the School will do all that it can, within reason, to ensure that the children in our care are safe and happy.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

Every adult who comes into contact with our pupils has a role to play. Although referrals are usually managed via the DSL anyone can refer a child to children's social care in necessary. Safeguarding children is everyone's responsibility.

The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties and all staff have a responsibility to take appropriate action, working with other services as needed.

Terminology

Child Protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Abuse is defined as form of maltreatment of a child. Abuse may take the form of physical, emotional or sexual abuse and includes neglect. This may involve inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children.

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

- Protecting children at risk from maltreatment and promoting the welfare and wellbeing of children in need of additional support, even if they are not suffering harm or at immediate risk.
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.
(Working Together to Safeguard Children DfES 2015 (updated Sept 2016))

This policy seeks to demonstrate the commitment of the Head, all staff including temporary staff, volunteers and the governing body to promoting a safe environment for children and to report any allegations of abuse or suspicions of abuse to the relevant local authority agency.

The School's Safeguarding Policy takes into account the statutory guidance, local child protection procedures and best practice. The School is committed to remedying any difficulties or weaknesses without delay. The policy is reviewed annually and presented to the governors.

The policy is written and reviewed by the Designated Safeguarding Lead in consultation with the Assistant Head (Pastoral) and is ratified by the Governing Body of the School on an annual basis.

The safeguarding arrangements have regard to official guidance in:

- The Education Act 2002
- The Children Act 2004
- Working Together to Safeguard Children (2015) (WTTSC)
- Keeping Children Safe in Education (July 2015 – updated Sept 2016)
- National Minimum Standards (2015)
- What to do if you're worried a child is being abused (2015)
- Information Sharing – Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers (2015)
- Statutory framework for the Early Years Foundation Stage (2014)
- Prevent Strategy (HM government) (2015)
- The Prevent Duty - Departmental advice for schools and childcare providers (2015)
- Female Genital mutilation; multi- agency practice guidelines (2014)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK council for child internet safety)
- DFE guidance on Child Sexual Exploitation 2017,
- DBS barring referral guidance 2017

and in so doing take proper account of any particular circumstance or context of the School which may indicate a need for protocols greater than the minimum legal requirements.

The Safeguarding Policy is one in a series of policies which relate to safeguarding. This should be read in conjunction with:

- Anti-bullying Policy
- Behaviour and Discipline Policy
- Code of Professional Conduct
- Life Matters Policy
- Independent Listener Policy
- Social Media Policy
- ICT Acceptable Use Policy
- Restraining Pupils Policy
- Mobile Phone Policy
- Recruitment Policy
- Missing Pupil Policy
- Health and Safety Policy
- Trips and Educational Visits Policy
- Transporting Pupils Policy
- Whistleblowing Policy

The School follows the procedures established by Hertfordshire Safeguarding Children Board and is in accordance with locally agreed inter-agency procedures.

Role of the School Governors

This policy has been authorised by the Governors, is addressed to all members of staff and volunteers and is available on the School website and to parents via the School Portal and on request. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

Governors ensure that:

- The DSLs have undertaken appropriate training in child protection and inter-agency working.
- The Safeguarding Policy and procedures are consistent with Hertfordshire Safeguarding Children Board (HSCB) requirements and are reviewed annually and made available to parents, staff and pupils.
- The School has procedures in place to deal with allegations of abuse made against members of staff and volunteers, including allegations made against the Head.
- The School operates Safer Recruitment procedures which include statutory checks on the suitability of all staff and volunteers to work with children.
- The School has in place a training strategy that ensures all staff receive appropriate Safeguarding training, which includes initial training before any contact with children (or as soon as is practicably possible thereafter), refresher training and updates annually. As part of the regular safeguarding level 1 training given to all staff and volunteers they will also receive regular updates in line with LCSB advice to include Prevent and On-Line Safety plus informal updates when needed.
- DSLs should receive refresher training every 2 years.
- The School makes all volunteers and temporary staff aware of Safeguarding arrangements via a leaflet containing essential information and a verbal briefing.
- A member of the governing body (normally the Chairman) is nominated to be responsible for liaising with the local authority in the event of an allegation being made against the Head.

Safer Recruitment

All school appointments are subject to safer recruitment guidelines. Key staff including the Head, the Senior School Principal and the Head of Prep are trained in safer recruitment.

Appointments are not made without suitable checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. All such information is stored on the single central register.

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity.

In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for contact with children who are not engaging in regulated activity, e.g. on site contractors, an enhanced DBS certificate, which does not include a barred list check, will be appropriate.

A **supervised** volunteer who regularly teaches or looks after children is not in regulated activity.

For more information ref to Aldenham Foundation recruitment policy and KCSIE 2016.

2. Duty of Care

The Children Act (2004) places a “Duty of Care”:

- on the School in respect of a risk or perceived risk of significant harm to a child:
- on a Head of an independent school to report to a local social services department any evidence or suspicion of children being or at risk of being abused.
- on all members of staff to report to his/her manager the same evidence or suspicion.

In the document *Working Together to Safeguard Children* (2015) and KCSIE (2016) our role as a School is clearly set out and our statutory duty is made clear. All staff will read the KCSIE part 1 and annex A annually and sign to confirm they have understood the contents.

Sections 175 and 157 of the Education Act 2002 place a duty on independent schools to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at the school.

KCSIE (September 2016, Section 21) states:

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take.

Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

If anyone other than the Designated Safeguarding Lead makes the referral, they should inform the Designated Safeguarding Lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool *Reporting child abuse to your local council* directs staff to their local children’s social care contact number.

In accordance with Section 11 of the Children Act (2004), Teachers’ Standards (2012) and KCSIE (2016), the school has in place arrangements that reflect the importance of safeguarding and promoting the welfare of children. These include:

- Appointing a designated professional lead for safeguarding.
- A clear line of accountability for the provision of services designed to safeguard and promote the welfare of children.
- A clear commitment by senior management to the importance of safeguarding and promoting children’s welfare including appointing a Governor to take leadership responsibility for safeguarding arrangements.
- Promoting a culture of listening to children and taking account of their wishes and feelings.
- Making arrangements which set out clearly the processes for sharing information with other professionals and the HSCB.

- To provide appropriate supervision and support for staff including undertaking safeguarding training and so ensure that staff are competent to carry out their responsibilities for safeguarding, promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- Providing staff with mandatory induction including familiarisation with **Child Protection Procedures** and subsequent reviews and updates to all staff and residents, as necessary (minimum update every three years). The induction programme includes familiarisation with the School's Safeguarding policy, Professional Conduct guide, Whistle-blowing policy and KCSIE (Part1). All staff are required to read these and sign to confirm that they have understood the contents and the procedures which must be adhered to. In addition the DSLs (Philip Green & Sarah Galpin) will be introduced, or will lead the training, and staff will be made aware of how to contact them.
- Using safe recruitment practices in accordance with KCSIE (Sept 2016)
- Providing clear guidelines with reference to HSCB, in accordance with locally agreed interagency procedures, for dealing with allegations against staff. Allegations may relate to a person who works with children who has:
 - Behaved in a way that has harmed a child, or may have harmed a child.
 - Possibly committed a criminal offence against or related to a child.
 - Behaved towards a child or children in a way that indicated they may pose a risk of harm to children.
- Involving Local Authority Designated Officer (LADO) in the management and oversight of individual cases (the LADO should be informed within 24 hours of all allegations that come to the school's attention or are reported directly to the Police.)
- Making referrals to the Disclosure and Barring Service (DBS) if an individual (paid or volunteer) is removed from work looking after children because it is deemed that they pose a risk of harm to children.

The documents *Working Together to Safeguard Children* (2015) and KCSIE (Sept 2016) promote a multi-agency approach to the care of children and set forth the good practice of separate agencies co-operating and working together for the benefit of the child.

The Aldenham School Safeguarding Children Policy and procedures also takes into account the requirement of the National Minimum Boarding Standards (2015), Standards 11 & 14. Particular consideration must be given to any allegations or disclosures of abuse or possible abuse concerning themselves or another boarder, particularly if the subject of the allegation is another boarder or a member of staff. In such circumstances it may be necessary to arrange alternative accommodation for boarders to ensure the safety and well-being of the pupil and appropriate pastoral support. Boarders are also provided with one or more appropriate helpline(s), including Child line, the School Counsellor and Hertfordshire Social Services, to ring in case of problems or distress.

EYFS

The Aldenham Prep School Safeguarding Policy applies to all pupils including EYFS. With specific reference to EYFS and in accordance with the statutory framework for EYFS 2017, staff must refer and adhere to the Mobile Phone and Digital Photography Policy of the setting which states that staff, visitors, volunteers and students are not permitted to use their own mobile phones or cameras to take or record any images of Foundation Stage children for their own records during session times. All visitors read this policy as part of the 'signing in' procedure in the Foundation Stage.

Cameras and mobile phones are **prohibited** in the toilet areas. (Full policy can be found in Foundation Stage office). The Intimate Care Policy must also be adhered to.

3. The Designated Safeguarding Leads andDeputies

The Governors approve the job description of the DSL and ensure they have sufficient time, funding supervision and support to perform their duties. Safeguarding is an agenda item at every meeting of the Board of Governors and The Education Committee. Safeguarding is a standing item on the agenda for each termly full Governor's meetings and the Child Protection Governor reports annually to the Governors on Safeguarding and a minute is kept. Governors understand they have no right of access to information involving any child protection cases within the school or to information involving an allegation against a member of staff unless/until it becomes an internal disciplinary issue. The exception to the above would occur if an allegation was made against the Head. Such an allegation would be referred to the Chair of Governors and they would be required to contact the LADO.

The School appoints a Designated Safeguarding Lead for both Prep School and the Senior School. Each one acts as the deputy for the other in the case of the named DSL not being available. In the senior school, the Assistant Head (Pastoral), Helen Wilson, acts as SMT liaison for Revd Philip Green, DSL.

In addition the Head, the Senior School Principal and the Head of the Prep School are trained in Safeguarding and Child Protection and will receive any concerns should the DSL not be available.

The Role of the DSL

The DSL is responsible to the Head for the following broad areas:

- briefing school staff (both boarding, non-teaching, teaching staff and volunteers), and as appropriate, prefects and other senior pupils on the relevant contents of the above guidance and procedures, and on the procedures the school should follow below - including the briefing of new staff as part of their induction after arrival at the school.
- Receiving reports of alleged or suspected child abuse within the school, or reported by a pupil relating to incidents at home or outside the school, contacting the HSCB (or relevant Local Authority) and taking other action in response, as set out below.

Managing Referrals

The DSL will refer all cases of suspected abuse to the Hertfordshire Safeguarding Children Board (HSCB), or relevant local authority for pupils who reside outside Hertfordshire, and

- The Local Authority Designated Officer (LADO) for dealing with all CP concerns that relate to a staff member. The Hertfordshire LADO is Tony Purvis, 07920 283106 and Marrie Moat (Admin), 01992 555420
- The Disclosure and Barring Service (cases where a person is dismissed, resigns or leaves due to risk/harm to a child)
- The Police (cases where a crime may have been committed).
- The NCTL and the Charities Commission as required

The DSL will refer all allegations against members of staff directly to the Head, except in the event of the allegation being against the Head, in which case the DSL will communicate directly to the Chair of the Governors without notifying the Head.

Allegations against the DSL should be referred to the Head or the local safeguarding board without notifying the DSL.

The DSL is also responsible for:

- Receiving reports of alleged or suspected child abuse within the school, or reported by a pupil relating to incidents at home or outside the school, contacting the children's services and taking other action in response, as set out below.
- Providing guidance to parents, children and staff about obtaining suitable support.
- Developing links with relevant statutory and voluntary agencies.
- Monitoring and evaluating the effectiveness of the school's Safeguarding Policy and ensuring it is updated annually.
- Keeping written records of all concerns, ensuring that such records are stored securely and kept separate from the pupil's general file.
- Ensuring that when a pupil with a child protection plan leaves the school, appropriate levels of liaison between DSLs occur and the pupil's information is transferred to the DSL at their new school as soon as possible. The details of the recipient of files (date, school, DSL, authority etc) will be recorded and the DSL will ensure that the child protection file is transferred separately from the main pupil file.

In addition the DSL should liaise with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 2004 and police investigations. The DSL should act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The Designated Safeguarding Lead (DSL) should:

- Receive appropriate training carried out every two years in order to understand the assessment process for providing early help and intervention. Mrs Galpin was trained in February 2016 and Revd Green in September 2016. Both will receive their update training during 2018.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff is aware of and understands the school's Safeguarding Policy and procedures, especially new and part time staff. This should include:
 - The Safeguarding Policy and procedures
 - The staff code of conduct
 - The role of the DSL

All staff will be provided with a copy of KCSIE (Part1) and required to confirm that they have both read and understood its contents. In addition, all staff working directly with children, and those involved in the admissions process, should be provided with a copy of KCSIE Annex A, and sign to say they have read and understood it.

All staff members should receive safeguarding and child protection updates at least annually to ensure they have relevant and current skills and knowledge to safeguard children effectively. Staff should ensure they understand their role in the early help process including identifying emerging problems, liaising with the DSL, sharing information with other professionals and in some cases acting as the lead professional in undertaking an early help assessment.

Specifically the DSL should brief school staff (both boarding, non-teaching, teaching staff and volunteers), and as appropriate, prefects and other senior pupils on the relevant contents of the Safeguarding policy and on the appropriate procedures to follow in case of a concern - including the briefing of new staff as part of their induction after arrival at the school.

Raising Awareness

The DSL should:

- Ensure the school's safeguarding policies are known and used appropriately.
- Ensure the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated.
- Work with nominated safeguarding Governor to review and update policies and keep them apprised of safeguarding procedures and concerns as appropriate.
- Ensure the Safeguarding Policy is published on the school portal and website. To ensure that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with HSCB and other Local Authorities to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school, ensure their Safeguarding file is copied for any new school or college as soon as possible but transferred separately from the main pupil file
- If children leave the school, and safeguarding concerns were present, and their future educational establishment is unknown – the DSL should contact the relevant Children's Services and the correct Local Education Authority to flag the concern.
- The School admissions offices request that all feeder schools complete a safeguarding declaration form before pupils are allowed entry to the Aldenham Foundation. This requires feeder schools to disclose any child protection/safeguarding issues that have arisen while the child is in their care or that the school is aware of from other sources.

The DSL is responsible for holding the school's copy of the current *Local Safeguarding Children Board Procedures*, and being fully conversant with these procedures. In addition they should hold and be conversant with the following:

- Keeping Children Safe in Education (2016)
- What to do if you're worried a child is being abused (2015)
- Hertfordshire Safeguarding Children Board: Child Protection Procedures
<http://hertsscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children DfE (2017)
- Boarding Schools: National Minimum Standards (2015) (Senior School DSL only)

Promoting Fundamental British Values (FBV)

Aldenham teaches a broad and balanced curriculum which promotes the spiritual, moral, social and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. It places great emphasis on the promotion of community cohesion. Aldenham promotes FBV in many of its day to day interactions with pupils. Examples of this include whole school assemblies, Chapel services, Life Matters classes, talks and presentations, the School council, tutorials and House competitions.

Aldenham is a multi-cultural and multi faith school, which aims to:

- Ensure children become valuable and fully rounded members of society, who treat others with respect and tolerance regardless of background
- Promote the FBV of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs
- Promote mutual respect amongst pupils and ensure they are fully prepared for life in modern Britain when they leave school.

As a result of this Aldenham expects pupils to:

- Gain an understanding of how citizens influence decision making through democratic processes
- Recognise that freedom to hold faith and beliefs is protected in law
- Accept that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
- Recognise the means of identifying and combatting discrimination

Guidance on promoting fundamental British values in schools is available at:

www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published

Prevent

Aldenham has a duty of care to both pupils and staff. This includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The government has defined extremism in the Prevent strategy as: *“vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”*.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. Aldenham does not intend to limit discussion of these or other issues related to FBV e.g. democracy, law and government, however, it is mindful of its existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

The Prevent strategy, published by the Government in 2011 and updated in March 2015, is part of the overall counter- terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on schools to have “due regard to the need to prevent people from being drawn into terrorism”.

The 2011 Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

If staff become aware of activity that could fall within the categories outlined in the Prevent strategy they must pass the information on to the Head, the Principal or the Head of Prep immediately. If

required, the School will work with the local authority to make appropriate referrals to Channel, a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- a) identifying individuals at risk;
- b) assessing the nature and extent of that risk; and
- c) developing the most appropriate support plan for the individuals concerned.

Further guidance can be found at www.gov.uk/government/publications/channel-guidance.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. A list of indicators is attached as Annex A to provide support for staff to understand and identify factors that could suggest a child or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

All staff receive training on recognising the indicators of potentially vulnerable children and those who may be susceptible to radicalisation and the associated risks.

4. What to do if a child makes a disclosure of alleged abuse or if you are concerned about a child

Children who report abuse to a teacher (or other member of staff or volunteer) must be **listened to** and **heard**, whatever form their attempts to communicate their worries may take. The following points give guidance on how to deal with a child who makes an allegation or reports an allegation:

- The child should be listened to but not interviewed or asked to repeat the account
- Avoid questions, particularly leading questions
- The child should not be interrupted when recalling significant events
- All information should be noted carefully immediately following the conversation, including details such as timing, setting, who was present and what was said, in the child's own words. The account obtained should be recorded verbatim or as near as possible
- Care should be taken not to make assumptions about what the child is saying or to make interpretations or decisions about whether or not abuse has occurred.
- 'Listened to' means just that; on no account should suggestions be made to children as to alternative explanations for their worries

- Advice or promises must not be given to the child other than the assurance that they have done the right thing in telling you and that you will be passing on their concern to the relevant person
- The written record of the allegations should be signed and dated by the person who received them as soon as practicable.
- All evidence (e.g. scribbled notes, mobile phones containing text messages, clothing and computers) must be safeguarded and preserved.
- All actions subsequently taken should be recorded with dates, times and signature.

N.B the School does not require parental consent to make a referral to social services, but will seek to engage parents in the process whenever it is in the child's interest to do so

You must then immediately inform the DSL or, in his/her absence, the Principal, the Assistant Head (Pastoral) or the Head (see contact list toward the end of this document for details).

If you are uncertain about whether or not to be concerned about a child it is always best to share that information with the DSL.

A member of staff or volunteer may come across circumstances where they suspect or observe abuse by pupils/students on other pupils/students the abuse may take the form of:

- a) verbal, physical, emotional abuse
- b) intimidation or bullying
- c) sexual abuse

Whilst children and young people who abuse others need to be held responsible for their abusive behaviour, it is also important that whilst being identified they are responded to in a way that meets their needs as well as protecting others. They may well be children in need or at risk themselves. This sort of concern is to be reported to the DSL in the same way as any other form of abuse or suspected abuse; the Anti-bullying Policy should also be consulted.

Confidentiality

A member of staff or volunteer must not promise absolute confidentiality. The child can be assured that whilst you cannot keep an allegation of abuse or suspected abuse to yourself, you will not tell anyone who does not need to know. It is best not to explain procedures in detail to the child but to say that the DSL will have to be told and will decide the next course of action.

The DSL

The DSL will take charge in School and make contact with the relevant people and execute the appropriate procedures. This will take into account the local inter-agency procedures of the HSCB and other Local Authorities.

A complaint involving a criminal offence will always be referred to the LADO or the police without further investigation by the School.

The member of staff or volunteer receiving the allegation will be updated and supported throughout the process as appropriate.

The DSL is available to talk to staff about their concerns which can be raised on a 'what if' basis if necessary.

The action taken by the DSL may take into account the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However there are times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that overrides a pupil's wishes. In addition the DSL may consider the wishes of the complainant's parents, provided they have no interest which is in conflict with the best interest of the pupil and that they are properly informed. Again it may be necessary to override the parental wishes in some circumstances. The DSL will seek to involve appropriate pastoral staff (e.g. the HSM) on a need-to-know basis as soon as possible.

Referral Guidelines

Allegations against anyone working or volunteering at the school must be referred to the LADO within 24 hours of the referral being made

If a crime may have been committed it should be reported to the police in accordance with Working Together procedures. The DSL will make judgements as to whether the child is 'in need' or 'at risk'. Where boundaries are unclear, the DSL will discuss the matter with the LADO (if staff are involved) or the Local Safeguarding Children's Board (for example, Hertfordshire's Targeted Advice Service or Brent's MASH team) to seek further guidance.

For example in the following circumstances the DSL may take advice from the LADO or children's social care before a decision about making a referral is made:

- The complaint does not involve a serious criminal offence
- A referral would be contrary to the wishes of the pupil complainant who is of sufficient maturity and understanding and properly informed, or is contrary to the wishes of the complainant's parents (not involving them as perpetrators)
- The case is one that could be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.

If the child is deemed to be 'in need', the DSL will discuss with children's services whether to begin early intervention and support using the Common Assessment Framework (or local version if outside Hertfordshire). If the child is deemed to be 'at risk', the DSL will make a referral under Section 47 of the Children's Act immediately.

External agencies

Whether or not the School, decides to refer a particular complaint to the LADO or the police, the parents and pupil will be informed of their right to make their own complaint or referral and will be provided with the appropriate contact details.

Signs and Symptoms of Abuse General comments

Children can be harmed either by deliberate acts or by a failure to provide proper care, or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse.

Staff should be aware that while abuse of children is more commonly perpetrated by adults, peer abuse can be a safeguarding issue and concerns about bullying or inappropriate behaviour should be referred to both HSM and DSL if any of the elements outlined below are manifested. For more details please refer to the Anti Bullying Policy.

Neglect

Neglect refers to the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs for security, love, praise and recognition. Basic needs, such as food, drink and warmth may not be provided. Slowing of growth without a medical cause may be indicative of emotional abuse and occur even when a child is not deprived of food.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may also occur alone.

Physical Abuse

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

It is important that a professional who sees an injury on a child takes careful note of how the injury allegedly happened, including the informant, the date, time, place, sequence of events, nature of injury etc. The assessment of the plausibility of the explanation should be a medical judgement - other professionals should not make this decision. Although children do have a variety of accidents, the most common types of injury they sustain are usually different from the injuries caused by abuse.

The following situations, in cases of physical injury, should cause concern about the possibility of physical abuse:

- no explanation
- inappropriate explanation, e.g. description of a minor accident in relation to a major injury
- different explanations given to different enquirers
- parents touchy or defensive, compared with genuine accidents when parents are usually distressed and blame themselves
- delay in seeking treatment
- child states that a particular adult hurt him, or one parent accuses another

Injuries should be a cause of concern as they indicate the possibility of physical abuse because they fit recognisable patterns (e.g. human hand marks, human bite marks). A list of injury types is listed below.

Possible Indicators of Physical Abuse

- multiple injuries of various types and ages
- bruising and skin marks such as:
 - black eyes – these cannot be caused by a fall on a flat surface; two black eyes are particularly suspect, especially if the lids are swollen and tender or there is no bruise to the nose or forehead
 - bruised ears, sometimes with bleeding
 - bruises of upper lip, torn frenulum of upper lip and injuries under the tongue
 - bruising around mouth of child (may have finger bruises: up to three or four on one side and one on the other)
- flat hand marks, particularly on cheeks, buttocks and lateral thighs
- bruises on scalp and "bald patches"
- finger bruises on shoulders, upper arms or on the trunks or legs of babies
- linear marks or bruises - often seen on buttocks or backs of thighs
- bruises or weals curving around the body. Sometimes buckle or loop marks noted
- bizarre-shaped bruises with sharp borders, e.g. from hair brush, comb, slipper
- bruises on abdomen - unlikely to be accidental
- ligature and choke marks - red mark or bruising around wrist, ankles or neck (in the latter area may be due to sudden pulls on tee shirt)
- bite mark – two crescent shaped marks or bruises. If more than three centimetres apart they may be caused by an adult or older child
- human nail marks - these show piled up skin at the end of the marks and are unlike abrasion from falls on rough surfaces; they may just be linear bruises.

Burns

- scalds - glove or stocking scalds to hands and/or feet caused by dunking in water
- scalded buttocks - children cannot scald their buttocks accidentally without also scalding their feet and legs
- splash marks - look at direction of splash to see if it is compatible with story or might indicate hot liquid being thrown at child.
- cigarette burns - small circular burns most typically on the back of hands or forearms, seen in clusters and often of different ages
- contact burns - child held against heaters, iron, cookers. Well demarcated burns following contours of hot objects

Bone and Joint Injuries

- these can be caused by direct blows, twists (from swinging a child round by one limb) or throwing against hard objects.

Poisoning

- non-accidental poisoning should be suspected in bizarre episodes of ill health or unconsciousness or when poisoning involves more than one child.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children of all ages, boys and girls, can be victims of sexual abuse. This abuse often comes to light in a veiled way, for children are reluctant to tell. Many kinds of sexual abuse do not leave any signs of physical injury.

- Children may try to tell others that they are being sexually abused. They may do this by hinting in words, play or drawings of sexual activities to "test the waters". If the adult response is empathic they may wish to reveal more, but if the response is angry or evasive, they may remain silent and not try again.
- If a child exhibits several signs or types of behaviour as listed below, or a pattern emerges of when or how a child exhibits such signs, the possibility of sexual abuse should be considered.
- However, it must be emphasised that the behaviour described below are descriptions of some very common conditions of childhood indicating that the child is distressed. Only rarely will they be caused by sexual abuse.

Possible Indicators of Sexual Abuse

- sudden change in mood or behaviour
- change in eating patterns: loss of appetite, faddiness or excessive preoccupation with food
- severe sleep disturbance with fears, vivid dreams or nightmares, sometimes with overt or veiled sexual content
- withdrawal and depression, learning failure, self injury, suicidal attempts
- temper, aggression, disobedience and attention-seeking, anxiety or restless behaviour
- lack of trust in familiar adults
- girls take over the mothering role in the family whether or not the mother is present
- absconding; requests to leave home
- sexualised conduct or inappropriate sexual knowledge in children may be due to direct sexual abuse or other forms of sexual abuse, such as from observing others or watching pornographic videos.

- continual open masturbation, aggressive, inappropriate and explicit drawing and sex play (masturbation and some exploration are a normal part of growing up, but it is the type and persistence of these activities that cause concern)
- precocious knowledge of adult sexual behaviour
- a boy or girl who behaves in a sexually precocious way
- requests for contraceptive information. These are rare, but may be a cry for help, as may be anxieties about pregnancy or sexually transmitted disease
- inappropriate displays of affection, e.g. parent and child behaving more like lovers
- marked fear of men
- fear of undressing

Some physical conditions may also be indicators of sexual abuse, but not necessarily so:

- difficulty in walking or sitting
- pain on passing water
- recurrent urine infections
- soiling
- recurrent bed wetting

Abuse from use of Electronic Technology

The era of greater and greater access to and use of mobile technology and the internet exposes young people to previously unforeseen risks of abuse. Occasions of cyber bullying are increasing through the use of networking sites, such as Facebook and also through text and email messaging. People working with young people need to be aware of the risks posed by the use of such media. School policies on Anti-Bullying and Anti-Cyber Bullying should be adhered to as well as staff adopting safe working practices when considering communicating with pupils electronically.

Our students increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The Prevent Duty requires the School to safeguard vulnerable individuals from being radicalised or drawn into extremism through the internet or social media.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The School's e-safety policy is incorporated in the Pupil's **ICT Acceptable Use Policy**, which can be found on

the home page of the School's Portal; <http://portal.aldenham.com/Shared%20Documents/ict-agreement.pdf>. This explains how we try to keep students safe in School.

Cyber-bullying and sexting by students, via texts and emails, will be treated as seriously as any other bullying-type behaviour and will be managed through our counter-bullying procedures.

(Refers to the DfE advice on **Searching, screening and confiscation** - Advice has now been published by the UK Council for Child Internet Safety and can be found here:

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

The following measures and Policies are in place to promote e-safety within the School:

Induction and Education: all Pupils are inducted in appropriate use of the School's ICT facilities and other aspects of this policy upon arrival. Subsequently Tutors remind Pupils at the start of each academic year about their obligations and code of conduct.

Monitoring/Filtering: the School will exercise its right to monitor the use of computer systems, including the monitoring/filtering of internet use, interception of e-mails and the deletion of inappropriate materials at all times.

(Factors considered when putting in place these measures, are set out in **UK Safer Internet Centre: appropriate filtering and monitoring.**

Follow these links for Guidance on e-security and buying advice for schools.

In circumstances where the School believes unauthorised use of the computer system is, or may be taking place, or the system is, or may be, being used for unlawful purposes, the School reserves the right to inform appropriate authorities and provide documentary evidence.

Training: Staff receive advice regarding ICT Code of Conduct, the use of social networking and electronic communication with Pupils. Online safety training is integrated into the regular safeguarding training staff undergo and this forms part of the pupils' Life Matters and tutorial programme.

Sexting

All staff should be aware safeguarding issues can manifest themselves via use of technology in the form of sexting, often as a form of peer on peer abuse.

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' (Adolescents and self-taken sexual images. Cooper, Quayle, Jonsson, Svedin, 2014).

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. 'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.

- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

Ref: Sexting in schools and colleges: responding to incidents and safeguarding young people (UK council for child internet safety)

Steps to take when dealing with an incident of sexting:

1. For general concern expressed by a pupil about how sexting may affect them or for information only. This should be for cases where the concern expressed is not specific or related to an alleged incident or disclosure. In this case staff should direct pupils to the following government website <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>
2. If a disclosure is made about an alleged sexting incident by a pupil the following steps should be taken:
 - a. Follow the steps outlined in 'What to do' for the recording and reporting of any disclosure as outlined in the Summary of the Safeguarding Policy.
 - b. If appropriate and with the pupil's permission, take the mobile phone. **Do not view any content.** Place it face down. Turn it off. Place it in an envelope on which you have written: What the envelope contains, the name of the pupil, the date and time. Ask the pupil to sign the envelope over the seal of the envelope to ensure that it cannot be opened and resealed without anyone knowing about it.
 - c. Hand the mobile phone to the DSL (or in his absence the Assistant Head (Pastoral), the Senior School Principal or the Head) at the same time as you report your concern.
3. The DSL will deal with the incident using the detailed guidance contained in the UK Council for Child Internet Safety document 'Sexting in Schools and Colleges' <https://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf>

Bullying

While bullying between children is not a separate category of abuse or neglect, it is a very serious issue that can cause considerable anxiety and distress. All incidences of bullying should be reported and managed in accordance with the school's anti bullying policy. If bullying is particularly serious and there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm it could lead to the implementation of child protection procedures.

Staff should recognise that children are capable of abusing their peers. Full reference to this can be found in the School's Anti-Bullying Policy, which details the following:

- What constitutes peer-on-peer abuse
- how allegations of peer-on-peer abuse will be dealt with
- how victims of peer-on-peer abuse will be supported
- how perpetrators of such abuse will be given support to change their behaviour, in addition to being disciplined as appropriate
- how the risk of peer-on-peer abuse can be minimized.

It is vital that staff are aware of potential incidences of peer-on-peer abuse, which should never be tolerated or

passed off as “banter” or “part of growing up”. Particular care should be taken to ensure that all incidences of online peer-on-peer abuse or sexting are reported to the relevant authorities and not investigated by the school.

Peer-on-peer abuse manifests itself particularly where there are minority groups in an organization. Particular care should be taken to ensure that such groups are protected as far as possible from majority groups (Source: Sections 76-78, KCSIE 2016).

Information on Child Sexual Exploitation, Female Genital Mutilation (FGM) and Honour-Based Violence (HBV)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Working Together to Safeguard Children 2015; updated 2017).

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

(Reference: KCSIE September 2016)

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) if staff have concerns about the possibility of our pupils being subject to HBV these should be reported immediately to the DSL and relevant members of SMT.

If you encounter a case of FGM or have reason to believe that a girl is at risk of FGM you must inform the DSL or SMT immediately. **FGM concerns should reported to Hertfordshire Domestic Violence/Abuse helpline on 08088 088 088 or in emergency dial 999.**

All employees of the School have a statutory duty to report cases of FGM involving children.

Gang Violence

There are a number of areas in which young people are put at risk by gang activity, both through participation and as victims of gang violence which can be in relation to their peers or to a gang involved adult in their household. A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

For more information on safeguarding children affected by gang violence refer to the following document published by the LSCB – London safeguarding children board.

‘Safeguarding Children affected by Gang Activity / Serious Youth Violence.’

http://www.londoncp.co.uk/chapters/gang_activity.html

And ‘Safeguarding Children and Young People who may be affected by Gang Activity’ (DCSF 2010)

If you become aware that a pupil is involved in gang activity this should be reported immediately to the DSL who will arrange to meet with HSM, tutor and SMT to decide the best course of action which may involve the police and other outside agencies.

Domestic violence

The issue of children living with domestic violence is now recognised as a matter for concern in its own right by both government and key children’s services agencies. The link between child physical and sexual abuse and domestic violence is high. All the outcomes for children can be adversely affected if they are living with domestic violence and abuse - the impact is usually on every aspect of a child's life. The impact of domestic violence and abuse on an individual child will vary according to the child's resilience and the strengths and weaknesses of their particular circumstances.

If staff become aware that a pupil is living with domestic violence the DSL should be made aware and a decision made about the involvement of social services and the Police. Our aim is to work with parents alongside outside agencies in the best interest of the child. The School has the flexibility to provide boarding space for children who may be particularly vulnerable while outside agencies seek to resolve issues at home.

For further information about safeguarding children affected by domestic abuse and violence published by the LSCB – London Safeguarding Children Board

Refer to the following document ; http://www.londoncp.co.uk/chapters/sg_ch_dom_abuse.html

Impact of abuse

The impact of abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long term medical or psychiatric difficulties.

Good practice involves:

- Treating all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Encouraging positive, respectful and safe behaviour amongst pupils
- Being a good listener
- Being alert to changes in pupils' behaviour
- Recognising the challenging behaviour may be an indicator of abuse
- Reading and understanding the School's Safeguarding policy and guidance documents on wider safeguarding issues, e.g. bullying, behaviour, code of conduct, restraint,
- Maintaining the appropriate standard of conversation and interaction with and between pupils. Maintaining professional standards of pastoral care within the context of appropriate professional separation and avoiding the use of sexualised, derogatory or over familiar language in the company of pupils.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse

Children who may be particularly vulnerable

Some children may be at increased risk. Many factors may contribute to this including prejudice, discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

A vulnerable child should not be left on their own or sent back to lessons or sent back to his/her boarding house; you must make arrangements to stay with the child until an initial assessment of the situation has been made by the DSL or, in his/her absence, the Assistant Head (Pastoral), the Senior School Principal or the Head. If lesson cover is needed contact the member of staff in charge of cover.

Any child at the school who is looked after by the Local Authority must have special attention paid to their needs.

Any child at the school with special educational needs or who has a disability must have special attention paid to their vulnerabilities.

To ensure all pupils receive equal protection it is imperative that staff members pay particular attention to the needs of children who are particularly at risk from abuse, for example:

Pupils:

- with Special Educational Needs and disabilities (because they might not have the communication skills necessary to disclose abuse if it occurs)
- affected by parental substance abuse
- who do not have English as their first language
- living away from home, in temporary accommodation or have transient lifestyles

- who run away or go missing
- who are vulnerable to being bullied or engaged in bullying
- who are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- at risk of child sexual exploitation (CSE), prostitution or child trafficking.
- at risk of forced marriage or female genital mutilation (FGM)

Children with Special Educational Needs and Disabilities (SEND) and those with English as an Additional Language (EAL) are particularly vulnerable and as such can face additional safeguarding challenges. Staff are aware and mindful that additional barriers can exist when recognising abuse and neglect in children with SEND or EAL. Such 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 SEND or EAL can be disproportionately impacted by things like bullying without outwardly showing any signs or being able to fully express their feelings.
- communication barriers, such as difficulties in articulating how they have been abused and difficulties in overcoming these barriers.

-

The school's Anti Bullying, Behaviour and Equal Opportunities policies provide additional information on the strategies adopted.

Helping children to keep themselves safe

Children are taught to understand and manage risk through the school's Life Matters programme, assemblies and pastoral input from tutors etc. The School's approach is to help children think about the risks they may encounter and with staff work out how these risks might be overcome. Being taught to manage risk is a valuable part of a child's education. Children are regularly reminded about safety and tackling bullying issues. The School promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff if they have concerns about themselves or others.

Child abuse can be devastating for the child and very distressful for the staff who become involved. The School will support pupils, families and staff by:

- Taking all suspicions and disclosures seriously
- Maintaining confidentiality and sharing information on a need to know basis only with relevant agencies and individuals.
- Storing records securely
- Offering details of help lines, counselling and other avenues of external support
- Co-operating fully with relevant statutory agencies.

Children who run away or go missing

Occasionally, pupils may run away from home or from a boarding environment. If any pupil goes missing from school, staff should follow the 'Missing Pupil' Policy. However, sometimes the school may become aware that a pupil ran away from home. In such a case:

- The school should work with the Police and parents to give any possible assistance in finding the child – such as contacting known friends and searching school buildings and grounds, particularly boarding houses.

- Assuming the child is found, and irrespective of whether the police were involved, the school should still see such an incident as a possible indicator of abuse or a cry for help.

Using the School's pastoral team (Housemaster, Assistant Head (Pastoral), DSL and Chaplain as deemed appropriate), the school should gently investigate the reasons for the child running away – using open questions. If further concerns become apparent, or a disclosure is made at this point, the DSL should make the necessary referrals.

Aldenham School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a **continuous period of 10 school days or more**, at such intervals as are agreed between the school and the local authority. (In default of such agreement, at intervals determined by the Secretary of State) See the School's missing pupil policy.

Reporting concerns

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil or pupils are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and they have an obligation to raise any concerns with the DSL, Assistant Head (Pastoral), Principal or Head without delay.

Allegations against pupils

A pupil against whom an allegation of abuse has been made may be suspended from School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. In the instance where there is an allegation of abuse by one or more pupils against another pupil and there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' then any such abuse will be referred to the HSCB (or the relevant Local Authority) as a child protection concern. The expectation is that in this instance all children involved whether perpetrator or victim will be treated as being 'at risk'.

One to one teaching

Where pupils are engaged in close one-to-one teaching, particularly in art, drama, dance, music or PE/games lessons, the following precautions should be observed: that another member of staff is in reasonably close proximity within the building, lessons take place within normal working hours or if out of hours that a member of SMT is aware. In addition the activity should be visible (e.g. open doors and curtains etc.) and any physical touch should be minimal, instructive or confined to necessity in order to avoid harm or risk of injury. If it is necessary to touch a pupil to demonstrate a position/move/technique this should be preceded by an explanation of the manner of touching and assent should be sought e.g. 'I'll need to hold your shoulder to demonstrate this position is that OK?' Colleagues should take every possible precaution to avoid placing themselves at the risk of false allegation.

Suspected harm from outside School

A member of staff who suspects a child is suffering harm from outside School should seek information from the child with tact and sympathy, using open but not leading questions. A record should be made of the conversation and the matter referred to the DSL, Assistant Head (Pastoral) if, after the initial conversation, there remains a cause for concern.

5. Arrangements for dealing with allegations of abuse against a member of staff or volunteer

The School has procedures to deal with allegations of abuse against a member of staff or a volunteer. The School encourages a 'whistle blowing culture' in this respect and offers consideration of immunity from retribution or disciplinary action when done so in good faith. Ref: *Whistle Blowing Policy*.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School safeguarding regime and that such concerns will be taken seriously by the SMT. In addition the NSPCC provide a Whistleblowing Advice Line which offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Local procedures plus the government guidance in *Working Together to Safeguard Children (2015)* and *Keeping Children Safe in Education (2016)* must be followed at all times.

Where an allegation is made against a member of staff (including volunteers and the DSL) it must be reported immediately to the Principal/Head. Where the allegation is against the Head, the Chairman of Governors must be contacted, **without notifying the Head**, and the Chairman will contact the Local Authority Designated Officer (LADO) (Ref. C P Protocol).

All allegations should be referred to the LADO for advice before any investigation takes place and within one working day. In case of serious harm, the police should be informed from the outset.

In order to minimise the risk of harm to children and accusations being made against staff as a result of their daily contact with pupils, Governors should ensure, through the Head that all staff are aware of safe working practice as outlined in the staff Code of Conduct and follow guidelines on their behaviour and actions and the use of control and physical restraint.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. The School has procedures for dealing with allegations against staff (and volunteers) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from unfounded or false allegations. These procedures follow the guidance in part 4 of KCSIE 2016.

In addition staff should understand that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the former is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil may be a criminal offence, even if that pupil is over the age of consent.

All allegations must be reported straight away.

If an allegation is made against a teacher, the DSL or other member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. (It will be dealt with according to the statutory guidance set out in part 4 of the KCSIE 2016). At any stage of consideration or investigation, all unnecessary delays should be avoided.

Aldenham will not undertake its own investigation of allegations without prior consultation with the local authority designated officer (LADO) or in the most serious cases the police, in order not to jeopardise statutory investigations.

This will happen within 24 hours by the DSL/Head or Chair of Governors, Trevor Barton. Aldenham makes every effort to maintain confidentiality and guard against unwanted publicity. The restrictions apply up to the point where the accused person is charged with an offence or the DfE/ NCTL publish information about an investigation or decision in a disciplinary case.

In response to an allegation suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Notwithstanding this we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

If the school ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the DBS. Any such incidents will be followed by a review of the safeguarding procedures within the school with a report being presented to the Governing Body without delay.

Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to and also a referral to the National College for Teaching and Leadership (NCTL) and the Charities Commission. Reasons a referral to NCTL would be considered are; “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in *Teacher misconduct: the prohibition of teachers* (July 2014) and DBS barring referral guidance 2017. Further guidance is published on the NCTL website.

Responses of the DSL

The DSL receiving a report of an allegation by a pupil of abuse shall:

Take any steps needed to protect any pupil involved from risk of immediate harm.

- Not interview or investigate the allegation further other than to ascertain the basic facts of the case, but refer the matter within 24 hours to the HSCB or relevant Local Authority and act on their advice. This may involve inter-agency working and the instigation of a Common Assessment Framework (CAF) or ‘Team around the Family (TAF) approach.
- Although *Working Together* (2017) encourages joint working with parents their consent is not required for referral to statutory authorities and the best interests of the child must be the primary consideration.
- Preserve all evidence (for example, scribbled notes, mobile phones containing text messages, clothing and computers) must be safeguarded and preserved.
- Keep written records of all concerns, ensuring that such records are stored securely and are kept separate from the pupil’s general file.

The school keeps a record of any safeguarding incidents and these are kept in locked storage. The records are kept until the child moves to another school. At this point the records will be passed on to the new school. Aldenham will record where the records have been sent to and the date it happened. The records of the safeguarding incidents will subsequently be treated in accordance with data protection guidelines.

If a referral has been made and a child has been graded 'in need' or early intervention with multiple agencies has begun, the DSL will:

- Inform staff on a 'need to know' basis. It would be expected that the child's Housemaster and key pastoral support staff such as tutors and Health Centre staff would be informed and most likely involved in any meetings to support the child. It may be beneficial to inform other teachers as necessary.
- Coordinate CAF or TAF meetings if the School is the lead agency. Attend meetings and report on the School's behalf if not the lead agency.

If a referral has been made and the child has been graded 'at risk', the DSL will:

- Act according to the instructions of Children's Services or the Police.
- Inform key pastoral staff, teachers, Health Centre and others such as secretarial staff who would have regular contact with the child or parents.
- Instruct staff as to what to look out for and how to respond, according to the circumstances of each case. For example, in cases of physical abuse, any new signs of injury, however minor, would need to be reported to the DSL immediately and a new referral made.

6. Arrangements to fulfil other safeguarding responsibilities Recruitment

The School has within its recruitment policy a commitment to establishing and following safer recruitment procedures. The policy is in line with the guidance contained within the document KCSIE (2016).

The School's procedures include the training in Safer Recruitment for key personnel involved in advertising, interviewing and recruitment. Before taking up a post, all staff and volunteers are required to submit to an enhanced DBS check (formerly known as CRB) and also a check on the Children's Barred List and DfE Prohibited List (formally List 99 and POCAL).

Our procedures are in line with the Protections of Freedom Act 2012 and guidance on Disclosure and Barring (Sept 2012). A copy of the Safeguarding Children Policy and procedures are part of the recruitment pack sent to prospective applicants and new members of staff are given training in Safeguarding and Child Protection awareness as part of the induction process. Policies are also held on the use of supply and agency personnel and the School's trips policy covers the requirements for monitoring and checking non-school staff accompanying educational visits.

Clear working practice policies are also in place for staff working in sensitive areas and in the boarding houses and the induction period for new staff will make people aware of these policies and how they are to be implemented. Additionally the School has policies covering the use of private cars for the transportation of pupils, a missing child policy, a whistle blowing policy, a pupil discipline policy, protocols for the administration of prescribed and non-prescribed medicines, a lone worker policy, a pupil search policy, an IT Acceptable Use Policy and a Health and Safety Policy.

The school has a responsibility to report promptly to the DBS any person (employed, contracted, volunteer or pupil) who has harmed, or poses a risk of harm to a child and who has been removed from working with children, or would have been removed had he or she not left earlier.

Training and New staff training

The DSLs in the school are Philip Green (Senior School) and Sarah Galpin (Prep School), who also oversees the Early Years Foundation Stage (EYFS). The DSLs will keep updated with current child protection initiatives and inter-agency working.

Any DSLs will undertake appropriate training in child protection and inter-agency working (updated every two years).

All staff, including the Head, will receive level 1 Safeguarding training every three years (next training scheduled for January 2018) in accordance with the requirements of HSCB. New staff, temporary staff and volunteers will be trained either before they start or on their first day (or as soon as possible thereafter) by the DSL or external agency as part of their induction. Staff are reminded annually by the DSLs about the procedure for child protection and it forms part of the “induction of new staff” programme.

Staff safeguarding training will include reference to dealing with inappropriate relationships – either peer to peer or between pupils and staff, inappropriate use of ICT, staying safe on line and how to avoid exploitation via social media. In addition staff will be provided with guidance on the use of social media in relation to pupils, as contained in the documents ‘email guidance for staff’ and the ‘professional conduct guide’.

Governors will undertake an annual review of the school’s Safeguarding policies and procedures and the efficiency with which the related duties have been discharged.

All staff have read and signed the school staff Code of Conduct. Staff read key policies including the Safeguarding and the KCSIE (July 2016) part 1 (and Annex A for those dealing with admissions or directly with children) at the beginning of each academic year and as part of their induction.

Monitoring and Evaluation of this Policy

The school monitors and evaluates its child protection policy and procedures through the following activities:

- This policy is updated annually
- Governors annually review and sign off the policy (see minutes of Governors’ meetings)
- Safeguarding Governor Deborah Nicholes meets with the school DSLs termly and reviews safeguarding throughout the Aldenham foundation
- Safeguarding is an agenda item at every meeting of the Board of Governors and the Education Committee
- Child Protection Governor reports annually to the Governors on safeguarding and a detailed minute is recorded
- The Governors approve the job description for the school DSLs and ensure that they have sufficient time, funding, supervision and support to perform their duties, including access to appropriate counselling if required
- The Governors monitor the work of the school (through pastoral work, PSHE etc) in equipping pupils to

reduce risks and keep themselves safe

- The Governors monitor pastoral care in the school to ensure that staff have the skills, knowledge and understanding necessary to keep children safe (including children who are looked after by a local authority)
- The DSL updates the SMT on Safeguarding issues at least every half term, and will attend any SMT meeting if pressing Safeguarding concerns need to be discussed.
- SMT monitor and review safeguarding procedures
- Staff read the KCSIE (July 2015, updated May 2016) part 1, Safeguarding, Whistle-blowing and Staff Professional Code annually and sign to confirm this
- Attendance data is monitored and reviewed at SMT
- Regularly analyse risk assessments in line with the Health and Safety Policy
- Incidents of bullying/ racial behaviour incidents are regularly reviewed by the SMT

This document is to be read in conjunction with the other policies and procedures including KCSIE Part 1 (Sept 2016), the Professional Conduct Guide, Whistleblowing Policy, Anti-bullying and Anti-cyber Bullying policies.

Appendix A

Indicators that children or young people may be vulnerable to or involved with extremism

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or

sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer.