St Matthew's RC High School

Safeguarding Policy



Reviewed: September 2017

To be reviewed: September 2018

We Pray, We Care, We Achieve

1. INTRODUCTION

St Matthew's RC High School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church. This means that everything we aim to achieve will be based on the teachings and practice of the Catholic Church. Our motto is "Quaerite primum regnum dei" - "Seek first the Kingdom of God" - and our aim is to achieve this motto in our school life. We will work to build God's Kingdom and be happy together because we believe that Jesus died and rose again for us and that He is always present in our school and in our world. We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and treat each other with courtesy and respect at all times.

Our primary role is to educate children and we uphold the principle outlined in the Bishop's Conference of England and Wales (2000) that:

"Education is holy … the process of teaching and learning is a holy act"

We recognise that all children need to belong and our mission is to support our pupils to find their rightful place and participate fully in our community.

1.1 This policy has been developed to ensure that all adults in **St Matthew's RC High School** are working together to safeguard and promote the welfare of children and young people. This policy has been ratified by the Governing Body at its meeting on 20 September 2017 and will be reviewed in September 2018.

1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

1.3 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.

1.4 The Headteacher/Manager or, in their absence, the authorised member of senior staff **(Miss Helen Nicholls, Mrs Rachel Walsh, Mr Martin Devine)**, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

1.5 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all

activities and functions of **St Matthew's RC High School**. This policy complements and supports other relevant school and Local Safeguarding Board policies (Appendix A).

1.6 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015', **St Matthew's RC High School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

2.1 **St Matthew's RC High School** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2015' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.

2.2 The school is committed to supporting the delivery of effective early help using The Multi- Agency Levels of Need and Response Framework . The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

2.4 St Matthew's RC High School will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

3. THE CURRICULUM

3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others. There is access to a range of extra curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

3.3 Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

3.4 St Matthew's RC High School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg CSE, Radicalisation and Extremism, Forced Marriage.

3.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

4.1 **St Matthew's RC High School** views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important.

4.3 **St Matthew's RC High School** implements the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling

4.4 The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by **St Matthew's RC High School** in accordance with the School Register Regulations

4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered.

5. KEEPING RECORDS

5.1 **St Matthew's RC High School** will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies.

6. ROLES AND RESPONSIBILITIES

6.1 The Headteacher/Manager of **St Matthew's RC High School** will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.

- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.

6.3 The Designated Senior Member of Staff for Safeguarding has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school.
- During term time, the designated safeguarding lead and or a deputy should will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns..
- In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2016.

7.2 The Headteacher and governing body will ensure that all external staff and volunteers using the school site will have been vetted and checked (will not apply for all schools and settings).

8. WORKING WITH OTHER AGENCIES

8.1 **St Matthew's RC High School** has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify social care if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

9. CONFIDENTIALITY AND INFORMATION SHARING

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10. TRAINING FOR STAFF AND VOLUNTEERS

10.1 In accordance with "Keeping children safe in education – September 2016" all staff will receive training at induction.

10.2 All staff should receive appropriate child protection training which includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

10.3 The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

10.4 All staff will receive training or briefings on particular safeguarding issues as appropriate and at least annually

11. RECORDING AND REPORTING CONCERNS

11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system

12. INFORMING PARENTS/CARERS

a) Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

b) Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency unless it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from Children's Social Care.

13. DOMESTIC ABUSE

13.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

13.2. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

13.3 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service Contact Centre will be contacted as soon as possible.

14 FORCED MARRIAGE

14.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

14.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

14.3 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

15 FEMALE GENITAL MUTILATION

15. 1 Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. There is statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18. Further statutory guidance has been issued under Section 5c (1) of the Female Genital Mutilation Act 2003 **"Multi Agency Statutory Guidance on Female Genital Mutilation – April 2016"**

16. PREVENTING RADICALISTION and EXTREMISM

16.1 Protecting children from the risk of radicalisation is seen as part of **St Matthew's RC High School**'s wider safeguarding duties, It is acknowledged that it is similar in nature to protecting children from other forms of harm and abuse and the importance of early intervention by our school. We follow the guidance set out in Keeping Children Safe in Education 2016

16.2 **St Matthew's RC High School** can produce evidence to show fulfilment of the Prevent duty in the 5 duty areas (Leadership and Management, Risk Assessment, Working in Partnership, Staff Training, IT Policies). We also support our children to be resilient against radicalisation.

16.3 We have named leads for Prevent on the schools SLT and Governing body. Prevent is part of the safeguarding role of our Designated Safeguarding Lead. We

have conducted a risk assessment to ensure that we give 'due regard' to all areas of the duty. We do not have a specific policy on Prevent but have ensured that it is embedded into all other appropriate school policies. We have clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in this safeguarding document and other existing policies where relevant.

16.4 We work in partnership with others including the Local Authority and MSCB to share concerns and improve practice in this area. We regularly review our IT policies in school to ensure that IT use across the school is safe. Children and young people are supported to know how to stay safe on line and when accessing social media both in and out of school.

16.5 Staff training and knowledge on Prevent is regularly reviewed and monitored. Staff in this school are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology but they are alert to the signs and changes of behaviour which may be indicators. Staff are confident to challenge and support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised.

16.6 School actively builds students resilience to radicalisation through the curriculum and a whole school ethos which promotes British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

16.7 **St Matthew's RC High School** seeks to have effective engagement with parents and families in order to work in partnership to protect our children and young people.

17. E-SAFETY

17.1 St Matthew's RC High School has an E-safety Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

17.2 It is the duty of St Matthew's RC High School to ensure that every child and young person is in its care is safe and this applies equally to the 'virtual' or digital world.

17.4. St Matthew's RC High School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

17.5 **St Matthew's RC High School** has an acceptable use policy (AUP).

17.6 The school follows the MSCB guidelines ' Safeguarding online guidelines for minimum
standards'

18 PEER ON PEER ABUSE

18.1 Staff should recognise that children are capable of abusing their peers. Governing bodies should identify procedures to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. Schools and settings should have clear procedures on how victims of peer on peer abuse will be supported.

19. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

19.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

19.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

20 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

20.1 The school follows the government guidance Keeping children safe in education – September 2016 when dealing with allegations made against staff and volunteers.

20.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

21 COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

20.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

20.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

21 SERIOUS CASE REVIEWS

21.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people

- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

- Improve inter-agency working to better safeguard and promote the welfare of children and young people

If required **St Matthew's RC High School** will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

23 VISITORS

23.1 All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.

24 BOOKINGS

24.1 St Matthew's RC High School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.

This policy has been ratified by the Governing Body at its meeting on 20 September 2017 and will be reviewed in September 2018.

APPENDIX A
School Policies:

- Health and Safety
- Physical Interventions/Restraint
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

For further safeguarding information, guidance and policies on the following please visit MSCB website www.mscb.org.uk

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Preventing Violent Extremism
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment

APPENDIX B

The following definitions are from Working Together to Safeguard Children (2015)

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

Physical abuse 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 an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.
The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse for example.
Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX C

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Multi Agency Levels of Need and Response Framework is embedded.
- Effective School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in alternative provision is carefully tracked and monitored as for other pupils.

- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying including, racist, homophobic and cyber-bullying. This includes tackling issues leading to grooming and child sexual exploitation and radicalisation
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.

- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement, sexual exploitation, radicalisation or criminal activity as crime and disorder issues but as a 'children in need issue' and works closely with other partner agencies to safeguard them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.