



**OAKWOOD
PARK**
GRAMMAR
SCHOOL

SAFEGUARDING POLICY

Signed

Date: January 2020

Review Date: Annually

**Designated Safeguarding Lead - Mrs A. Lewell (AEL)
Deputy Designated Safeguarding Lead - Ms J. Bevan (JBV)
Designated Governor Responsible for Child Protection - Mrs J. Williams
Principal Safeguarding Officer - The Education People - C.Ray
West Kent Safeguarding Adviser - G. Wilson**

INTRODUCTION

Oakwood Park Grammar School fully recognises its responsibilities for safeguarding all of its students. This policy relates to child protection and recruitment, but safeguarding is not just about protecting students from deliberate harm. It includes;

- health and safety
- use of physical intervention
- meeting medical/disability/SEN needs
- meeting the needs of Looked After Children
- providing first aid
- intimate care
- school security
- Female Genital Mutilation
- bullying
- self harm
- drug and substance misuse
- e safety
- educational visits
- Radicalisation/Extremism (Appendix C)

This policy is linked to other policies and procedures adopted by the school.

CHILD PROTECTION

The school recognises its responsibilities with regard to the protection of children from abuse (see Appendix A for Definitions of Abuse). This policy follows procedures and best practice guidelines on the Kent Safeguarding Children Board website (www.kscb.org.uk). It also relates to:

- Rehabilitation of Offenders Act (1974)
- Children's Act (1989) – child defined as up to the age of 18
- Education Act (2002)
- Children's Act (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Working Together to Safeguard Children Guidance (2018)
- Safeguarding Children and Safer Recruitment in Education Guidance (2012)
- Briefing For Section 5 Inspectors On Safeguarding Children (Ofsted April 2010)
- Keeping Children Safe in Education – statutory guidance for schools and colleges and information for all school and college staff (DfE September 2018)
- Counter Terrorism and Security Act (2015)
- The Prevent Duty (DfE 2015)

At all times, at OPGS, the welfare of students is of paramount importance. This policy reflects the aims of the school. All staff are updated regularly and have annual refresher training; new staff are given specific training.

This policy applies to all staff, governors, volunteers and other adults working in the school.

There are 5 main elements to the policy;

- to raise awareness of child protection issues/equip children with skills needed to keep them safe
- to develop and implement procedures for identifying and reporting cases, or suspected cases, of child abuse
- to support students who have been abused
- to establish a safe environment in which children can learn and develop
- to practice safe recruitment

Due to the day to day contact with students, school staff are well placed to observe outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the school whom they can approach if worried
- include opportunities in the curriculum for students to develop the skills they need to recognise and stay safe from abuse. We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in their lives, but at school their behaviour may be challenging, defiant or withdrawn.

The school will endeavour to support such students through;

- the curriculum content
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the implementation of other policies eg bullying and behaviour
- liaison with other agencies – Social Services, The Police, KCSB, Channel Panel and Child and Adolescent Mental Health Service
- efficient transfer of information from a previous/to a new school

We will follow procedures set out by the Kent Safeguarding Children Board and take account of DfE guidance to:

- ensure we have a designated teacher for child protection who has received appropriate training and support and a deputy designated teacher for child protection
- ensure we have a nominated governor responsible for child protection
- ensure every member of staff and all governors know the above and their roles
- ensure all staff understand their responsibilities in being alert to signs of abuse and in referring concerns to the designated teacher
- ensure all staff understand the issues and their responsibilities regarding radicalisation and the Prevent Duty
- ensure that parents have access to this policy through the school website
- develop effective links with relevant agencies and co-operate with them as required
- keep appropriate records securely, separate from main student files
- follow prescribed procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed

Responsibilities of the Designated Teacher Responsible for Child Protection (AEL) are:

- liaise/attend meetings with Social Services and other agencies as appropriate
- inform the Headteacher when there are concerns about a student
- support and advise staff dealing with child protection issues
- oversee/deliver appropriate staff training
- liaise with staff over teaching in the curriculum regarding child protection issues
- keep up to date with developments in child protection through Inset and disseminate relevant information to staff as appropriate
- ensure all staff are aware of Child Protection procedures
- keep appropriate records (securely)

PROCEDURES FOR CASES INVOLVING SEXUAL ABUSE AND FEMALE GENITAL MUTILATION

- a) Members of staff who suspect that a child may have been sexually abused by another child or an adult **MUST** consult with AEL (or JBV in her absence) **IMMEDIATELY**
- b) A safeguarding 'Green Form' should be completed by the member of staff reporting concerns and talked through with AEL/ JBV
- c) Questions should be limited to those needed to confirm or allay suspicion. The emphasis should be on listening to the child who may wish to disclose information. Leading questions or intimate examinations could hamper a Police or Social Services investigation
- d) The child should be re-assured that what has happened is not his/her fault
- e) Great care and sensitivity will be required in order to support and reassure the child who may be under severe emotional distress. They should be informed that this information cannot be kept in confidence and told who will have to be involved and why.
- f) Parents/carers should not be contacted to discuss the suspected abuse if there is any concern that to do so may place the child at risk or may compromise police evidence
- g) AEL(or senior member of staff) will refer to Social Services and Police in accordance with Kent Safeguarding Children Board procedures
- h) A copy of the referral form and associated report (including notes made by any staff involved, using actual words of the child if possible, any evident marks and observations about the child's behaviour and emotional state) should be dated and signed by AEL and stored securely
- i) AEL will implement advice/guidance resulting from the Police or Social Services investigation
- j) AEL or senior member of staff will attend any subsequent child protection conference convened by Social Services

PROCEDURES FOR CASES INVOLVING PHYSICAL ABUSE, EMOTIONAL ABUSE AND NEGLECT

- a) As above but AEL or senior member of staff can check the child's file for previous concerns and check with relevant members of staff
- b - e) As above
- f) Those with parental responsibility must be informed at the earliest opportunity of concerns, unless to do so would jeopardise the child's safety, or the safety of other children, or the safety of staff involved or undermine a Police or Social Services investigation. In planning any intervention with parents the following must be covered;
 - the reason for concern and the source of information (if appropriate)
 - the procedures to be followed, including seeking parental agreement for the child to be interviewed and/or medically examined
 - an explanation of the parents' rights including the need for support and guidance from an advocate
 - an explanation of the role of all agencies involved

- the need to gather information on the history and structure of the family, the child and any other information relevant to investigating the allegations and assessing continuing risk
 - an opportunity for parents to ask questions and receive support and guidance
- g - j) As above, except it may not be necessary to inform the police

PROCEDURES FOR CASES INVOLVING RADICALISATION

a - f) As above

g - j) As above – AEL to ensure that the Prevent Duty is being adhered to including making a decision on whether to refer to the Prevent Duty Delivery Board and the Channel Panel (will involve initial consultation with KSCB and Police).

MONITORING AND RECORDING

Parents do not have access to Child Protection notes, but such notes may be required for subsequent case conferences to which parents are invited. They may also be needed in the event of a prosecution. Notes should be clear, unambiguous and include timescales and dates. All notes and records related to Child Protection will be kept in a secure filing cabinet in the Deputy Head's office and marked 'Confidential'. They will not be placed on the pupil's main file. All e-records must be printed and retained as above and deleted. Members of staff will be aware of the need to preserve confidentiality and will be given information on a 'need to know' basis.

When a student transfers to another school the designated teacher will be responsible for liaising with their counterpart in the receiving school and for passing on appropriate information.

Child Protection records must be kept until the child concerned reaches the age of 25.

CHILD PROTECTION CONFERENCES

The school will ensure that it is represented at all case conferences and that the member of staff attending is fully informed.

ABUSE BY PROFESSIONALS

Where there are concerns about abuse by a member of staff the Headteacher **MUST** be informed immediately. Where the allegation is made against the Headteacher, the Deputy Head must be informed and will then contact the Chair of Governors. The procedures outlined in the DFE guidance 'Safeguarding Children and Safer Recruitment in Education (2012)' will then be followed. The Local Authority Designated Officer **MUST** be informed within 24 hours.

DOMESTIC VIOLENCE

Where staff are aware of incidents of violence between adults in households where there are children they will share these concerns with the designated teacher for Child Protection who may then contact Social Services.

SELF-HARM

Suspected instances of self-harm should be dealt with in the same way as issues of child protection as detailed in this policy. (See Appendix B - Issues Concerning Self-Harm)

CHILD ON CHILD ABUSE AND MANAGING ALLEGATIONS AGAINST OTHER CHILDREN

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Safeguarding Allegations

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- Is made against an older student and refers to their behaviour towards a younger pupil or a more vulnerable student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other students in the school
- Indicates that other students may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

Radicalisation

See appendix C

In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If so, the procedures laid down elsewhere in this policy should be followed.

CHILDREN IN CARE

The designated teacher responsible for Looked After Children is; A.E. Lewell

AEL, or her representative, will work with appropriate agencies and attend all meetings to support the child, eg. annual CLA Review, and in drawing up the relevant PEP and monitor the progress, conduct and well-being of CLA. Where there are concerns about CLA, staff will consult with AEL.

INTIMATE CARE

Intimate care encompasses areas of personal care which most people carry out for themselves, where some children are unable to do so because of impairment. Disabled children might require assistance with eating, drinking, washing, dressing or toileting. Some may require medical assistance eg. changing a colostomy bag.

Intimate care involves risks for both children and adults. It may be unrealistic to eliminate these risks completely. However, acknowledging the risks creates an awareness of the importance of maximising safety for all concerned and promoting the best interest of the child. It is also important that relevant staff are trained and supported so they feel confident in their practice.

Intimate care can be provided only by those who have clear roles and responsibilities in their job description and have been suitably trained.

Confidentiality and sensitivity are paramount when dealing with intimate care. Parents and relevant professionals should meet with school staff (and the child if appropriate) in compiling an intimate care plan, agreed by all parties.

Where possible, staff should work with children of the same gender as themselves in providing intimate care. The religious views and cultural values of families should also be taken into account. Before the children commence attending the school the appropriate staff will contact parents and other relevant agencies to discuss daily routines and the staff most likely to be involved in delivering aspects of intimate care should be identified to all concerned.

USE OF PHYSICAL RESTRAINT

Staff must only ever use restraint as a last resort and at all times it must involve the minimal force necessary to prevent injury to another person. Any instances where restraint occurs will be recorded and AEL informed. Where it is known physical restraint may be needed, parents must be consulted in advance and risk assessments produced by AEL.

The school will adhere to the DFE Guidance 'The Use of Force to Control or Restrain Pupils'.

VISITORS

Staff MUST undertake due diligence to ensure that visiting speakers are appropriate and obtain clearance from AEL for the visit.

Visitors MUST report to reception on arrival and departure to sign-in and receive badge/sign-out and return badge. They MUST wear the badge at all times when present at the school. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Visitors should be notified of the following issues/procedures; Safeguarding (including what to do if they are concerned about a child's welfare and Prevent), Fire Safety and First Aid.

Visitors may be; asked to leave the building/reported to AEL/reported to the Police if their behaviour is inappropriate. They are subject to this policy.

PARENTS

Parents should be aware that the school will take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child may be subject to physical abuse, emotional abuse, sexual abuse or neglect, staff have no alternative but to follow Kent Safeguarding Children Board procedures and to inform Social Services.

This policy will be available on the school website.

TRAINING AND STAFF SUPPORT

The stress on staff involved in any aspects of child protection work is considerable and the school will ensure that such staff are properly supported. The Headteacher and designated teacher will be responsible for supporting staff involved and, where necessary, seeking help from outside agencies. Training for the designated teacher is seen as a priority and all staff will receive an update on procedures and policy every year. **All staff will be issued with this policy, the document "Guidance for Safer Working Practice for Adults who Work With Children and Young People in Education Settings" and "Keeping Children Safe in Education – Information for all School and College Staff". All new staff will be given bespoke training by the designated teacher.**

APPENDIX A

DEFINITIONS OF ABUSE

These definitions are based on those from “Working Together to Safeguard Children” (2018)

Physical Abuse

Physical abuse may take many forms eg. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger eg. witnessing domestic violence
- Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (ie. Vaginal or anal rape or buggery) and non-penetrative acts.

It may also include non-contact activities such as involving children in looking at or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical/physical care or treatment eg. correct maintenance of wheelchairs, use of body braces etc. supply of medication needed according to care plans. It may also include neglect of a child’s basic emotional needs.

POSSIBLE SIGNS & SYMPTOMS OF ABUSE

Physical Abuse

- Unexpected and so called “accidental” injuries, burns or bruising
- Improbable excuses or refusal to explain injuries
- Refusal to undress for PE
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development delays
- Sudden speech disorders
- Continual self-depreciation (I’m stupid, ugly, worthless etc.)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate responses to pain (I deserve this)
- Unusual attention seeking behaviour
- Extremes of passivity or aggression

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child’s age
- Itchy or pain in the genital area
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be “ultra-good” or “perfect”, overreacting to criticism

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Stealing food/money
- Poor school attendance
- Compulsive attention seeking

FEMALE GENITAL MUTILATION

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from:

Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers.

Key Points

- Not a religious practice
- Occurs mostly to girls aged from 5-8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – an initiation into womanhood
- Gender identity – moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk factors include:

- Low level of integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHCEE
- A visiting female elder from the country of origin
- Being taken on a long holiday to the family's country of origin
- Talk about a "special" event or procedure to "become a woman"

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an "authorised absence" for just before or just after the summer school holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear

Longer Term problems include:

- Difficulties urinating or incontinence
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems
- Kidney damage and possible failure
- Cysts and abscesses
- Pain when having sex
- Infertility
- Complications during pregnancy and childbirth
- Emotional and mental health issues

APPENDIX B

ISSUES CONCERNING SELF-HARM

Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

Definitions of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression/anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors:

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors:

- Difficulty in making relationships/loneliness
- Being bullied or rejected by peer

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts or self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the designated teacher for safeguarding children.

Possible warning signs include:

- Changes in eating/sleeping habits (eg. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood eg. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing eg. becoming a goth

Staff Roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.**

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult the designated teacher for safeguarding children.

APPENDIX C

PREVENTING RADICALISATION/EXTREMISM

The school fully adheres to 'The Prevent Duty – Departmental Advice For Schools and Childcare Providers' (DfE 2015)

The school uses the following accepted definitions:

Radicalisation – 'A process whereby someone has their vulnerabilities or susceptibilities exploited towards terrorism, extremism or crime; most often by a third party with their own agenda.'

Extremism - "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas"

The school recognises the threat posed to its students by 5 kinds of extremism; Islamist Far Right Animal Rights Nationalist Northern Ireland issues
The school will continuously assess the risk of extremism posed to its students at a local level and identify 'at risk' students. The school will keep students safe online (see e-Safety Policy)

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors – or external sources – school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking to challenge and debate in an informed way.

Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and disciplinary procedures for staff.

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

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online including through social networking sites
- Parental reports of changes of behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or “hate” terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on but not exclusive to gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others

As part of their annual Safeguarding training all staff will be reminded of their role in the school’s adherence to the Prevent Duty.

All concerns should be reported immediately to the school’s designated teacher responsible for child protection. We will closely follow locally agreed procedures as set out by the Kent Safeguarding Children Board’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation in conjunction with procedures set out in our own Safeguarding Policy.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate

- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focused educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that a student is offered mentoring. Additionally in such instances our school will seek external support from appropriate external agencies.

The school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

Should it be necessary the school will work with the Police, the KSCB, the Prevent Duty Delivery Board and the Channel Panel in ensuring its duties are carried out fully and effectively.