



AVENUE HOUSE SCHOOL

Safeguarding (and Child Protection) Policy & Procedures

(This policy is reviewed annually)

Last reviewed by Mr Sheppard & Mrs Utting	October 2018
Reviewed by Mrs Lynn Duncan	25.11.18
Reviewed by Mr David Immanuel	25.11.18
The policy to be reviewed by:	October 2019

(This policy may be updated prior to the annual review in accordance with changes in the Independent Schools Inspectorate regulatory requirements.)

The School will safeguard and promote the welfare of children who are pupils at the school, including the Early Years Foundation Stage, in compliance with DfE Guidance - Keeping Children Safe In Education: Statutory Guidance for Schools and Colleges (DfE September 2018)

Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2018

Mandatory Reporting of Female Genital Mutilation- procedural information (HM Government)

Working Together to Safeguard Children (February 2017)

Independent Schools Inspectorate Handbook (September 2016)

Prevent Duty guidance for England and Wales, HM Government (July 2015)

The Prevent Duty - Departmental advice for schools and childminders (June 2015)

The [Counter-Terrorism and Security Act \(2015\)](#)

Disqualification Under the Childcare Act (June 2016)

The use of Social Media for online radicalisation (July 2015)

Mental Health and Behaviour in Schools

What to do if you're worried a child is being abused (March 2015)

Ealing Safeguarding Children's Board www.ealing.gov.uk

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children 2018' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

Safeguarding and promoting the welfare of children is best defined as:
'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with

the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

This policy in conjunction with our Safer Recruitment Policy and our Staff Code of Conduct Policy is available on our school website for parents and prospective parents. A copy is also available in school.

Introduction:

Designated Senior Lead Teacher for Child Protection: Mrs Kay Utting
Deputy Designated Lead Teacher for Child Protection: Mr Justin Sheppard

The **Proprietor, Headteacher** and **Staff** of Avenue House School fully recognise the responsibilities they have to safeguard all children including those in the EYFS. The health, safety and well-being of all our children in addition to their academic achievement is paramount to all adults who work in our school. Our children have the right to protection regardless of age, gender, race, culture or disability. They have the right to be safe. This policy applies to the proprietor, all staff and volunteers working in the school.

All staff, volunteers and supply staff, including those working in the EYFS have induction training on:

- Understanding their roles and responsibilities, including the whistleblowing procedures
- Information about emergency evacuation procedures
- Safeguarding and Child Protection Policy
- Our equality policy
- Health & safety issues
- The Staff code of Conduct Policy
- A copy of Part 1 of KCSIE (September 2018)
- The identity of the Designated Senior Lead Teacher

All children in the school and those in the EYFS should be within sight and hearing of staff. We maintain all required staffing ratios in school including the EYFS.

The aims of this policy are:

- To practice safe recruitment in checking the suitability of staff and volunteers to work with children (Including DBS checks, identity checks, medical & physical fitness, right to work in the UK, overseas checks, Disqualification by Association check, prohibition from management check, prohibition order check, EEU check, professional references (where appropriate) and qualifications (where appropriate) & compliance with Independent School Standard Regulations) This includes the duty to make reports to the Disclosure and Barring Service (DBS) and pre-appointments checks on volunteers, Staff of contractors and other individuals that are not school staff

or supply staff which must be completed in according to the requirements set out in KCSIE (September 2018).

- To support the child's development in ways that will foster security, confidence and independence and equip them in skills to keep them safe.
- To raise the awareness of both teaching and non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To promote an understanding that child abuse transcends class, ethnicity and culture.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff and volunteers.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases or suspected cases of abuse.
- To develop and promote effective working relationships with other agencies, including the Police and Family Services
- To establish a safe environment in which children can learn and develop.
- To ensure that the school follows the guidance set out in the Department of Education publication "What to do if you're worried A Child is Being Abused"
- To raise awareness of the issue of radicalisation and what to do to prevent it.

Procedures / Training

Our school procedures for safeguarding children are in line with national guidance and the London Child Protection Procedures under the auspices Ealing Safeguarding Children's Board (ESCB). We will ensure that:

- We have a Designated Senior Lead Teacher (the Deputy Headteacher, Mrs Kay Utting) who undertakes regular training (a minimum of two days every two years) in Safeguarding, Child Protection and Inter-Agency working and has completed the Designated Teacher Training run by the London Borough of Ealing. She has successfully completed a safeguarding Children Designated person level 3 training. This is the current recommendation from the Ealing Safeguarding Board. Mrs Utting also received Prevent training (WRAP) in Autumn Term 2016. She will liaise with local statutory children's agencies as appropriate.
All members of staff, volunteers & staff from external & supply agencies are aware that she is the Designated Senior Lead Teacher, responsible for Child Protection matters.
- Mrs Kay Utting is also the Designated Senior Lead Teacher for the EYFS.
- Mr Justin Sheppard (Headteacher) is the Deputy Designated Senior Lead Teacher and he has undertaken the Designated Teacher training run by the London Borough of Ealing. He will undertake regular training in Safeguarding, Child Protection and Inter-Agency working as recommended by the Ealing Safeguarding Board.
- The Designated Senior Lead Teacher and Deputy Designated Senior Lead Teacher will always be from the School's Senior Leadership Team.

- No member of staff can work directly with any of the children including those in the EYFS unless they have obtained a satisfactory CRB or DBS Certificate. All new staff appointed after December 2012 will require a satisfactory certificate from The Disclosure and Barring Service (DBS.)
- All members of staff develop their understanding of the signs and indicators of abuse and access training on a regular basis (a minimum of every two years determined in consultation with the NSCB and as recommended by ESCB). A record is kept of all staff safeguarding, Child Protection and Inter-Agency training carried out in school with the London Borough of Ealing. They are aware of their responsibilities in being alert to signs of abuse and of reporting any concerns to the Designated Senior Lead Teacher. This training will always be at least as frequently as directed by the Ealing Safeguarding Board. This is every two years.
- Training in Safeguarding, Child Protection and Inter-Agency Training also takes place for part time and voluntary staff who work with children in order to make them aware of child protection arrangements and procedures.
- Newly appointed staff and volunteers will receive induction training from the Designated Senior Lead Teacher (DSL) with up to date inter agency training following either before employment starts or on their start date.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers and voluntary staff are made aware of the responsibilities of staff members with regard to safeguarding / child protection procedures and of referring any concerns to the Designated Senior Lead Teacher or the Deputy Designated Senior Lead teacher in the absence of the Designated Senior Lead Teacher.
- We will develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- We will keep written records of concerns about children, even where there is no need to refer the matter immediately. Where such records are made, a note will be made on the child's file.
- We will ensure all records are kept securely, separate from the main pupil file and in a locked location.
- We will develop and follow procedures where an allegation is made against a member of staff or volunteer.
- Safer Recruitment practices are followed at all times.
- Parents have an understanding of the responsibilities placed on the school and staff for child protection.
- Written confirmation is sought from all external agencies that all their staff have been appropriately checked with the Disclosure and Barring Service (DBS) or Criminal Records Bureau, for those appointed before December 2012. Also, that all checks have been carried out on their staff's identity, including medical and physical fitness to work with children, references, right to work in the UK, a declaration that an individual is not barred from working with children as a result of the 'by association rule', employment history and their suitability to work with children.

Our procedures will be regularly reviewed and up-dated.

All new members of staff and voluntary adults will be alerted to the proper procedures as part of their induction into the school and staff will receive London Borough of Ealing training at the next designated session. They will also be given a copy of this policy. Wherever practical staff will receive level one training in Safeguarding and Child Protection before they start work at Avenue House School or on the start date.

Process: If a member of staff has any concerns about a child:

1. They immediately consult the Designated Senior Lead.
2. The Designated Senior Lead will pull together all which is known about the child from school records and other staff.
3. The Designated Senior Lead will report to Ealing Children's Integrated Response Service (ECIRS) on 0208 825 8000 or fax 0208 825 5454 0208 825 5000 (or the child's home Local Authority area), on the day of notification of the concern.

The school must communicate readily with the local safeguarding agency (ECRIS) whenever an allegation or disclosure of abuse has been made. If the allegation of abuse is against a member of staff or volunteer, the Designated Senior Lead Teacher will not make her own decision about referral but will contact the Local Authority Designated Officer (LADO) 020 8825 8930. This may be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school will not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegation of abuse.

Responsibilities:

Mrs Lynn Duncan is our Governor who has received training in Safeguarding and Child Protection and has completed the NCSL Safer Recruitment Training. She works closely with The Headteacher, together with the Proprietor, Mr David Immanuel. Mr David Immanuel is responsible for:

- Working with the school's Designated Senior Lead Teacher in conducting an annual review of the school's safeguarding, Child Protection policies and procedures and of the efficiency with which the related duties have been discharged in order to ensure the school is safeguarding and promoting the welfare of children who are pupils at Avenue House School. This review is reported to all our school's Governors on an annual basis.
- Ensuring that any deficiencies or weaknesses in Safeguarding, Child Protection arrangements are remedied without delay.
- Approving amendments to safeguarding, child protection arrangements in the light of changing regulations or recommended best practice.
- Keeping minutes of all reviews.

The Proprietor & the DBS December 2012

The Proprietor, Mr David Immanuel, has a legal duty to respond to requests from the DBS for information he holds.

Responsibilities of Proprietor

The Proprietor is responsible for the annual review of the School's Child Protection Policy and for monitoring its effectiveness. Detailed minutes of the meetings between the Designated Senior Lead Teacher and the Proprietor must be kept to demonstrate the depth of the review.

He will ensure the school contributes to inter agency working in line with 'Working Together to safeguard Children - 2018' through effective implementation of the child protection policy and procedures and good cooperation with local agencies.

The effectiveness and depth of the Policy review will be discussed and recorded in detailed minutes with the Designated Senior Lead Teacher.

If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practices to help prevent a similar event in the future. For instance, ensuring the school teaches the children about Safeguarding and E-Safety through PSHEE, ensuring the staff have the skills, the knowledge and the understanding to keep children safe who are looked after by the local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers and information about the Designated Senior Lead Teacher.

Designated Senior Lead Teacher: Job Description

This applies to the Deputy Designated Senior Lead Teacher in the absence of the Designated Senior Lead Teacher:

Managing Referrals

Refer all cases of suspected abuse to Ealing's Children's Social Care or the social care area where the child resides.

Refer to the local authority LADO all cases which concern a staff member

Refer to the Disclosure and Barring service and to the National College for Teaching and Leadership (NCTL) cases where a person is dismissed or left due to risk / harm to a child.

Refer to the police all cases where it is suspected that a crime has been committed.

Liaise with the school's Governor (Mrs Lynn Duncan) to inform her of issues especially ongoing inquiries under section 47 of the Children's Act 1989 and Police investigations.

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

Receive appropriate training every 2 years in order to understand:

Assessment process in order to be able to provide early help and intervention, for example, through locally agreed common and shared processes such as early help assessments.

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 has access to and understands the school's child protection policy and procedures, especially new and part time staff.

Be alert to the specific needs of children in need, those with special education needs and young carers.

Be able to keep detailed, accurate, secure written records of concerns and referrals.

Obtain access to resources and attend any relevant or refresher training courses

Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the school may put into place to protect them.

Raising Awareness

The Designated Senior Lead Teacher must ensure the school's policies are known and used appropriately.

Ensure the Safeguarding (and Child Protection) Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the Proprietor regarding this.

Ensure the Safeguarding (and Child Protection) Policy is available publicly and parents are aware of the facts that referrals about suspected abuse or neglect may be made by the school.

Link with Ealing Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Where children leave the school, ensure their child protection file is copied for their new school as soon as possible but transferred separately from the main pupil file.

The policy and practice will be regularly reviewed by the Proprietor and Governors of Avenue House School.

The Headteacher is responsible for:

- Adhering to ESCB and national guidance, London Child Protection Procedures, and school procedures with regard to referring a child if there are concerns about possible abuse.
- Ensuring that all Child Protection training takes place and that all staff are aware of their needs to safeguard children at all times.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the child protection register, who is absent without explanation for two days, is referred to Family Services and Education Welfare Service in the Borough and ten consecutive days for others.
- Operating Safer Recruitment procedures (including DBS checks and compliance with Independent Schools Standards Regulations).
- Ensuring that any deficiencies or weaknesses in Safeguarding, child protection arrangements are remedied without delay.
- Designating a practitioner (Mrs Kay Utting) to be responsible for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate.
- Supporting children.
- Designating a practitioner (Mrs Kay Utting DSLT) to be the named 'Prevent' person.

Safer Employment Practices

Avenue House School follows the DfE recommendations for Safer Recruitment and employment of all staff. All members of staff - teaching and non-teaching staff, including part time staff, temporary and supply staff and visiting staff such as music teachers and volunteers are checked with the Disclosure and Barring Service (DBS) or for those employed before December 2012 with the CRB before they start work, to ensure their suitability to work with children.

Written confirmation from supply agencies and external organisations regarding the checks they carry out on their employees is obtained prior to employment of any agency staff. These include satisfactory DBS/CRB, employment history, Disqualification by Association check, medical & physical fitness, professional references (minimum 2), qualifications and right to work in the UK. Confirmation of the checks carried out, DBS/CRB issue date and number with applicants photograph is received from the agency prior to the agency staff arriving at Avenue House School. All supply staff/agency staff are required to bring passport/driving licence and their DBS/CRB certificate to the school. This is cross-checked with the agency information and retained on file. The information is then entered on the Single

Centralised Register of Appointments, if the person is to attend the school for more than a day.

The Deputy Headteacher and Governor (Mrs Lynn Duncan) have also completed the NCSL training in Safer Recruitment. They will update their training every 5 years. At least one person trained in Safer Recruitment will be on every interview panel. All interviews will be planned to ensure all candidates know that Avenue House School is completely committed to safeguarding children in our care. This is intended to deter unsuitable people applying to work in our school. Potential applicants will be made fully aware that the school is committed to Safeguarding and Child Protection to deter unsuitable persons applying.

All Staff and Volunteers are aware of:

- The contents of the Safeguarding (and Child Protection) Policy and have the opportunity to ask questions in relation to the Policy & Procedures.
- The need to support children who have been abused in accordance with his/her agreed child protection plan.
- The signs of possible abuse, unexplained marks or bruising.
- The fact that confidentiality cannot be promised to a pupil giving evidence; referrals may have to be made to safeguard the child.
- The need to avoid asking leading questions.
- The need to respond appropriately to any significant changes in children's general well-being.
- Signs and indicators of neglect.
- Comments children make which give cause for concern.
- The need to be open, accepting and ready to listen to a child. The need to take the child's worries seriously and not to interrupt if she/he is recalling a significant event.
- The requirement to make a written note of the discussion as soon as possible and certainly within 24 hours to give to the Designated Senior Lead Teacher; noting time, date, place, people present and what was said. These notes may be required in a court proceeding. The need to support/monitor any child as required.
- The school's reporting arrangements (including contact with a welfare agency within 24 hours of a disclosure or suspicion of abuse);
- The contact details for agency involvement.
- The guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, one to one tuition, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil). See Separate Policy "Guidance for Staff in Safeguarding."
- Procedures for dealing with abuse by one or more pupils against another.
- The fact they can contact SAFE - Ealing Children's Integrated Response Service on 0208 825 8000 or Child Protection Advice Line on 0208 825 8930, if they are concerned about a child and feel that appropriate action has not been taken.

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries,

marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

The following are types of abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: 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.

Emotional abuse: 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 occur alone.

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.

Neglect: 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.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

Recognition/Signs of Abuse:

Physical/nutrition

Bruising to eye, ear, cheek, mouth, inside arm, chest, abdomen, pelvic bones, buttocks and back or any injury without satisfactory explanation.
Persistent "tummy aches."

Behavioural & Emotional

Anything that seems odd, withdrawn, isolation in groups, inconsistency with friends, poor concentration, preoccupation with own problems, excellence/deterioration in work, hanging around staff/buildings, attention-seeking, precocity; over friendly with adults, inappropriate personal remarks, inappropriate physical contact, suggestive dressing or physical movement. This may also include children or run away or go missing.

Neglect

Inadequate clothing
Poor growth
Hunger or apparent deficient nutrition

Emotional Abuse & Sexual abuse

Excessive dependence
Attention seeking &/or strong need for affection
Inappropriate sexual behaviour

Missing Child

If a child is missing we will immediately contact Ealing Missing Child in Education – Initial absence from school without specified reason / Prolonged absence (10 school days)

Female genital Mutilation and Sexual exploitation

1. Experiencing difficulties walking, standing or sitting.
2. Spending longer than normal in the bathroom or toilet
3. Demonstrate unusual behaviour following a period of absence from school
4. Seeming to be particularly reluctant to undergo normal medical examinations
5. Asking for help, but not explicit about the problem due to embarrassment or fear

There are many ways in which child abuse may come to your notice:

- The child may tell you
- A child's friend or relative may tell you
- You may notice injuries
- The child may behave in a very sexually explicit way

There are examples or signs that cause concerns.

- Unnaturally compliant to/fearful of parents
- Over reaction to mistakes
- Running away / fear of going home
- Compulsive stealing, scavenging
- Low self-esteem
- Extremes of passivity or aggression
- Self harm
- Written and Art Work

We have a duty to ensure school personnel have the **skills, knowledge and understanding** to keep looked after children safe and to be alert to the additional safeguarding challenges to children with special educational needs and disabilities. See changes in regard to safeguarding

***Updates in the Keeping Children Safe in Education 2018 KCSIE consist of:**

The updated Keeping Children Safe in Education 2018 (KCSIE, 2018) has a greater emphasis and new guidance on:

Vulnerable pupils with SEN and Disabilities

Care leavers; previously looked after children

Adopted children; previously look after children

Peer on Peer abuse

Sexual violence and sexual harassment

The Designated Lead Teacher will ensure all staff are aware of the key changes in the KCSIE 2018, that they are suitably trained and understand their duty in regard to these changes.

***Safeguarding Children with SEND**

The latest guidance KCSIE 2018 goes further into the concerns for children with SEN and disabilities, that the potential for abuse is prioritised and their SEN or disability needs are considered secondly. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs. SEN or Disabilities should not mask or form any barrier to identifying potential safeguarding or child protection concern or risk.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. The school will ensure that children with SEN and disabilities have got a greater availability of mentoring and support to avoid this happening.

Annex A of the KCSIE now includes four key topics that were not included previously: Children and the court system, when children are appearing as witnesses;

Children will family members in prison;
Criminal Exploitation of children (County Lines); and
Homelessness.

The school will ensure these aspects are covered in their Safeguarding and Children Protection Training in their reading and training of the contents of Annex A.

We are aware that **sexual exploitation** 'can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

We are aware that **female genital mutilation (FGM)** is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

We will inform the **Local Authority Designated Officer** of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We have a duty to safeguard children, young people and families from **violent extremism**. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the '**Counter-Terrorism and Security Act 2015**' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'.

This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental **British values** and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the **Designated Safeguarding Lead** who has undertaken Prevent awareness training (all staff received local authority Prevent Training in September 2017). Online general awareness training will also be provided by the Channel programme for all school personnel that provide support to those who have been identified as being vulnerable to being drawn into terrorism.

We will deal with all incidents of **sexting** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Any instances of this must be reported via the local safeguarding procedures and may be escalated to the police through the DSL).

We are committed in establishing and maintaining an **ethos** where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being **privately fostered**. On admission to the school we will ensure that the parental responsibility of a child is established.

We will ensure that the **curriculum** deals with safeguarding through activities and opportunities in PSHEE that will equip the children with the necessary skills and awareness to stay safe from abuse.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly **identifies and outlines the roles and responsibilities** of all those involved in the procedures and arrangements that is connected with this policy. All governors must be fully aware of their safeguarding responsibilities.

Aims

To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.

To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.

To ensure all staff are aware and up to date in their knowledge and understanding of the key changes to the KCSIE 2018 legislation.*

To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.

To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

To ensure school personnel have the skills, knowledge and understanding to keep; children with SEN and Disabilities, Looked After Children, Fostered (previously) and or Adopted children safe.*

To be alert to the **additional** safeguarding challenges to children with special educational needs and disabilities e.g lack of verbal ability, change in behaviour, signs and symptoms of abuse.*

To protect children from the risk of radicalisation and extremism.

To build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.

To ensure all concerns about FGM are reported.

To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.

To ensure compliance with all relevant legislation connected to this policy.

To work with other schools and the local authority to share good practice in order to improve this policy.

To ensure staff have greater understanding of peer on peer abuse

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has the responsibility to ensure the following are in place:

Legislation, the Law and Documentation

- To be responsible for ensuring that the school complies with all equalities legislation.
- To ensure that the policies, procedures and training in school is effective and complies with the law at all times.
- To ensure that all governors are fully aware of their safeguarding responsibilities.

Avenue House School recognises the particular vulnerability of children with special educational needs and/or disabilities.

When to Report?

Children who have suffered or are at risk of suffering from serious harm should be reported to Social Care immediately.

Children who are in need of additional support should be referred to inter- agency assessment.

Bullying

Records of bullying are centralised but are informed to all staff at weekly staff meetings or more immediately as and when this would be necessary. A bullying incident should be treated as a Child Protection concern when there is a reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In these cases we will report our concerns to the local authority children's service's department.

In the event of a Disclosure/welfare concern:

Do the following

- Listen carefully. Do not interview nor question to expand the allegations.
- Make accurate notes using the child's own words.
- Inform the Designated Senior Lead Teacher for Child Protection.
- Tell the child they have done the right thing by telling you. Do not guarantee confidentiality. Make time at that moment.

Don't

- Ask leading questions.
- Use your own words to describe events.
- Investigate.
- Promise confidentiality.
- Discuss with anyone other than the Designated Senior Lead Teacher (or in her absence the Deputy Designated Senior Lead for Child Protection).

Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Ensuring that a 'Child in Need' (who is unlikely to achieve or maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision for him/her from the local authority) is identified as requiring the need for additional services by ESCB. Once identified the DSLT will inform ESCB or contact Ealing Social Care 0208 825 8155.
- Ensuring that when a 'Child at Risk' is identified we notify ECRIS.
- Notifying ECRIS as soon as there is a significant concern; within 24 hours of a disclosure or suspicion of abuse.
- Following up with a written referral within 48 hours.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Confidentiality

We recognise that all matters relating to Child Protection are **confidential**.

The Headteacher (or Deputy Head in his absence) will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

One-to-one teaching

Safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist performing arts and sports provision are addressed by use of 'open door' or glass in doors and visual accessibility at all times.

E-Safety

See separate policy on E-Safety

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Headteacher and to seek further support as appropriate, usually through the support services of The London Borough of Ealing.

Protecting yourself from risk of harm or of allegations of harm:

Appropriate relationships with children should be based on mutual trust and respect.

Children when they are young are often spontaneously affectionate and tactile and it is most important not to alienate them through lack of response or by appearing to reject this. You should, however, be careful about touching pupils.

As a teacher you may be working closely with children, sometimes on a one-to-one basis. If you are working with a pupil on their own, always ensure the door is open and you are clearly visible from the corridor.

Never make arrangements to meet a pupil on their own without school and parental permission.

DO not: photograph pupils. Personal cameras are not to be used throughout the school (including the EYFS), exchange emails, text messages or use any other form of electronic form of communication inappropriately; Do not give out your own personal details, including telephone numbers, mobile phone numbers emails etc,

Do not give lifts to pupils or accompany them to places except with the direct knowledge and approval of their parents and the Headteacher (Mr Justin Sheppard).

With regard to personal mobile phones and cameras, these are not allowed to be used at any time in the presence of children, including the EYFS. On visits only, the school mobile phone and camera may be used.

Allegations against staff, Headteacher & Volunteers

Dealing with allegations of abuse against teachers and other staff

We understand that a pupil may make an allegation against a member of staff, Headteacher or volunteer. If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

If any allegation is made against a member of staff, the ESCB procedures will be followed and we shall have regard to the guidelines on practice and procedures given in Keeping Children Safe In Education - September 2018.

If such an allegation is made, the member of staff subject to the allegation will immediately inform the Headteacher, if the Headteacher is absent, the allegation should be reported to the Proprietor and Mrs Lynn Duncan, who is a Governor, also responsible for safeguarding.

The Headteacher on all such occasions will discuss the content of the allegation firstly with the Local Authority's Lead Officer for Child Protection (020 8825 8930). This also applies to borderline cases. Staff must not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate allegations of abuse.

The Headteacher should record any information about dates, times, location and potential witnesses. The quick resolution of the allegation should be a clear priority of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated,

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Proprietor & Mrs Rebecca Rubio, who is the Governor responsible for Safeguarding & Child Protection issues, without telling the Headteacher. The Proprietor will consult the Local Authority's Lead Officer for Child Protection, 0208 825 8930. In case of serious harm, the police should be informed from the outset. The school will follow the LA procedures for managing allegations against staff.

In response to an allegation suspension should not be the default option. An individual must only be suspended if there is no reasonable alternative. A suspension does not imply guilt: it is for the protection of both the child and the adult but if it is deemed appropriate the reasons and justifications should be recorded by the school and the individual notified of the reasons.

In the event of a 'Malicious Allegation' made by a pupil, it is likely that the child will have breached the schools' behaviour policies. Therefore appropriate sanctions against the pupil should be taken, which could include temporary or permanent exclusion (as well as referral to the police, if there are grounds for believing a criminal offence has been committed).

Investigations will involve:

- Social Care
- Police
- If abuse is reported, the social care inspection will decide;-
 - To what degree the school did not safeguard and promote the welfare of the child.
 - Decide whether the school acted appropriately according to Child Protection Procedures.
 - Decide what lessons may be learned from the experience.

If an allegation is not substantiated and the member of staff returns to work, the school will support the employee.

Procedures need to be applied with common sense and judgement. Allegations found to be malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in an employee's reference.

Relevant Contact Telephone Numbers:

Ealing Council Children's Services Tel: 020 8825 8000 (ECIRS)
Fax: 020 8825 5454

Head of safeguarding, review and quality assurance Sariah Eagle
Perceval House 0208 825 8364 eagles@ealing.gov.uk

Local Authority Designated Officer (LADO) - Interim operational designated officers-
Allegations against professionals (AAPS) James Jose jiosej@ealing.gov.uk and Noah
Tucker tucker@ealing.gov.uk

Child protection duty desk Tel: 020 8825 8930

Child sexual exploitation (CSE) and missing coordinator
Christina Evers [02088255951](tel:02088255951) EversC@ealing.gov.uk

Police child protection team Tel: 020 8246 1901

<https://www.egfl.org.uk/services-children/safeguarding/child-protection/contacts-advice-and-support>

Child Protection Advisor: Desiress Scott 0208 825 8628

Charles Barnard EYFS & Children's SAFE

0208 825 6139

Ealing Hospital

0208 967 5000

NSPCC

0808 800 500

Childline

0800 1111

Parentline

01702 559900 or 0170552878

Metropolitan Child Abuse Investigation Team

Monday – Friday 8-6pm

0208 247 7843

out of hours

0207 230 2061

If anyone who is employed, contracted, student teacher, a volunteer or a member of staff working in the school is deemed unsuitable to work with children, and thus their services are no longer required, the school will report to the Disclosure & Barring Service within one month of that person leaving the school. Any such report will include evidence about the circumstances as far as possible. The contact address is **DBS Po Box 181, Darlington, DL1 9RA (Tel: 01325 953795)**. The School is aware that failure to make a report constitutes an offence, leading to its possible removal from the DfE register of independent schools. "Compromise agreements" cannot apply in this connection.

The school will also make a referral to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be in order. The reasons such an order might be considered are, 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a conviction, at any time, for a relevant offence'

The school knows that it is an offence under the Vetting and Barring Scheme (VBS) to knowingly employ or take on as a volunteer in a DBS regulated activity anyone who is barred from such an activity. It is an offence not to refer to the DBS and NCTL details of anyone who is removed from a regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

All members of staff are subject to enhanced DBS clearance. Identity checks include sight of passport, qualifications, utility bill, bank statement and driving licence. Records of identity are kept in the employee's individual file in a locked cabinet in the School office. DBS/CRB checklists are housed centrally and securely in the School office. There is also a single centralised register of all staff, supply staff, including volunteers and proprietor.

Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Physical Intervention

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times, it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. See Restraint Policy.

Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Abuse of children by children

Listen to the child and ascertain the seriousness of the situation. Refer the matter to the Designated Senior Lead Teacher. Cases of abuse may need advice from CP Advice Line/Ealing integrated Response Team. Always inform the Designated Senior Lead Teacher or in her absence the Deputy Designated Senior Teacher for safeguarding and advice from local SAFE Team and local safeguarding Team may be essential.

Bullying can be very subtle and staff should be aware of problems that can arise with older pupils misusing their power over younger pupils, pupils of the same age and a dominant character. Please refer to the Policy on Anti-Bullying. It is rare that bullying constitutes abuse and all serious cases of bullying must be referred to the Headteacher before action is taken.

Racist Incidents

Racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention

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

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities for PSHEE, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Equal Treatment

Avenue House School is committed to equal treatment for all pupils regardless of an individual's ethnicity, sexual orientation or gender reassignment, social background or special educational needs &/or disability. We aim to create a friendly, caring and receptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of our pupils.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the Safeguarding and protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Training Record

Training records may be found on a separate sheet.



AVENUE HOUSE SCHOOL

Statement on Preventing Radicalisation

The school constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

In the context of recent national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty to be aware of and ready to respond to any signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined in the **Prevent** strategy as vocal or active opposition to fundamental British values.

The school is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism. It does this through:

1. School culture

The school promotes the spiritual, moral and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. But with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with differences, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

2. Curriculum

The school actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the DfE (below). Pupils gain these understandings through PSHEE programmes (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects.

Desired learning outcomes, as defined by the Department for Education:

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can*

be held to account through Parliament, others such as the courts maintain independence;

- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance 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;*
- *An understanding of the importance of identifying and combatting discrimination.*

3. Safeguarding framework

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader safeguarding role of the school and its staff. The *School Safeguarding Policy and Procedures* sets out in detail the framework, which is supported by other policies, such as *Behaviour*, *Anti-bullying* and the *ICT Acceptable Use Agreement*.

With regard to preventing radicalisation, the school:

- **Prohibits extremist speakers/events at the school;** and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.
- **Manages access to extremist material** – including through the **Internet**. Avenue House School uses screening which filters Internet traffic coming through the school. Websites with militancy and extremist content are screened through this system.

(Every effort is made to filter extremist sites, and ensure that pupils are safe from terrorist and extremist material when accessing the Internet in school. The key word here is 'appropriate', given that pupils need to be educated in the use of the **Internet**, and too high a level of filtering would impede wider educational aims.)

- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff know where and how to refer children and young people for further help.

- **Works in partnership:** risk assessments and referrals are made in liaison with other local agencies. *Channel* is the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships (see below).

- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation, and works with local partners to develop appropriate support strategies.

The *Channel* process

In the case of concerns about a pupil being at risk of radicalisation, school staff will use their professional judgement and act proportionately, which may include making a referral through the *Channel* programme.

The *Channel* process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which agencies work together to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned

The *Channel* referral process requires that concerns should be passed on to the school's Safeguarding Lead, who may consult with the local *Prevent* Officer (Police/Local Authority). If further action is considered appropriate, screening by the police *Channel* Coordinator might take place, followed by a preliminary assessment by the Local Authority's *Prevent* Lead and Police *Channel* Coordinator. Again, if further action is considered necessary, the next step might be the creation of an assessment and action plan by the local Multi-Agency *Channel* Panel, and subsequent implementation of that plan, which would be aimed at re-engaging the individual and preventing radicalisation.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It involves early intervention to protect vulnerable people and divert them away from the risk they face before illegality occurs. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

An individual's engagement with the *Channel* programme is entirely voluntary at all stages.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those which underlie other vulnerabilities that might give rise to safeguarding concerns, including:

- Family tensions
- Sense of isolation
- Distance from cultural heritage
- Experience of racism or discrimination either personally or as a witness
- Feeling of failure

The risk of radicalisation may be the product of a number of factors. Identifying this risk requires that we exercise professional judgement, seeking further advice as necessary. Staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Anyone with concerns about a pupil being vulnerable to radicalisation or extremism should contact the school's Designated Safeguarding Lead.

Possible activities or events that would raise initial concerns:

- A pupil disclosing her/his exposure to the extremist actions, views or materials of others outside of school
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other local schools, local authority services, and police reports of issues affecting their students
- A pupil voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Expressions of intolerance to difference, whether it be religious, gender, disability, sexuality or ethnicity
- Attempts to impose extremist views or practices on others
- Expressions of extreme anti-Western or Anti-British views.

The Internet and social media have become a major factor in the radicalisation of young people.

The *Channel* guidance describes the **possible indicators of vulnerability** to extremism and radicalisation, around the three dimensions of engagement, intent and capability:

1) Engagement

- a. spending increasing time in the company of other suspected extremists
- b. changing their style of dress or personal appearance to accord with the group
- c. day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- d. loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- e. possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- f. attempts to recruit others to the group/cause/ideology
- g. communicating with others in a way that suggest identification with a group/cause/ideology.

2) Intent

- a. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- b. using insulting or derogatory names or labels for another group
- c. speaking about the imminence of harm from the other group and the importance of action now
- d. expressing attitudes that justify offending on behalf of the group, cause or ideology
- e. condoning or supporting violence or harm towards others
- f. plotting or conspiring with others.

3) Capability

- a. having a history of violence
- b. being criminally versatile and using criminal networks to support extremist goals
- c. having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- d. having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).



AVENUE HOUSE SCHOOL

Preventing Extremism and Radicalisation

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children. Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Governing Body will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as per our duty to safeguard and promote the welfare of children.

Introduction

Avenue House School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working at Avenue House recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Under the Counter Terrorism and Security Act 2015 the school also has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

This policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in section 175 of the Education Act 2002 and should be read in conjunction with the Safeguarding Policy .

This Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, September 2018"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014 .

School Ethos and Practice

When operating this policy, Avenue House School uses the following accepted Governmental definition of extremism which is:

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

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see 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 as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

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

Therefore we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore, at Avenue House School, 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 pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, 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
- Anti-Western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by Ealing Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

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. In our school this will be achieved by good teaching, primarily via PSHEE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in schools.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils 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, as to address specific issues so as to become even more relevant to the current issues of

Extremism and Radicalisation. In doing so we will apply the 'key ingredients' see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a pupil centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of Avenue House School so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the Spiritual, Moral, Social and Cultural development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils.

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 Award
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focussed 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 pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances, Avenue House School will seek external support from the London Borough of Ealing Local Authority and/or local partnership structures working to prevent extremism.

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

Use of External Agencies and Speakers

At Avenue House School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

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

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

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Referring Concerns

Where there are concerns of extremism or radicalisation, parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. Our lead person for Prevent is the Designated Safeguarding Lead (Mrs Kay Utting) who would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team,

Education Safeguarding Advice Service or Ofsted depending on the level of concern. Contact details for these agencies can be found at the end of this policy document

Staff should refer to the School Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

Child Protection

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example:

- This could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm.
- A child demonstrates noticeably negative views of 'British Values'.
- Refusal to interact / socialise with a specific group based upon ethnicity.

(These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working at Avenue House School (including visiting staff, volunteers', contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher (Mr Justin Sheppard) who will make a referral to children's social care or the Prevent team when appropriate.

The Designated Safeguarding Lead works in line with the responsibilities as set out in 'Keeping Children Safe in Education' - September 2018.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; the role of our Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

All staff, including temporary staff, and volunteers will receive an induction in regard to our Safeguarding (and Child Protection) Policy. This will include information and guidance about our duty to prevent people from being drawn into terrorism.

Whole school in-service training in regard to safeguarding and child protection will be organised for staff, governors and volunteers at least every two years and will comply with the prevailing arrangements approved by Ealing Safeguarding Children

Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead (Mrs Kay Utting) will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the school receive appropriate levels of training, guidance and support in regard to safeguarding children from Extremism and Radicalisation.

Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central register of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Ealing Borough LADO service will be made when appropriate as per statutory guidance and our Safeguarding Policy.

Role of Governing body

The Governing body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing body of our school will support the ethos and values of our school and will support the school in tackling Extremism and Radicalisation. In line with Recommendation 13 of Peter Clarke's report details of our Governing body are published on our school website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2018' the Governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

The Governing body will review this policy regularly (annually) and may amend and adopt it outside of this timeframe in accordance with any new legislation or

guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Contact details:

Relevant Contact Telephone Numbers:

Ealing Council children's services Tel: 020 8825 8000 (ECIRS)

Fax: 0208 825 5454

Head of safeguarding, review and quality assurance Sariah Eagle

Perceval House 0208 825 8364 eagles@ealing.gov.uk

Local Authority Designated Officer (LADO) - Interim operational designated officers-

Allegations against professionals (AAPS) James Jose jjosej@ealing.gov.uk and Noah

Tucker tucker@ealing.gov.uk

Child protection duty desk Tel: 020 8825 8930

Child sexual exploitation (CSE) and missing coordinator Christina Evers

[Tel:02088255951](tel:02088255951) EversC@ealing.gov.uk

Police child protection team Tel: 020 8246 1901

<https://www.egfl.org.uk/services-children/safeguarding/child-protection/contacts-advice-and-support>

Child Protection Advisor Desiress Scott 0208 825 8628

Charles Barnard EYFS & Children's SAFE

0208 825 6139

Ealing Hospital

0208 967 5000

NSPCC

0808 800 500

Childline

0800 1111

Parentline

01702 559900 or 0170552878

Metropolitan Child Abuse Investigation Team

Monday – Friday 8-6pm

0208 247 7843

out of hours

0207 230 2061

Contact details Ealing Prevent team

General enquiries

Email: preventschoolsinfo@ealing.gov.uk (link sends e-mail)

Nazia Matin

Prevent co-ordinator

Email: matinn@ealing.gov.uk (link sends e-mail)

Tel: 020 8825 8895

Mubina Asaria

Preventing extremism in schools adviser - curriculum guidance and training

Email: asariam@ealing.gov.uk (link sends e-mail)

Tel: 020 8825 5323

Paul Smith

Prevent safeguarding manager – all issues related to CHANNEL case management

Email: smithpa@ealing.gov.uk (link sends e-mail)

Tel: 020 8825 7590

In order to monitor what is happening locally, concerns should always be passed on to Ealing's Prevent Team (details above) or where evidence exists of a possible risk to children, utilise the standard referral process in line with your agencies procedure to the ECIRS team at Ealing Council.

DDCEG helpline

However, an alternate point of contact is the due diligence and counter extremism group (DDCEG) helpline. This is a dedicated telephone and email helpline monitored by the DfE's due diligence and counter extremism group (DDCEG), where schools and governors can raise concerns relating to extremism directly and in confidence:

Tel: 020 7340 7264

Available: 9am to 6pm, from Monday to Friday

Email: counter.extremism@education.gsi.gov.uk

References:

Prevent Duty Guidance: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Ofsted Handbook 2015 <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

Useful Websites:

www.ncsl.org.uk

www.homeoffice.gov.uk/disclosures-and-barring

www.standards.dfes.gov.uk

Please note that despite the fact that we have an Governor who is responsible for safeguarding and child protection our Proprietor, Mr David Immanuel has overall and overriding responsibility for reviewing the policy, procedure and the efficiency of this vital area in Safeguarding children and of the efficiency with which the related duties have been discharged.

He also has a legal duty to respond to requests from the DBS for information held.

This policy can be available in large print if required.