



Safeguarding & Child Protection Policy

SAFEGUARDING CHILDREN STATEMENT FOR ELDON GROVE ACADEMY

Policy Dated / Reviewed:	October 2018
Adopted / Reviewed by Governing Body:	January 2019
Date of Next Review:	January 2020
Version	V1

This school believes that children must be protected from harm at all times.

We believe that every child should be valued, safe and happy. We want our children to know that they are empowered to tell us if they are suffering harm.

We want parents and carers who use and attend our school to be supported to care for their children in a way that promotes their child's health and well-being and keeps them safe.

We will achieve this by having an effective safeguarding children procedure and follow National guidance (What to do if you're worried A Child is Being Abused.)

If we discover or suspect a child is suffering from harm we will notify the Children's Hub at Hartlepool Child & Adult Services, Civic Centre, telephone number 01429 284284 or the Police telephone number 01642 326326 in order that they can be protected if necessary.

This safeguarding children policy statement and our safeguarding children procedure apply to all staff, governors, volunteers and users of Eldon Grove Academy.

We will review our safeguarding policy annually or sooner if legislation changes.

Signed _____ Date _____
Head of School

Signed _____ Date _____
Chair of Governors

1. SAFEGUARDING CHILDREN POLICY FOR ELDON GROVE ACADEMY

This school will:

1. Arrange to take all reasonable measures to ensure the risks of harm to children are minimised.
2. Arrange to take all appropriate actions to address concerns about the welfare of the child or children, working to agreed local policies and procedures in full partnership with other local services.
3. Ensure safe recruitment and employment practices are observed as we recognise this as an important part in safeguarding children.
4. Have a senior member of the school to take a lead responsibility for dealing with safeguarding issues, providing advice and support to other staff, liaising with other staff, and working with other agencies. This senior member of staff will be known as the Designated Lead Officer (DLO). All staff will be made aware of this role.

**The Designated Lead Officer is Head of School, Audrey Brahmi
In her absence, the nominated Deputy is Social Inclusion Manager, Diane Carr.**

5. Listen to children, encourage them to respect and care for others and take action to stop any inappropriate verbal or physical or peer on peer abuse taking place.
6. Endeavour to create an open and accountable environment, permitting adults and children to voice their concerns about inappropriate behaviour and misconduct.
7. Ensure our policies and procedures apply to all staff, including volunteers, children, parents and carers regardless of gender, ethnicity, disability, sexuality or religion.

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- Health and Safety
- The use of reasonable force
- Meeting the needs of pupils with medical conditions & providing first aid
- Educational visits
- Internet or e-safety.

The school has separate policies for the above aspects which are updated and reviewed in line with school practice.

The documents below provide the framework for the organisations responsibilities as part of a co-ordinated shared response to the health and well-being of children. All staff will be made aware of these documents and how they can access them.

- Keeping Children Safe in Education September 2018
- Working Together to Safeguard Children 2018
- What to do if you're worried a child is Being Abused
- Tees Child Protection Procedures
- Management of Allegations/Complaints against Staff

In addition, this policy should be read in conjunction with the following school documents:

- Behaviour Policy
- Special Educational Needs & Disability (SEND) Policy
- Attendance and Punctuality Policy
- Code of Conduct for staff
- Educational Visits
- E-safety Policy

2. PRACTICE GUIDANCE

2.1 Responding to Child Abuse or the Suspicion of Abuse

Immediate Action to Ensure a Child's Safety

Immediate action may be necessary at any stage in involvement with children and families.

In all cases it is vital to take whatever action is needed to safeguard the child/ren i.e. :

- If emergency medical attention is required, this can be secured by calling an ambulance (dial 999) or taking a child to the nearest Accident & Emergency Department.
- If a child is in immediate danger, the Police should be contacted (dial 999) as they alone have the power to remove the child immediately if protection is necessary, via Police Protection Order.

2.1.2 Recognition of Child Abuse or Neglect

'Child abuse and neglect' is a generic term, encompassing all ill treatment of children (under the age of 18), including serious physical and sexual assault as well as cases where the standard of care does not adequately support the child's health or development.

Abuse and neglect are forms 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 a stranger for example, via the internet. They may be abused by an adult or adults or another child or children (peer on peer abuse).

Keeping children safe in Education 2018 sets out definitions and examples of the four broad categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories overlap and an abused child does frequently suffer more than one type of abuse e.g. a child may be suffering physical and emotional abuse.

a) Physical Abuse

Physical Abuse is a form of abuse which may involve including 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, causing ill health to a child.

b) Emotional Abuse

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

c) Sexual Abuse

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.

d) Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. 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 caregivers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

N.B. Children need to be protected even when it appears that they are not aware that the physical abuse, or sexual activity that they are involved in or witness, or the neglect they experience, is harmful to them.

2.1.3 What to do if Children Talk to you About Abuse or Neglect

It is recognised that a child may seek an adult out to share information about abuse or neglect with, or talk spontaneously individually or in groups when a member of your staff is present. In these situations, they must:

- Listen carefully to the child and NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not dispose of the record as it may be needed later as evidence.
- Use the child's own words.
- Explain that they (staff member) cannot promise not to speak to others about the information they have shared.
- Reassure the child that:
 - They are glad they have told them
 - S/he has not done anything wrong
 - What they are going to do next
 - Explain that they will need to get help to get the child safe
 - They must NOT tell the child to repeat his or her account of events to anyone
 - Do not promise any outcome arising from the disclosure.

The Designated Lead Officer or nominated Deputy must be made aware of any disclosures.

2.1.4 Consulting about the Concern

The purpose of consultation is to discuss concerns in relation to a child and decide what action is necessary. Staff may become concerned about a child who has not spoken to them, because of their observations of, or information about that child.

It is good practice to ask a child why they are upset or how a cut or bruise was caused, or respond to a child wanting to talk. This practice can help clarify vague concerns and result in appropriate action.

If staff are concerned about a child they must share their concerns. They should talk to the Designated Officer or the nominated Deputies who will take the appropriate action.

If one of those personnel are implicated in the concerns, staff can discuss their concerns directly with Children's Social Care in Hartlepool Local Authority or the sector representative on the Local Safeguarding Children Board.

Our staff will consult externally with them in the following circumstances:

- we remain unsure after internal consultation as to whether child protection concerns exist;
- there is disagreement as to whether child protection concerns exist;
- staff are unable to consult promptly or at all with the Designated Officer;
- the concerns relate to any member of the school, speak directly to the LADO (Local Authority Designated Officer) within 1 working day.

Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Children's Social Care or the Police should progress.

In Office Hours:

Hartlepool

The Children's Hub - Tel: 01429 284284 childrenshub@hartlepool.gcsx.gov.uk

Out of Hours

Emergency Duty Team - Tel: 01642 524552

Police Tel: 01642 326326

2.1.5 Making a Referral

A referral involves contacting Children's Services or the Police, using the contact numbers shown above and giving information about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action. The Designated Officer or Deputies will take the appropriate action according to the Tees Child Protection Procedures. In certain cases, the level of concern will lead straight to a referral without external consultation being necessary.

Parents/carers should be informed if a referral is being made **except** in the circumstances where:

- sexual abuse is suspected;
- organised or multiple abuse is suspected;
- fabricated or induced illness (previously known as Munchausen Syndrome by Proxy) is suspected;
- where forced marriage or cultural/honour based violence is suspected;
- where contacting parents/carers would place a child at further risk.

Inability to inform parents/carers for any reason will not prevent a referral being made. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom. Seeking advice from Children's Services about who will inform the parents in all circumstances is part of the referral process.

If the concern is about abuse or risk of abuse from someone not known to the child or child's family, make a telephone referral directly to the Police and advise the parents/carers.

If the concern is about abuse or risk of abuse from a family member or someone known to the children, make a telephone referral to Children's Social Care.

Information required

Completing the safer referral form is a requirement to confirm the referral will be completed by the DLO or a Deputy.

Our staff will give as much information as possible (in emergency situations all of this information may not be available). However, unavailability of some information should not stop anyone making a referral.

- Name, telephone number, position and request the same of the person to whom you are speaking.
- Full name and address, telephone number of family, date of birth of child and siblings.
- Gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others.
- The names of professionals' known to be involved with the child/family e.g.: GP, Health Visitor, School.
- The nature of the concern; and foundation for them.
- An opinion on whether the child may need urgent action to make them safe.
- Your view of what appears to be the needs of the child and family.
- Whether the consent of a parent with parental responsibility has been given to the referral being made.

Action to be taken following the referral

Ensure that an accurate record is made and kept detailing your concern(s) made at the time (chronology of all actions and concerns leading to the referral). Make sure the concerns are confirmed in writing to Children's Social Care following the referral (within 48 hours) using the SAFER referral form.

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

a) Confidential Records of Concern

Our school will ensure that an accurate record is made and kept detailing the concern(s) made, the time, recording the named and contact details of the person to whom staff have spoken to when making the referral and the author of the information referred. This information should be recorded in CPOMS (this is the electronic recording system for child protection used in school by all staff).

We will ensure that concerns are confirmed in writing following the referral within 48 hours.

We will accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

Records in respect of the children, young people, their parents and / or carers are kept restricted / confidential in a secure place. Information will only be shared on a need to know basis. Where the sharing of information is vital to protect a child, this school understands that the issue of confidentiality is secondary to the child's need for protection.

We will ensure safe transfer of information to including Child Protection files when children move to and from other schools.

b) Safer Recruitment and Selection

Our School will take all possible steps to prevent unsuitable people working with children in line with Extol Academy Trust Safer Recruitment Policy.

c) Allegations/Complaints Against Staff or Volunteers/Confidential Reporting (Previously Whistle Blowing)

Our school will provide members of staff, parents/carers and the public with information regarding how to let them know if they have concerns about inappropriate behaviour by a member of staff. Please refer to Extol Academy Trust Whistle Blowing Policy.

This school will act on all allegations made against members of staff or volunteers.

LADO Contacts:

Hartlepool – Phil Curtis

Secure email: HSCB@hartlepool.gcsx.gov.uk

Tel. number: 01429 284284 at the Children's Hub. 01429 401844 (Direct Line)

E mail: phil.curtis@hartlepool.gov.uk

d) Risk Assessments

This school undertakes risk assessments to ensure the safety and wellbeing of everyone who can access our facility and staff.

External Activities

Activities provided by the organisation will undergo a risk assessment before the activity or action takes place to assess any potential health and safety risks. Parental consent will be obtained.

Risk assessments will work through and provide assurance that everything has been taken into account. e.g.:

- What is the hazard?
- Who might be harmed and how?
- Are any further controls required?
- Is insurance required?
- Have we emergency contact details?

- Have appropriate checks been carried out for staff and /or volunteers?
- Some children will require individual behaviour plans and risk assessments to support access to external activities.

This is not an exhaustive list. The school has a separate Policy for Educational Visits.

e) **Code of Conduct**

At this school the child is at the centre in all that we do. Being excellent role models for children who attend our school is of paramount importance. This is reinforced to all staff and volunteers through supervision, training and development and is outlined in our Staff Code of Conduct document.

Working with Children

It is essential that care is taken to minimise the possibility for abuse and misunderstanding and misinterpretation. False allegations are rare but general good practice will help prevent them. The following list includes behaviour that the majority of staff/volunteers working with children should never engage in:

- Be alone with children out of public view. Leaders should not ask staff/volunteers to work with children in situations where staff/volunteers will be completely unobserved.
- Kiss children.
- Engage in rough or sexually provocative games.
- Make sexual comments.
- Invite or allow children into their home (childminders being an exception).
- Give a child a lift in their car, except in emergencies (unless it is part of their job role).
- Let allegations, made by anyone, go unacknowledged, unresolved or not acted upon.

Staff/volunteers are made aware of the potential for misunderstanding when touching children.

If it is an accepted part of an activity, touching should be appropriate to the situation and follow accepted guidelines where they exist. Consoling a child who is upset, administering first aid or supporting a participant in an activity is acceptable and necessary behaviour.

Staff/volunteers should, however, endeavour to minimise any possible misunderstanding of their actions.

(N.B. For some children, abuse is a normal part of their lives and they may not show any outward signs of ill treatment. Children who are being abused may also be over achievers and eager to please.)

Listening to Children

If a child says that he or she is being abused or provides information that suggests that they are being abused, the person receiving that information should:

- Be calm and reassure the child but not make promises that may not be kept, e.g. telling the child that no else will be told.

- Discuss with the child who needs to be told about the situation.
- Take what the child says seriously.
- Ask questions only to clarify understanding of what the child has said. (Do not interrogate the child.)
- Let the child know you understand what you have said and that you will act upon it.

f) Complaints Procedure

It is reasonable for children, young people, parents and carers to have the right to complain or make comment if they are unhappy with the care or service they receive. Eldon Grove Academy has a Complaints Policy which is available within school and on the school website.

It demonstrates the openness and hopes to reassure everyone that this school takes the care of children and young people seriously.

g) Role of the Governing Body

The Governing Body has a statutory duty to ensure that all aspects of safeguarding are implemented. There is a designated Governor with responsibility for safeguarding, who has a clear understanding of the role, responsibilities and training requirements.

3. SPECIFIC SAFEGUARDING ISSUES

Keeping Children Safe in Education guidance 2018 provides a reference point for up to date guidance and practical support on specific safeguarding issues on page 15 of the document. This includes additional information regarding:

- Children missing from education
- Peer on peer abuse
- Children with family members in prison
- Preventing radicalisation
- Domestic abuse.

During the Autumn Term 2015 and again in Autumn 2018 all classroom based staff accessed training on the Prevent Duty. All new classroom based staff since that date will access separate training.

During the Autumn Term 2018 all staff will access updated Safeguarding training. Annual Safeguarding update training will take place in the Autumn Term each school year with additional briefings throughout the year.

Individual staff attend specific training as required and new staff attend local authority training as soon as is practicable after appointment.

In addition to this the DLO and the Deputy have completed Designated Safeguarding Lead training with Safeguarding First who is the preferred provider for training.

4. CURRICULUM

The curriculum plays an important part in ensuring that children know how to keep themselves safe. The PSHE curriculum particularly supports this ethos.

5. BUILDING DESIGN AND MANAGEMENT (including site security)

Dogs (with the exception of assistance dogs) are prohibited from entering the school site.

Outside play equipment and playgrounds are inspected daily to ensure the site and equipment are safe for the children to use. The school also commissions an annual inspection by the commissioned Health and Safety Team.

6. SCHOOL VISITORS

All visitors will be required to sign in, using our electronic system, and receive a visitor's pass at reception and then sign out accordingly. Where appropriate, photographic ID is requested from visitors and stored securely for reference purposes. This process is overseen by the school administrators.

Anyone who does not meet or agree to the protocol will not be allowed onto the site.

School staff are required to challenge any adult that they see in school who are not authorised and a member of the leadership team will be called upon to deal with the situation.

7. USE OF PUPIL INFORMATION

Pupil information is recorded on the school's information management system (SIMS). Access is restricted to key personnel to ensure information is centrally updated and secure. Staff who have access to this sensitive data lock their screens when they are away from their desks to prevent unauthorised access. Computers are logged off at the end of each day. School is fully compliant with GDPR regulations.

8. MONITORING AND REVIEW

This policy will be reviewed annually or earlier if appropriate and will be approved by the Local Governing Body.

Safeguarding and Child Protection Policy

APPENDIX 1

Specific Safeguarding Issues - Guidance

Female Genital Mutilation (FGM)

All staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the Police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM: Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE). Indicators that may show FGM could take place soon.
- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from college followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of staff has a concern, they should activate local safeguarding procedures. As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the Police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's Designated Safeguarding Lead and involve Children's Social Care as appropriate.

Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Step One – Identifying Cases

School staff members are aware of and look for the key indicators of CSE. These are as follows:

- Going missing for periods of time or regularly going home late.
- Regularly missing school.
- Appearing with unexplained gifts and new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Undergoing mood swings or drastic changes in emotional wellbeing.
- Displaying inappropriate sexualised behaviour.

Step Two – Referring Cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the Local Authority.

Step Three – Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will co-operate as needed.

Prevent Safeguarding Objectives

Within this overall framework, the school's approach to PREVENT will specifically:

- Prevent pupils from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

Awareness of PREVENT and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism. Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way.

Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond PREVENT but they connect to the PREVENT agenda. PREVENT referrals should be reported in line with our safeguarding procedures. Cleveland Police can be contacted to discuss any concerns on 01642 326326 or contact the Local Authority Prevent Officer, Clair Clark on 01429 523556.

Preventing Radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

Training

The school's Designated Safeguarding Lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The Designated Safeguarding Lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk Indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage.
- Uncomfortable with their place in society.

Indicators of a personal crisis:

- Family tensions.
- A sense of isolation.
- Low self-esteem.
- Disassociation from existing friendship groups.
- Searching for answers to questions about identity, faith and belonging.

Indicators of vulnerability through personal circumstances:

- Migration.
- Local community tensions.
- Events affecting their country or region of origin.
- Alienation from UK values.
- A sense of grievance triggered by personal experience of racism or discrimination.

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice.
- Feelings of failure.
- Rejection of civic life.

Indicators of vulnerability through criminality:

- Experiences of dealing with the Police.
- Involvement with criminal groups.

Making a Judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?

- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the Designated Safeguarding Lead. The Designated Safeguarding Lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made to the Police. However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

ICT & Acceptable User Policy (see additional policy)

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material. With regards E-Safety, we have policy guidance in place to ensure our ability to protect and educate our students and staff in their use of technology.

Building Children's Resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcing occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The school will utilise the following resources:

- The LSCB.
- Local Police (contacted via 101 for non-emergencies).
- The DfE's dedicated helpline (020 7340 7264).

APPENDIX 2

Contact Information

Referrals:

Hartlepool Child Protection 01429 284284
Urgent Out of Office Hours 01642 524552
CEOPS (on line) www.ceop.police.uk
Hartlepool Police 01642 483333/101
Hartlepool Safeguarding Children Board www.lscbhartlepool.org

Key Contacts in Eldon Grove Academy are:

Designated Person	Audrey Brahim
Deputy Designated Person	Diane Carr
Chair of Governors	Paul Hamilton

Key Contacts in the Local Authority are:

The Children's Hub	01429 284284	childrenshub@hartlepool.gcsx.gov.uk
LADO Phil Curtis	01429 284284	
Early Help Team Central	01429 293888	
School Nurses	01429 293888	

This guidance has been produced from material developed by Hartlepool & Stockton-on-Tees Local Safeguarding Children Board (SLSCB) to assist organisations in writing and implementing appropriate child protection policies and procedures and their assistance is gratefully acknowledged. The guidance contained in this document is general and any organisation using this guide is responsible for writing and implementing a rigorous policy that suits their work and they accept no legal responsibility for policies that are written or followed as a result of consulting this guide.