



FRAYS

Academy Trust

Frays Academy Trust Child Protection Policy and Procedures

Date Ratified: December 2017
Review Date: December 2018

Version History

Version	Date	Author of the document	Status and Purpose	Changes Overview
VR4	July 2016	Inclusion Strategy Manager	Policy Review & Update	New statutory guidance.
VR5	December 2016	Inclusion Strategy Manager	Policy Review & Update	<p>New statutory guidance.</p> <p>1. Update on Page 4 -“Policy Statement” reflected to incorporate reference to the new guidance document “Keeping Children Safe in Education (September 2016).</p> <p>2.Update on Page 6, Point 9, second paragraph, to include; <i>“It should also be noted that any member of staff may raise concerns with Children’s Social Care at any time, if they believe there is a risk of immediate serious harm to the child. If the child’s situation does not appear to be improving, the staff member with concerns should press for reconsideration. If at any point a member of staff feels that a child in being put at risk by the way in which a concern is being handled, they should call the NSPCC Whistleblowing Advice Line (0800 0280285)”.</i></p> <p>3.Update on Page 7 “Governing Body” –updated to reflect new document date “Keeping Children Safe in Education” (September 2016)</p> <p>4.Update on Page 8 “Early Help” needed to be more explicit in our policy and in line with the updates in “Keeping Children Safe in Education” (September 2016).</p> <p>5.Update on Page 10 “Forced Marriage and Honour Based Violence” – subheading to reflect the Honour Based Violence within the paragraph.</p> <p>6.Update on Page 10 – New Section added “Peer on Peer Abuse” – reflects new guidance about Peer on Peer abuse as reflected in “Keeping Children Safe in Education” (September 2016).</p> <p>7.Update on Page 11 “E-Safety” this section has been made more explicit to ensure it reflects the information on the NSPCC website.</p> <p>8.Update on Page 11 “Pupils with SEN and Disabilities” – this section has been put into a separate paragraph to reflect the guidance “Keeping Children Safe in Education” (September 2016)</p>

VR6	December 2016	Inclusion Strategy Manager		1. Update on Page 10 “Specific Types of Abuse” section added to reiterate training aspect. 2. Update on Page 11 “Domestic Abuse” section added after receiving advice for the LADO 3. Update on Page 15 Social Care updated contact number.
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Approval

Signed by Chair of Directors	
Date of Approval/Adoption	
Date of Review	

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Policy Statement

Safeguarding and promoting the welfare of children is 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 (Keeping Children Safe in Education). We have taken into consideration the following documents when writing this policy: Keeping Children Safe in Education (September 2016); Working Together to Safeguard Children (March 2015); What to do if you suspect a child is being abused (March 2015); Prevent Duty Guidance (July 2015)

Definitions of Abuse and Neglect

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. They may be abused by an adult or adults or another child or children.

The four definitions of abuse below operate in England based on the government guidance 'Working Together to Safeguard Children (2015).

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

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

food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The safety of the children in our care is paramount. At the Frays Academy Trust we understand that ALL staff working with our children have a duty of care to take proactive steps to ensure our children are protected from either suffering, or likely to suffer, significant harm as a result of abuse or neglect. We recognise that safeguarding incidents could happen anywhere and all staff should be alert to possible concerns being raised in school.

Aims of the Policy

- 1) To raise awareness for all staff in the school as to how to take action when dealing with children who may need protection.
- 2) To ensure that all school procedures conform to Hillingdon LA guidelines.
- 3) To respect a child's right to confidentiality, so that only the people who need to know are informed of any details of the protection case.

School Procedures (See flowchart in Appendix 1 as an illustrative guide)

Where a child makes a disclosure to an adult, the following should happen, before the member of staff seeks the Designated Safeguarding Lead (DSL):

- The member of staff *should take care in ensuring they do* the following:
 - Remain calm, accessible and receptive
 - Listen carefully
 - Take the child seriously
 - Reassure the child that telling was the correct thing to do
 - Explain, in a child friendly manner, what you will do next
 - Make a careful record of what was said
 - Ensure the child understands that their secret cannot be kept
- Staff should also ensure that *they do not do* the following:
 - React strongly
 - Jump to conclusions; write assumptions
 - Speculate or accuse anyone
 - Ask leading questions
 - Make promises that cannot be kept
 - Stop the child from speaking freely
 - Interrupt the child at any time to get the DSL
- When recording information being given by a child, the following needs to be included as much as possible:
 - Record the date, time, people present, including roles in school
 - Exactly what the child said, verbatim where possible
 - Physical appearance of the child as factually and accurately as possible
 - Written accounts should be signed.

After the above steps have been taken the member of staff MUST then follow the process below:

1) The member of staff should alert the Designated Safeguarding Lead (DSL) for the school immediately. If the DSL is not available, or offsite the designated Deputy DSL should be sought. At this point the member of staff should provide a written record of concern, as outlined above.

The DSL will advise on the best course of action to take. This may be:

- Monitoring the situation within school through written notes
- Speaking directly with the child's parents
- Phoning the LADO for advice (01895 250975)
- Phoning the Education Welfare Team for advice and information (01895 250858)
- Completing an "Early Help Assessment"
- Informing Hillingdon Children and Families Social Care to make a referral (01895 556633)

2) The class teacher/DSL should not attempt to 'interview' the child at any stage, but merely to listen and offer reassurance and support. False promises of confidentiality should not be issued in case the matter needs to be referred to Social Services.

3) Before any referral to Social Services, the parents should be informed, this is not necessarily to explain the problem, but merely to inform them of the situation and gain their permission to refer the child. If the parents do not give permission for the child to be referred, then further advice should be sought from the LA Child Protection Officer or the Education Welfare Team. Even if permission is not gained from the parents, referrals should still be made.

4) All information regarding the referral - including noting whether parental permission was given, and if not, why not – should be recorded using the Inter-Agency Referral Form and kept locked away. Further information needed by Social Services will include:

- the nature of the concern
- background information on the family, if known
- child's full name, dob, address and telephone number, parent/carers names
- child's religion, home language and ethnic origin

5) Social Services should be told whether the parents have given permission for the referral, as compliance with a referral may indicate positive steps from the parent. Parental permission does not need to be sought if it is believed that in doing so, the child would be placed in more danger.

6) Once a child has been identified as a concern, even if it is not referred to Social Services, detailed notes should be kept regarding the child, highlighting any unusual behaviour, bruising, lateness, emotional problems or changes in attitude. These notes should be recorded by staff and kept locked away by the DSL.

7) Once a child is subject to an 'Inter-agency Child-protection Plan', the school will be involved in attending case conferences and contributing to the development of the 'Child Protection Plan' via core group meetings. It is the DSL's responsibility to prepare reports and information for case conferences and meetings relating to the 'plan'. For further guidance on this, contact Hillingdon Social Services.

8) In some cases, where concerns are clear, but Social Care may deem the child is in no immediate risk of harm, the child may be made part of a 'Child in Need Plan'. The DSL is responsible for preparing reports and information for Child in Need meetings and attending such meetings.

9) If a child alleges to have suffered abuse within the school setting or if a member of staff has any safeguarding concerns about adults in the school this should be brought directly to the Head of School, in liaison with the DSL, who will in turn immediately inform the LA Designated Officer (LADO). If the allegation is made against the Head of School, it will be directed to the Executive Head Teacher, who would liaise with the LADO directly.

It should also be noted that any member of staff may raise concerns with Children's Social Care at any time, if they believe there is a risk of immediate serious harm to the child. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. If at any point a member of staff feels that a child is being put at risk by the way in which a concern is being handled, they should call the NSPCC Whistleblowing Advice Line (0800 0280285).

Roles and responsibilities

The Designated Safeguarding Lead:

The School has appointed a senior member of staff with the necessary status and authority to be responsible for matters relating to child protection and welfare. The main responsibilities of the Designated Safeguarding Lead are:

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- To be fully conversant with the Local Authority and School Child Protection and Safeguarding Policy and procedures.
- To be available to all staff of the School community for consultation on child protection issues.
- To co-ordinate the child protection procedures in the School.
- To maintain an on-going training programme for all School employees.
- To monitor the keeping, confidentiality and storage of records in relation to child protection.
- To liaise with Hillington's LA Designated Officer (LADO).
- To ensure that appropriate action is taken in the School and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse.
- To contact the duty social worker within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to Children's Services.
- To monitor records of pupils in the School who are subject to a Child Protection Plan or Child in Need Plan. To ensure that their records are maintained and updated as notification is received.
- To liaise with other professionals to ensure that children who are subject to a Child Protection Plan or Child in Need Plan are monitored.
- Where appropriate, to take part in the child protection conferences or reviews. When the DSL cannot attend, he or she will ensure that the Deputy DSL or a key member of staff attends. Where this is not possible, to provide a written report to the conference from the School. (It is acknowledged that this should occur rarely as the involvement of School staff is vital given the close involvement with the child.)
- To inform the child's Social Worker in writing when a child who is subject to a Child Protection Plan moves to another School and to inform the new School of the child's status.
- In consultation with the Head of School, to monitor staff development and training needs with regard to child protection issues and to ensure that training provided is current and relevant.
- To ensure that the curriculum offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHCE) programme.
- Together with the Head of School, School Leadership Team and Frays Academy Trust Strategy Group, to annually review the School's Policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the Board of Directors and Governors.
- To act as a source of support, advice and expertise on matters of safety and safeguarding.

In the absence of the Designated Safeguarding Lead, a Deputy DSL, who must be nominated in advance and will have received full training, must take responsibility for child protection issues within the School.

They will:

- advise and act upon all Child Protection concerns reported to him or her.
- keep the Head of School informed of all actions
- liaise with Children's Services and other agencies on behalf of the School.
- Carry out any other duties normally conducted by the DSL.

If the DSL is unavailable or is the subject of a complaint, his / her duties will be carried out by the Deputy DSL, who has received appropriate training in safeguarding and inter-agency working.

Employees, Governors, School Advisors and Volunteers:

The Head of School and all other employees of the School, as well as every Volunteer and School Advisor who works with pupils, is under a general legal duty:

- to protect children from abuse and promote their welfare.
- to be aware of the School's practice and policies on Safeguarding and Child Protection and to follow them.
- to know how to access and implement the procedures, independently if necessary.
- in dealing with a child protection issue to remain as objective as possible, never assuming that they know which categories of children are at risk.
- to keep an appropriate record of any significant complaint, conversation or event. Information should be recorded verbatim, if possible. They should not prompt, lead or suggest information to the child.
- to refer to the DSL (or in his/her absence, the Deputy DSL) immediately.
- to undertake appropriate training including induction training and refresher training at regular intervals required by each individual

Governing Body:

The Governing Body will ensure that they comply with their duties as laid out in "Working Together to Safeguard Children" (March 2015) and "Keeping Children Safe in Education" (September 2016). The Governing body will:

- Ensure that the school has a named governor for Child Protection who will complete an Annual Audit and Checklist to ensure all policies, procedures and training programmes are being carried out effectively and comply with the law at all times
- Ensure that clear procedures are in place to deal with allegations of abuse against staff and volunteers
- Promote and create a culture of safe recruitment, adopting procedures that will deter, reject or identify people who could potentially abuse children
- Ensure the school's Single Central Record is accurate and up to date and that all staff and volunteers have had appropriate background checks completed, in accordance to their roles.

Training

The Designated Safeguarding Lead will receive "Working Together to Safeguard Children" training provided by the Local Safeguarding Children's Board and will subsequently attend a refresher course every two years. The Deputy DSL will replicate this training programme. The rest of the staff will receive Child Protection training on Induction and then in-house INSET on an annual basis to keep them up to date with current procedures and policy. Staff will all be expected to demonstrate that they understand Part One of Keeping Children Safe in Education, and follow up training will be offered if required. A list of all training can be found in the Staff Development File and the Governing Body will monitor records of training.

The Governors and remainder of the Senior Leadership Team will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every two years.

The Designated Safeguarding Lead will attend, wherever possible, the Safeguarding Schools Cluster Meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns.

Recruitment of Staff

Safer recruitment procedures will be followed. All staff, Governors and volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. All references will be checked and verified. Those staff, Governors and volunteers having contact with children will be checked through the Disclosure and Barring Service at an enhanced level. All staff, Governors and volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously. See Safer Recruitment Policy.

Supporting pupils within the Frays Academy Trust

In the area of child protection there is a pyramid of need for the support of vulnerable pupils. At the top are those pupils on child protection plan and those pupils for whom we have major child protection concerns. Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent. Then we have those pupils who take the role as a significant carer for a family member. The DSL is responsible for ensuring that we have an up to date list of these groups of pupils.

Next is a larger group of pupils who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of pupils, who do not need on-going extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement. The DSL regularly checks our first aid/medical request log for pupils seeking medical assistance, so that we can identify concerns at an early stage. We are committed to providing support for all these groups of pupils appropriate to their needs.

Early Help

All Frays Academy Trust Staff understand that some children and families may benefit from early help, which means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff will discuss early help with the DSL who may in turn complete an assessment. This will then be discussed with Hillingdon's Early Intervention Team, who may then provide support. This will provide a timely and co-ordinated package of professional help for families.

Pupils on the child protection register or for whom we have child protection concerns

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan.

We support pupils in various ways by:

- following the guidance set out in any Child Protection Plans or Child in Need Plans
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- monitoring their welfare carefully, including talking to them regularly about their well being
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate

- checking that they have access to all elements of school life, including visits and other activities
- informing relevant staff that they are on a CP plan without breaching confidentiality so he/she knows to register immediately any concerns however minor with the DSL (or a deputy).

Looked After Pupils

We have a Designated Lead and Governor responsible for Looked After pupils. We keep a list of pupils who are looked after by the Local Authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's Personal Education Plan (PEP)
- arranging for one of our learning mentors (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- targeting pupil premium funding specifically to support children in care.
- attending any liaison or review meetings held on their behalf and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic grades carefully to try to ensure they are making good progress
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in residential trips organised by the school as and when appropriate.

Children missing from education

A pupil missing from education for ten sessions or more is a potential indicator of abuse and neglect. We understand that we must be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Please see the Attendance Policy for procedures relating to attendance.

Young Carers

It is the responsibility of the DSL (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer support to these pupils appropriate to their individual situation in liaison with Hillingdon Young Carers.

Specific Types of Abuse

At Frays we are aware that our children may be at risk of a number of specific types of abuse. As a result all of our staff receive regular training on the following:

Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

Female Genital Mutilation (FGM)

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer

belies the invasive and irreversible nature of the procedure. It is now more correctly termed Female Genital Mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

Forced marriage and Honour Based Violence

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' (June 2014) guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Domestic Abuse

Domestic Abuse, also known as domestic violence or DV, is a pattern of threatening behaviour, coercive behaviour, control, violence or abuse by one person against another in a home or family setting.

It can happen to anyone - regardless of gender, age or culture - and can exist in any relationship - with partners, ex-partners or relatives. Domestic abuse can take many forms and includes, but is not limited to:

Physical - Assault, punching, kicking, hitting, forced imprisonment, biting, strangling, burning, dragging, using weapons, throwing objects

Sexual - Rape, sexual assault, forced prostitution, degradation, using objects, forced to watch or act in pornography

Psychological - Verbal or emotional abuse, threats to kill, blaming, mind games, criticism, accusations, jealousy and obsessive behaviours, manipulation, sleep deprivation

Financial - Preventing a person from getting or keeping a job, taking money, not permitting access to or withholding family income

Isolation - Not being allowed to see others, to see who you want, denied any form of contact with family or friends and any other support networks

Domestic abuse is **never** acceptable.

Children who witness domestic abuse are being **emotionally abused**.

In the majority of reported domestic abuse incidents, children have either been present in the same or a nearby room. Children who witness, intervene or hear incidents are affected in many ways, even after a short time.

Peer on Peer Abuse

We recognise that children may become at risk of peer on peer abuse. This can take many forms. The Trust will take such matters extremely seriously. All allegations of this type of abuse will be followed up and investigated thoroughly (See the Trust Good Behaviour policy for guidance). If the allegation made has put a child at direct risk of harm, then the Child Protection Procedures outlined previously will be adhered to for both the victim and the alleged abuser, it will be considered a child care and protection issue for both children.

All abusers will be held accountable for their behavior and work will be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable.

Pupils at risk of Extremism and Radicalisation

Within the Frays Academy Trust we understand that our schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the new duty in the Counter-Terrorism and Security Act 2015, "to have due regard to the need to prevent people from being drawn into terrorism", which came into force in July 2015.

We use the following accepted Governmental definition of extremism, which is:

"A 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."

The Frays Academy Trust believes that 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. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

As outlined in the Government's 'Prevent Duty Guidance' (2015), senior management and governors are expected to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology. This is based on an understanding, shared with partners, of the potential risk in our local area.

E-Safety

At the Frays Academy Trust we understand the fast pace of changing technology, whilst embracing the benefits of this we also see how technology can be misused, which in turn may put children at risk. In particular from:

- Online grooming
- Sexting

- Cyberbullying

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology, this is located in the E-Safety policy.

Pupils with SEN and Disabilities

At the Frays Academy Trust we understand that children with SEN and Disabilities are a greater risk of being abused. We believe that disabled pupils have an equal right to protection and as a result we will ensure we work closely with pupils, to understand their needs and break down barriers, which may result in these pupils well-being being put at risk of harm.

Other vulnerable pupils

Members of the Inclusion team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. This situation might be a temporary one or may be on-going. This group may include pupils with SEN and disabilities.

Procedure for dealing with allegations against staff

In the event that there is a concern about a member of staff, the Head of School or DSL should be alerted immediately. Advice will be sought from the LADO and the member of staff concerned will be dealt with accordingly. Please see Dealing with Allegations of Abuse Against Teachers and Other Staff Policy, Safer Recruitment Policy and Whistleblowing Policy.

Relation to other school policies

The school Behaviour Policy and Physical Restraint Policy may be considered in relation to Child Protection concerns.

Review

The Staff and Governors will review this policy annually.

Individual School Context

At INSERT SCHOOL NAME HERE Primary:

Designated Safeguarding Lead:

Deputy Safeguarding Lead:

Safeguarding Governor:

APPROVED

