OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

Safeguarding Policy 2023-2024

Nottingham Diocese Multi Academy Trusts

CATHOLIC SCHOOLS Moving Forward Together

Our Lady of Lourdes Catholic Multi Academy Trust

Child Protection and Safeguarding Policy 2022-23

Date Issued	1st September 2023
Update issued	7th January 2024 • Added EYFS changes from 4th January update. • Prevent duty clarification. • Appendix 7: protocol for external speakers. • Appendix 8: EYFS staffing numbers.
Governors' Committee Responsible:	OLoL Trust Standards Committee/Executive Board
School Safeguarding Governor Lead:	Julie Welsh
Nominated Lead Member of Staff:	Laura Bates (DSL)
Trust Safeguarding Foundation Director:	Sue Dryden
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2024
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Our Lady of Lourdes Mission Statement:

We are a partnership of Catholic schools.

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing

- Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents

- Make the world a better place, especially for the most vulnerable in our society, by doing ***'little things with great love'*** *St Thérèse of Lisieux*

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Safeguarding Statement

Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT) Executive Board recognise their moral and statutory responsibility to safeguard and promote the welfare of all pupils together with all our Local Governing Bodies. The Executive Trust Board and Local Governing Body will endeavour to provide a safe and welcoming environment where all children and adults are respected and valued. They will ensure that there is 'whole school' approach to safeguarding, meaning that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development; ultimately all systems, processes and policies will operate with the best interests of the child at heart. They will make sure that all children and young people have the same protection regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. The Executive Trust Board and Local Governing Body are alert to the signs of abuse and neglect. They follow procedures to ensure that children and adults receive effective support, protection and justice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication. Child protection forms part of the school's safeguarding responsibilities.

It is essential that everybody working in OLoL CMAT Schools and within the OLoL Central Team, understands their safeguarding responsibilities. Governing bodies and proprietors will ensure that those staff who work directly with children read at least **Part one** of Keeping Children Safe in Education 2023 (KCSIE).

Governing bodies and proprietors, working with their senior leadership teams and especially their Designated Safeguarding Lead (DSL), will ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of KCSIE 2023.

Governing bodies and proprietors will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate (KSCIE 2023)) of this guidance.

The school Safeguarding and Child Protection policy is available on the CMAT website: Home - Our Lady of Lourdes Catholic Multi-Academy Trust (ololcatholicmat.co.uk)

Key Personnel

CMAT Key Personnel

The CMAT Designated Safeguarding Lead (DSL) is: Robert della-Spina
Contact details: email: Robert.della-Spina@stl-cmat.org.uk Telephone: 07356 120899

The CMAT deputy DSL is: Moira Dales DCEO
Contact details: email: m.dales@ololcatholicmat.co.uk Telephone: 07852133114

The CMAT foundation director for safeguarding is: Sue Dryden
Contact details: email: admin@ololcatholicmat.co.uk

Local Authority Key Personnel

Throughout the Safeguarding Policy, where it references safeguarding board and or partnership, please refer to the below links.

LSCP
Lincolnshire Safeguarding Children Partnership – About the LSCP - Lincolnshire County Council

CMARS
CMARS | Children's resilience and safeguarding board (northlincscmars.co.uk)

NELSCB
SaferNEL | North East Lincolnshire Safeguarding Children Partnership

NCSCB
www.nottinghamcity.gov.uk/information-for-residents/children-and-families/nottingham-city-safeguarding-children-board/

NSCP
https://www.nottinghamshire.gov.uk/nscp

DSCB
https://www.derbyshirescb.org.uk/news/new-multi-agency-safeguarding-arrangements-across-derby-and-derbyshire.aspx

Nottingham City Education Safeguarding Officer: Claire Maclean
Contact details: email: claire.maclean@nottinghamcity.gov.uk
Telephone: 0115 876 2042

Nottingham City Designated Officer (LADO): Caroline Hose
Contact details: email: LADO@nottinghamcity.gov.uk
Telephone: 0115 876 4762

Derbyshire County Safeguarding Officer: Debbie Peacock
Contact details: email: Debbie.Peacock@Derbyshire.gov.uk
Telephone: 01629 537430

Derbyshire County Designated Officer (LADO):
Contact details: email: Professional.Allegations@derbyshire.gov.uk

Telephone: 01629 537430

Nottinghamshire County Education Safeguarding Officer: Cheryl Stollery
Contact details: email: cheryl.stollery@notscc.gov.uk
Telephone: 0115 8041047

Nottinghamshire County Designated Officer (LADO):
Contact details: email: LADO@nottscc.gov.uk
Telephone: 0115 8041272.

North Lincolnshire Education Safeguarding Officer: Helen Parker
Contact details: email: Helen.Parker@northlincs.gov.uk
Telephone: 07717 586534

North Lincolnshire Designated Officer (LADO):
Contact details: email: LADO@northlincs.gov.uk
Telephone: 01724 298293

Lincolnshire Education Safeguarding Officer: Ruth Fox/Miriam Shucksmith
Contact details: email: safeguardinginschools@lincolnshire.gov.uk
Telephone: 01522 554695

Lincolnshire Designated Officer (LADO):
Contact details: email: LSCP_LADO@lincolnshire.gov.uk
Telephone: 01522 554674

North East Lincolnshire Education Safeguarding Officer:
Contact details: email: nelcchildrensfrontdoor@nelincs.gov.uk
Telephone: 01472 326292

North East Lincolnshire Designated Officer (LADO):
Contact details: email: david.palmer@nelincs.gov.uk
Telephone: 01472 326118

Contextual issues:

Potential Contextual Safeguarding areas of risk[1] **Each Academy has a separate contextual area of risk and mitigation.**	
Area of risk	**Mitigation**
Undernourished	• A whole-school approach to promoting good mental and physical health • Supporting the family income • Policies, processes and curriculum under constant review to protect all our children
Socially isolated, with no or few friends	• Positive school climate that enhances belonging and connectedness • A whole-school approach to promoting good mental health • Secure experiences of relationships. • Having a belief in control • Policies, processes and curriculum under constant review to protect all their children
Low self-esteem	• Aspirational models • Opportunities for valued social roles • Additional emotional support interventions • Policies, processes and curriculum under constant review to protect all their children
Communication difficulties Difficulties with learning	• A flexible curriculum • Additional support or reasonable adjustments • A positive attitude modelled • Experiences of success and achievement • Policies, processes and curriculum under constant review to protect all their children
Physical illness Demonstrates reckless behaviour Easily led or influenced	• Clear policies on behaviour and bullying • 'Open-door' policy for children to raise problems
Child exploitation/Harmful sexual behaviour/CSE	• A culture that makes clear that sexual violence and sexual harassment is always unacceptable • Strong preventative education programme creates an environment in which all children at St Augustine's are supportive and respectful of their peers • Policies, processes and curriculum under constant review to protect all their children • Awareness of stranger danger • Safe travel access

- **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately**.
- **Please contact your link DPS, or the DPS safeguarding lead if you have any concerns or questions linked to safeguarding.**
- **Referrals should follow the LA's referral process.**

[1] Proactive whole school student safeguarding : STEER

Culture of safeguarding:

Ensuring a culture of safeguarding is a priority for our school. **We do this by:**	
Our leaders create a culture of vigilance and continuously communicate the importance of safeguarding throughout our school community.	
Having a system where concerns can be reported immediately.	• *School uses CPOMs recording system. This is a secure digital platform that enables staff or other members of your organisation (such as volunteers) to record their safeguarding concerns quickly and easily.* • *Actions in response to any concerns are timely and effective.*
Supporting our pupils.	• *Pupils understand what is unacceptable and how they can disclose this information to us, even if the disclosure isn't about them.* • *Pupils feel safe and are confident to seek help if they need to.*
Safeguarding Governor	• *Our Safeguarding governor supports all our staff and safeguarding leads.* • *Ensure that we follow the safer recruitment processes.*
Working with parents and carers	• *We support our parents and make sure that they are not only aware of what safeguarding is, but show them how they can report concerns to us.* • *We ensure that the parents of our pupils know that we are always there to hear their concerns and that their concerns will always be confidential.*
Continual Professional Development	• *As a school we use Flick safeguarding training every September for all staff and governors.* • *School attends the DSL Networks each term at Trust level.* • *Regular practice in staff meetings to ensure that practical examples of safeguarding are discussed to ensure that we keep safeguarding at the forefront of all that we do.* • *All staff understand and recognise risk, as well as potential signs of harm, abuse or other safeguarding concerns*

Curriculum	• *Elements of our curriculum enable pupils to recognise and respond to risks to their wellbeing which are successfully designed and delivered – for example,*
	  ○ *learning about online safety or healthy relationships.*
	  ○ *Clear RSE programme in school.*

Environment	• *Our environment is effectively designed to safeguard students – this includes physical aspects of the learning environment as well as more cultural or behavioural elements, such as zero-tolerance of discriminatory language.*

1. Purpose:

- To reduce risk and prevent harm to children.
- To ensure the identification of, and timely and appropriate responses to, risk and harm to children.
- To ensure that all adults in the school community understand their roles and responsibilities in respect of the above.

Throughout this policy the terms 'school' and 'academy' are interchangeable.

2. Context:

St Augustine's Primary School provides a universal service to children in our locality. School staff are closely involved, daily, with children and their families. Consequently, we have a critically important role towards the identification and prevention of harm and abuse.

This policy does not reiterate extensive sections of statutory guidance. It is a practical document that clarifies the roles and duties of **all adults** working in our schools and school communities. It should be used in conjunction with Keeping Children Safe in Education (2023) and with related school and Trust policies, as specified in section 7 of this policy.

We welcome our personal and professional safeguarding responsibilities, and as set out in statutory guidance (Appendix 1). It is our duty to maintain a professional working knowledge of relevant statutory guidance and of local arrangements as determined by Nottingham City Council.

3. Definition of Safeguarding:

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. This applies to **all children** in our care and in our communities.

Safeguarding is everyone's responsibility. Safeguarding means:

- protecting children from abuse and maltreatment;
- preventing harm to children's health or development;
- ensuring children grow up with the provision of safe and effective care;
- taking action to enable all children and young people to have the best outcomes.

4. Definition of Child Protection:

'*Child protection'* is the activity to protect specific children who are suffering, or who are likely to suffer, significant harm. Therefore, *protection* is a specific element of safeguarding, whereas safeguarding legislation in general is about the promotion of children's needs and the prevention of harm. This emphasises the need for all staff to be able to respond early when they have a concern rather than wait until this is more defined and certain.

At this point the involvement of services to protect the child (ren), including Children's Social Care, is statutory.

The critical message from legislation that should inform all actions and decisions is that:

"the child's welfare is paramount".

5. Staff with additional safeguarding responsibilities:

School Key Personnel

The Designated Safeguarding Lead (DSL) is:
Name: Laura Bates
Contact details: laura.bates@st-augustines.nottingham.sch.uk
Telephone: 0115 9156995

The deputy DSLs are:
Name: Frances Moore, Lydia Jones, Emma Quero
Contact details: frances.moore@st-augustines.nottingham.sch.uk Lydia.jones@st-augustines.nottingham.sch.uk emma.quero@st-augustines.nottingham.sch.uk
Telephone: 0115 9156995

The Mental health team:
Name: Megan Britton
Contact details: megan.britton@nottinghamcity.gov.uk
Telephone: 07890 897221

The nominated child protection governor is:
Name: Julie Welsh
Contact details: julie.welsh@st-augustines.nottingham.sch.uk
Telephone:0115 9156995

The Headteacher is:
Name: Frances Moore
Contact details: frances.moore@st-augustines.nottingham.sch.uk
Telephone: 0115 9156995

The Chair of Governors is:
Name: Julie Welsh
Contact details: Julie.welsh@st-augustines.nottingham.sch.uk
Telephone: 0115 9156995

6. Local arrangements:

6.1 Local Authorities with the Our Lady of Lourdes CMAT.

Our Lady of Lourdes spans six local authority areas. Each local area's multi-agency safeguarding arrangements are led by the statutory safeguarding partners/organisations: local authorities, clinical commissioning groups and the police.[2]

6.2 Local Authorities Safeguarding partnerships.

LSCP (Lincolnshire) CMARS (North Lincolnshire), NELSCB (Northeast Lincolnshire), NCSCB (Nottingham City), NSCP (Nottinghamshire), DSCB (Derbyshire): Statutory Child Protection Procedures; Regional Safeguarding Guidance; Local Area Specific Safeguarding Information and Procedures.

[2] Working together to safeguard children - GOV.UK (www.gov.uk)

With respect to the Local Area Specific Safeguarding Information and Procedures, please choose use the link in the Key Local Authority Key Personnel page, of this document.

6.3 Child protection referrals (Refer to KCSIE 2023).

Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best interests** of the child.

If staff have **any concerns** about a child's welfare, they should act on them **immediately**. **See appendix C** for a flow chart setting out the process for staff when they have concerns about a child.

Any safeguarding disclosure reported by a child to school, will automatically be referred to social care and recorded on CPOMs.

1) Ensure that the information is recorded on CPOMs and the DSL is alerted.
2) Referral to be made immediately to social care with dates and times.
3) Evidence of all phone calls (including those to parents, social care or advice lines), emails or other information factually recorded.
4) Outcomes of any decisions regarding the referral recorded.

6.4 How to record on CPOMs using the following guidelines.

- **Do not use** emotive language. *E.g. I was terrified with upsetting the parents...*
- **Do not use** personal opinion. *E.g. The child appeared fine…*
- **Do not** go into unnecessary contextual detail use specific times and location. *E.g. After break time before they had their milk but before I took my coat off, I noticed that…*
- **Always** use full names, do not use initials. *E.g. TL should be Tracy Lane*
- **Always** write in the first person. *E.g. I contacted social care at… They advised me to…*
- **Always** record accurately where and when the incident took place. *E.g. Classroom 1, 13:24.*
- If a referral is needed, then the DSL will make it initially by telephone then followed up by completing a Multi-Agency Safeguarding referral form and sending it immediately following the initial phone call via email to social care contact. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and will consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) will press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves. This will initially be followed up with the social care worker leading the referral or Local Authority Designated Safeguarding Officer[3]
- If a child is in immediate danger or is at risk of harm a referral will be made to children's social care and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL will be informed as soon as possible.

[3] **Nottinghamshire**: *LADO@nottscc.gov.uk 0115 8041272* **Nottingham City**: *0115 8765501* LADO@nottinghamcity.gov.uk **Derby and Derbyshire:** *01629 533190,* Professional.Allegations@derbyshire.gov.uk **North Lincolnshire:** *01724 298293* LADO@northlincs.gov.uk **Lincolnshire:** *01522 554674* LSCP_LADO@lincolnshire.gov.uk **North East Lincolnshire:** *01472 326118* david.palmer@nelincs.gov.uk

6.5 The Local Authority Designated Officer (LADO) allegations against staff.

If you are concerned that an adult working with children may have harmed a child, please refer to the managing allegations against staff protocol. This provides details about when to contact the LADO. If in doubt, contact the LADO.

1. **Allegation against a member of staff (inclusive of EYFS) report to the headteacher.**
2. **Allegation against the headteacher report to James McGeachie CEO.**
3. **Anyone can report any concern to their LADO.**
4. **If school receives an allegation relating to an incident where an individual or organisation was using your school premises for running an activity for children, you should report it to the Head Teacher and inform the local authority designated officer (LADO) (Paragraph 377 KCSIE)**

6.6 Radicalisation.

If you believe someone is in danger of being exploited or becoming radicalised, use your organisation's own safeguarding and duty of care procedures in the first instance to raise your concerns. Channel can then become involved if necessary.

Anyone can call the national police Prevent advice line on **0800 011 3764**[4] , in confidence, to share your concerns with specially trained officers. The advice line is open 9am to 5pm every day.

You can also contact the Prevent team by emailing:

- Nottingham City prevent@nottinghamshire.pnn.police.uk, Prevent | Nottinghamshire Police
- Derbyshire Refer someone to the Prevent Team | Derbyshire Constabulary
- Nottinghamshire prevent@nottinghamshire.pnn.police.uk;
- Lincolnshire Refer someone to the Prevent Team | Lincolnshire Police (lincs.police.uk)
- North East Lincolnshire prevent@humberside.pnn.police.uk; Prevent-National-Referral-Form-NE-Lincs-22.12.20.docx (live.com)
- North Lincolnshire Prevent@humberside.pnn.police.uk; Prevent-National-Referral-Form-North-Lincolnshire-May-21.docx (live.com)

If you are concerned about someone outside your local area, for example, a student who doesn't live in your county, you can still call the number above for advice.

6.6 Prevent Duty.

We protect pupils from the risk of radicalisation, as part of our wider safeguarding duties and duty to promote the spiritual, moral, social and cultural development of pupils.

The objectives of Prevent are to:

- Tackle the ideological causes of terrorism.
- Intervene early to support people susceptible to radicalisation.
- Enable people who have already engaged in terrorism to disengage and rehabilitate.

To do this, our schools and central team staff will:

- Have due regard to the need to prevent people being drawn into terrorism.

[4] ACT Early | Prevent radicalisation

- Promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs in our curriculum.
- Our school and offices are a safe space for all children, pupils, students, and staff to discuss sensitive topics, including terrorism and extremism.
- Our School and CMAT has robust safeguarding procedures to identify children at risk and all staff will follow safeguarding procedures in this policy to report a concern.
- Our school will assess the risks of pupils being drawn into terrorism – (the DfE has published guidance on conducting Prevent risk assessments, as well as templates.[5])
- Where it is needed our school will engage with our LA's risk assessment to determine the potential risk of individuals being drawn into terrorism in their local area.
- Our trust has measures in place to protect pupils from harmful online content, including appropriate filtering and monitoring systems.
- All staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern.

OLoL CMAT and all academies will:

- Follow the protocol for external speakers (appendix 7)
- Political impartiality and not undermining FBV
- Understanding and identifying risk within each setting

All staff will look out for concerning changes in behaviour and report them to the designated safeguarding lead (DSL).

6.7 Additional support for online abuse.

CEOP works to keep children safe from sexual abuse and grooming online. **CEOP are unable to respond to reports about bullying, fake accounts or account hacking.**

It is important that if you are concerned that a child is being sexually abused or groomed online, (this might be from someone they know or someone they have only ever met online), you need to report your concern to our local statutory service, including children's social care and/or the police. CEOP are here to help and advise you and to make the child safe.

If you think a child is in immediate danger, please call the police on 999.

For more information relating to keeping children safe online from sexual exploitation and abuse you can visit our CEOP Education website for professionals.

7. Linked policies:

This overarching safeguarding policy is supplemented with the following policies:

Keeping Children Safe in Education 2023

- **OLOL Central Policies**
  - OLOL Central Safeguarding and Child Protection Policy
  - OLOL Safer Recruitment Policy
  - OLOL Staff Code of Conduct
  - OLOL Managing Allegation Protocol
  - OLOL Low Level Concerns Policy

[5] Prevent duty: risk assessment templates - GOV.UK (www.gov.uk)

- OLOL Whistleblowing Policy
- OLOL Attendance Policy
- OLOL Positive Handling Policy
- OLOL DSL searching and confiscation Policy
- OLOL Educational Visits Policy
- OLOL Equality Policy Statement
- OLOL Home visit policy and procedures
- OLOL Intimate Care Policy
- OLOL IT policy and Acceptable usage Policy
- OLOL Lettings Policy
- OLOL Modern Slavery Statement
- OLOL Online Safety Policy
- OLOL Restricting access to school site Policy
- OLOL Safeguarding Statement
- OLOL SEND Policy
- OLOL Suspension and Exclusion Policy
- OLOL Trust home school agreement

- **Local Academy Policies**
  - Prevent Policy and risk assessment, inclusive of filtering and monitoring.
  - Anti-bullying policy
  - Diocesan Relationships and Sex Education policy (and PSHE Curriculum overview)
  - Mental Health and Well-being Policy
  - Behaviour Policy

8. Safeguarding resources available to OLOL schools:

- All staff, in each school, use CPOMs as the means of reporting and recording concerns about children. (See below under reporting and recording.)
- On behalf of its schools, the Trust subscribes to a range of services e.g. The Key, Flick safeguarding training and compliance,
- Governors use resources from Nottinghamshire Diocese and OLOL CMAT to support safeguarding monitoring visits to schools.
- Trust schools use Teams online portal for the SCR (Single Central Record) and to support our safer recruitment processes.
- Head teachers, DSLs and DDSLs use resources and updates provided in The 'OLOL Safeguarding' Teams channel.
- Schools maintain close links with their local safeguarding partnership and make use of learning events and resources.

9. Right Help: Right time – Local Levels of Need Threshold Guidance:

Nottinghamshire:	Pathway to Provision: Multi-Agency Thresholds Guidance for Nottinghamshire Children's Services
Nottingham City:	nottingham-city-threshold-of-needs-2022.pdf (nottinghamcity.gov.uk)
Lincolnshire:	1) thresholds.pdf (proceduresonline.com), 2) Contents (proceduresonline.com)
North Lincolnshire:	CMARS | Early Help (northlincscmars.co.uk)
North East Lincolnshire:	SaferNEL | Prevention and early help - SaferNEL
Derbyshire:	Documents Library (proceduresonline.com)

9.1 All staff will.

All staff will possess a working knowledge of the local levels of need thresholds guidance. Reference to this guidance will inform the identification of risk and harm.

All staff will follow the below guidance when working within an Early Years setting. This includes how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting (Pg 23, paragraph 3.6, Early years Foundation stage statutory framework).[6]

School Devices and phones, including electronic devices with imaging and sharing capabilities:

- In our school mobile phones or tablets, including electronic devices with imaging and sharing capabilities, must only be used by members of staff for work purposes.
- Our school's devices will not have any social media or messaging apps on them.
- The EYFS lead will ensure any apps downloaded onto EYFS devices are age and content appropriate for the children or staff using them.
- Passwords or passcodes for EYFS devices must not be shared or written down and will be changed regularly.
- Mobile phones and devices belonging to our school will always be used in accordance with the acceptable IT use policy and activity may be monitored for safeguarding reasons and to ensure policy compliance.
- During outings, staff will only use mobile phones belonging to our school wherever possible.
- Parental permission must be obtained on joining our school for the use of photographs or videos of children and consent should be sought every 12 months.
- Any images or videos of children will be stored securely and deleted when no longer required.
- EYFS devices must not be taken home with staff and must remain secure at the setting when not in use.

Personal Devices and phones, including electronic devices with imaging and sharing capabilities:

- Personal mobile phones or tablets, including electronic devices with imaging and sharing capabilities, should be either turned off or on silent and not accessed during working hours.
- Mobile phones or tablets, including electronic devices with imaging and sharing capabilities, can only be used on a designated break and this must be away from the pupils.
- Mobile phones or tablets, including electronic devices with imaging and sharing capabilities, should be stored safely in staff lockers or another designated area at all times during working hours.
- During outings staff can only use mobile phones belonging to the EYFS unit.
- Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only EYFS-owned devices can be used to take photographs or videos.
- Staff must not use personal mobile phones to communicate with parents/carers or give out their personal mobile numbers or email addresses.
- Staff who bring personal mobile phones or tablets, including electronic devices with imaging and sharing capabilities, into the provision must ensure that there is no inappropriate or illegal content on them.
- The early years setting is not responsible for the loss, damage or theft of any personal mobile device.

9.2 Outline Levels of Need categories.

- Universal (Level 1) No additional support beyond that which is universally available.
- Early Help (Level 2) Children and young people where some concerns are emerging and who require additional support, usually from professionals already involved with them (Threshold to Consider Early Help Assessment **EHA**).
- Targeted Early Help (Level 3) Children and young people who are causing significant concern or where concerns recur frequently (Threshold to initiate **EHA**).

[6] EYFS statutory framework for group and school based providers (publishing.service.gov.uk)

- Specialist) (Level 4) Children and young people who are very vulnerable. (Threshold to refer to Children's Social Care).

9.3 Early Intervention.

It is generally expected that referrals to children's social care would follow significant input at levels 2 and 3.

9.4 Early Help Offer.

All Staff (Governors and Volunteers) working within the school are aware safeguarding is not just about protecting children from deliberate harm, neglect, and failure to act.

Early Help is defined as anything that supports children, young people, and their families to achieve their potential, by either preventing difficulties, or stopping those getting worse and is not available through the Schools Universal Offer and Provision.

Early Help is about providing the right help, at the right time, in the right place. Our belief is that children and young people are best supported by people they know and trust.

All children and young people may need extra help and support at some point in their lives. We are committed to continuing to identify and provide support to children and young people who are at risk of poor health and wellbeing.

The school will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed in relation to child developmental needs or Family and environmental factors.

When a multi-agency response is required the TAC/ESCO process needs to be initiated to ensure all professionals are working together.

We refer to the Local Safeguarding Children's Partnership for guidance on Early Help and the TAC process.

10. The 4 categories of abuse (KCSIE 2023, Par 26 - 30):

10.1 Abuse (KCSIE 2023, Par 26).

Child abuse is the maltreatment of a child by another person - by adults or children. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Abuse, including neglect, and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

All referrals to children's social care will be under one or more of these broad categories of abuse.

10.2 Physical abuse: (KCSIE 2023, Par 27).

This 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.

10.3 Emotional abuse: (KCSIE 2023, Par 28).

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse 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.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

10.4 Sexual abuse (KCSIE 2023, Par 29).

This 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.
- 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.

10.5 Neglect: (KCSIE 2023, Par 30).

This 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 care-givers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

11. Child on Child abuse: (KCSIE 2023, Par 13, 32, 99, 156, 446 (sexual violence and sexual harassment))

- **All** staff will recognise that children are capable of abusing their peers (including online).
- **All** staff will are clear about our school's policy and procedures with regard to child-on-child abuse.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in

place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Governing bodies and proprietors will ensure that these systems are in place:

- procedures to minimise the risk of child-on-child abuse;
- the systems in place (and they will be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child-on-child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported;
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there is a zero-tolerance approach to abuse, and it will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously; and
    - the different forms child on child abuse can take, such as:
    - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
    - abuse in intimate personal relationships between peers;
    - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
    - sexual violence and sexual harassment. **Part five of KCSIE 2023** guidance and Sexual violence and sexual harassment between children in schools and colleges sets out how schools and colleges will respond to reports of sexual violence and sexual harassment;
    - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos[36] (also known as sexting or youth produced sexual imagery):the policy will include the school or college's approach to it. The Department provides Searching Screening and Confiscation Advice for schools. The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nudes and semi-nudesbeing shared;
    - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexualactivity with a third party
    - upskirting (which is a criminal offence[7]), which typically involves taking a picture under a person's clothing without their permission, with the intention ofviewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
    - initiation/hazing type violence and rituals.

11.1 Allegations of abuse made against other pupils.

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up " as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

[7] Voyeurism (Offences) Act 2019 (legislation.gov.uk)

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes or semi-nudes).

The law changed in February 2023: any form of marriage for someone under 18 is illegal, even where violence, threats or another form of coercion are not used.

11.2 Sharing of nudes and semi-nudes ('sexting').

Please refer to our online safety policy. Our approach is based on guidance from the UK Council for Child Internet Safety (https://www.gov.uk/government/organisations/uk-council-for-internet-safety)

11.3 Procedures for dealing with allegations of child-on-child abuse.

- If a pupil makes an allegation of abuse against another pupil:
  You must record the allegation on CPOMs and tell the DSL, but do not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- **Our school will refer to local interagency arrangements.**

11.4 Creating a supportive environment in school and minimising the risk of child-on-child abuse.

We recognise the importance of taking proactive action to minimise the risk of child-on- child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence that might impact, more typically, on boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse
- Ensure staff reassure victims that they are being taken seriously.

11.5 We ensure staff are trained to understand.

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns.

12. Preventing radicalisation:

12.1 Radicalisation.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

12.2 Extremism.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

12.3 Terrorism.

Terrorism is an action that: endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The use or threat of terrorism is designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

We have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

12.4 Filtering and Monitoring.

We will ensure that suitable internet filtering and monitoring is in place and equip our pupils to stay safe online at school and at home.

Our schools meets the digital and technology standards, the Department for Education published Filtering and Monitoring Standards in March 2023.

12.5 We do this by.

Filtering and monitoring system:	How this meets the monitoring standards:
Our named person for the responsibility in managing our filtering and monitoring systems.	Name DSL: Laura Bates Oversees: • Filtering and monitoring reports • Safeguarding concerns • Checks to filtering and monitoring systems
We review your filtering and monitoring provision.	Dates for review:
Our filtering system blocks harmful and inappropriate content, without unreasonably impacting teaching and learning.	We do this by: • Our filtering system is a member of Internet Watch Foundation (IWF) • They are signed up to Counter-Terrorism Internet Referral Unit list (CTIRU) • They block access to illegal content including child sexual abuse material (CSAM) All Staff will report if: • they witness or suspect unsuitable material has been accessed • they can access unsuitable material • they are teaching topics which could create unusual activity on the filtering logs • there is failure in the software or abuse of the system • there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks • they notice abbreviations or misspellings that allow access to restricted material
Our school's monitoring strategies meet our safeguarding needs.	We do this by: • The monitoring system reviews user activity on school and college devices effectively. • This allows us to take prompt action; and the response recorded on CPOMs.

12.5 Educate against hate.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour. Educate Against Hate provides useful resources to identify indicators of possible radicalisation. https://www.educateagainsthate.com

13. Our personal role in the recognition of needs, harm and abuse:

13.1 Recognise.

It is important that everyone working with children should be able to recognise the signs of possible abuse and neglect**.** It is not adequate to wait for disclosure as the primary means of detecting child abuse. The recognition and identification of signs of potential abuse will form part of our continuous professional development.

13.2 Respond.

All adults in school are 'Trusted Adults' and are emotionally available to children - a crucial aspect of our safeguarding culture. We will not ignore harmful behaviours or actions. We are prepared to respond appropriately to concerns and disclosures of abuse from children.

13.3 Record/Report.

It is our duty to record first-hand, in writing, concerns and disclosures about children. This will be done promptly and securely using our safeguarding case management software CPOMs. All staff will be supplied with log-in details for CPOMs and are expected to make appropriate use of the system.

13.4 In cases of serious risk or harm to a child, an immediate verbal alert to the DSL is required.

The DSL responds to and manages all actions, case notes and chronologies via CPOMs.

13.5 Referring to Social Care.

The DSL will triage all concerns promptly against levels of need thresholds guidance. In normal circumstances, the DSL will decide the most appropriate action. At Levels 3&4 this will normally be in consultation with the 'front door' to children's social care.

Usually, the Designated Safeguarding Lead will determine the level of concern and refer to external agencies. In the absence of the DSL/DDSL, or if there is disagreement about levels of risk or harm, **any staff member can make a referral to Children's Social Care** and should notify the DSL as soon as possible.

13.6 Female Genital Mutilation (FGM).

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, **places a statutory duty on teachers to report to the police** where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18. **This individual responsibility must not be delegated.**

14. Continuous professional development, Contractors, and Agency:

In the complex and evolving field of safeguarding, effective practice is best ensured through a programme of continuous professional development (CPD).

14.1 Staff training.

All staff members will receive input about safeguarding and child protection at induction. This will include:

- Current KCSIE 2023 guidance
- School Policies, including pupil behaviour
- The staff code of conduct
- Low Level Concerns policy/Managing Allegations Protocol
- Whistle-blowing procedures
- Online safety.

This is to ensure that staff understand school's safeguarding systems, their responsibilities, and can identify signs of possible abuse or neglect.

Professional learning will be continually updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff learning and curriculum planning.
- Be in line with advice from the Local Safeguarding Children Partnership.
- Have regard to the Teachers' Standards to support the expectation that all teachers: Manage behaviour effectively to ensure a good and safe environment; Have a clear understanding of the needs of all pupils.

Staff will receive regular safeguarding and child protection updates (through emails, e-bulletins and staff meetings) and enhanced by the termly Safeguarding CPD programme. Staff will receive annual safeguarding INSET and updates, each autumn term, prior to the return to school of children.

14.2 Contractors (Refer to KCSIE 2023, Par 289).

Under no circumstances will a contractor on whom no checks have been obtained be allowed to work unsupervised or engaged in regulated activity relating to children. We will ensure the appropriate level of supervision depending on the circumstances.

Contractors who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. (KCSIE 2023, Par 239)

Barred list information will not be requested on any person who is not engaging in or seeking to engage in regulated activity. (KCSIE 2023, Par 240)

OLOL CMAT will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information). (KCSIE 2023, Par 290.

Our school will always check the identity of contractors on arrival at the school or college.

Refer to Annex E, KCSIE 2023.

14.3 Agency and third-party staff (supply staff).

KCSIE 2023, Par 285 Our school will obtain written notification from any agency, or third-party organisation, that they have carried out the same checks as our school would otherwise perform on any individual who will be working at our school (or who will be providing education on our school's behalf, including through online delivery).

In respect of the enhanced DBS check, our school will ensure that written notification confirms the certificate has been obtained by either the employment business or another such business.

Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at our school, which has disclosed any matter or information, or any information was provided to the employment business, we will obtain a copy of the certificate from the agency. It is an expectation that all supply staff will have been expected to read KCSIE 2023 part 1.

Our school will always check that the person presenting themselves for work is the same person on whom the checks have been made.

14.4 Volunteers (refer to KCSIE 2023, Par 304).

Volunteers will receive appropriate CPD, if applicable.

Under no circumstances will a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. (KCSIE 2023, Par 304)

OLOL CMAT will obtain an enhanced DBS check (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children in our school.

14.5 Prevent Training.

All staff receive appropriate development on the government's anti-radicalisation strategy, **Prevent,** to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Learning needs will be identified in accordance with local risk determined through regular Prevent risk assessments, annually.

14.6 Wider societal factors beyond school.

Staff receive regular input regarding contextual safeguarding (the areas of safeguarding specific to the location of the school). This information is enhanced by data of reported crime in our locality. See contextual issues at the beginning of this policy.

14.7 The DSL and Deputy DSLs.

(Role of the Designated Safeguarding Lead Annex C: KCSIE 2023)

The DSL and Deputy DSL, will undertake appropriate child protection and safeguarding training (as set out in KCSIE 2023, page 168) at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

14.8 Governors.

All Governors will regularly update learning about safeguarding, to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities i.e., support and challenge.

All governors will receive online training, through Flick online safeguarding training.

14.9 Safe Recruitment – interview panels.

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

14.10 Staff who have pastoral contact with pupils and families.

All staff who have pastoral contact with children and families will receive regular supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

15. Roles and functions within our school:

15.1 Everyone's Responsibility.

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of
NCSCB
www.nottinghamcity.gov.uk/information-for-residents/children-and-families/nottingham-city-safeguarding-children-board/

Our policy and procedures also apply to extended school and off-site activities.

15.2 Part 1 KCSIE 2023.

All staff will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

15.3 Sign to acknowledge understanding of KCSIE 2023.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

15.4 All staff will be aware of.

- Our systems which support safeguarding, including:
    - This child protection and safeguarding policy,
    - the staff code of conduct the role and identity of the designated safeguarding lead (DSL) deputies,
    - the behaviour and online safety policies,
    - the safeguarding response to children who go missing from education.
- The Early Help process and their role in it, including: the identification of emerging problems, liaison with the DSL, and the sharing of information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and sexual abuse, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals. Especially understanding their statutory duty in reporting concerns to the police.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child on child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE) indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

16. The designated safeguarding lead (DSL):

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies will act as cover including out of hours and out of term activities.

16.1 DSL support.

The DSL will be given the time, funding, training, resources and support to:

- Liaise with the link DPS or the Trust Safeguarding Lead, for advice and support.
- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Report to LGB half termly on the standard report template.

The DSL will also liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

17. OLOL CMAT board responsibilities (inc. investigating manager):

Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. The trust board will evaluate and approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation. The trust board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

It is important that policies and procedures make clear to whom allegations will be reported and that this will be done without delay. An "**Investigating Manager**" will lead any investigation.

Employee Level	**Investigating Manager**
School support staff	A person appointed by the headteacher
Teaching Staff	Headteacher
Headteacher	CEO or person nominated by the CEO
Staff in Central Team (other than Executive Team)	Line Manager
CMAT Executive Team (other than CEO)	CEO or person nominated by the CEO
CEO	Investigating officer appointed by the Chair of the CMAT Board

All governors will read Keeping Children Safe in Education. Section 15 of this policy has information on how governors are supported to fulfil their role.

This policy works alongside our Trust's[8] whistle blowing policy.[9]

18. The headteacher responsibilities:

The headteacher is responsible for the implementation of this policy, including: Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update the content of this training regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).
- Ensuring the relevant staffing ratios are met, where applicable (e.g. EYFS) See Appendix 8.

[8] Policies - Our Lady of Lourdes Catholic Multi-Academy Trust (ololcatholicmat.co.uk)
[9] OLoL-Whistleblowing-Policy-May-2021-final.pdf (ololcatholicmat.co.uk)

    - To operate in Level 6 staff: child ratios the practitioner must have been awarded Early Years Teacher Status (EYTS), Early Years Professional Status (EYPS) or Qualified Teacher Status (QTS).
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

19. Leadership and management towards an effective culture:

Leaders must create a culture in which all staff, trustees and visitors understand **how to raise concerns** and feel supported to do so.

Governors should ensure that they have a clear understanding of the local risks that are applicable to the demographic of the school.

Governors should ask challenging questions of leaders' assertions and 'triangulate' these assertions more thoroughly so that they understand what behaviour is like.

Appendix 1. Legislation and statutory guidance:

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2023) and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by, LSCP, CMARS, NELSCB, NCSCB, NSCP, DSCB.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy.
- The "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

Appendix 2. Equalities and additional risk factors:

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We will ensure appropriate consideration of children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

Annex B of KCSIE (2023) contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

- Should staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).
- **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.**

This is a valuable supplement to our awareness of risk and harm and is available from the link below for frequent reference.

https://www.keepingchildrensafeineducation.co.uk/annex_b.html

Appendix 3. Police and Criminal Evidence Act (1984) – Code C:

1. The Headteacher, Designated Safeguarding Lead (DSL) and deputy (DDSL) are aware of the requirement for children to have an appropriate adult when in contact with Police officers.
2. PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for these purposes.
3. PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.
4. If a police officer arrives at the academy wishing to speak with a pupil, the receptionist will inform the principal and the DSL and follow the visitor's policy. The DSL will ensure that arrangements are made to inform parents that this is the case and seek their presence at the academy as the appropriate adult. If for any reason the parent cannot attend to be an appropriate adult the DSL or Principal will ensure that an appropriate adult is provided from the academy leadership team.
5. The DSL (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on our online safeguarding system.
6. If having been informed of the vulnerabilities, the DSL (or deputy) does not feel that the officer is acting in accordance with PACE, they will ask to speak with a supervisor or contact 101 to escalate their concerns immediately.
7. A person whom there are grounds to suspect of an offence must be cautioned[1] before questioned about an offence[2], or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.
8. A Police Officer must not caution a child or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.
9. The appropriate adult' means, in the case of a child:

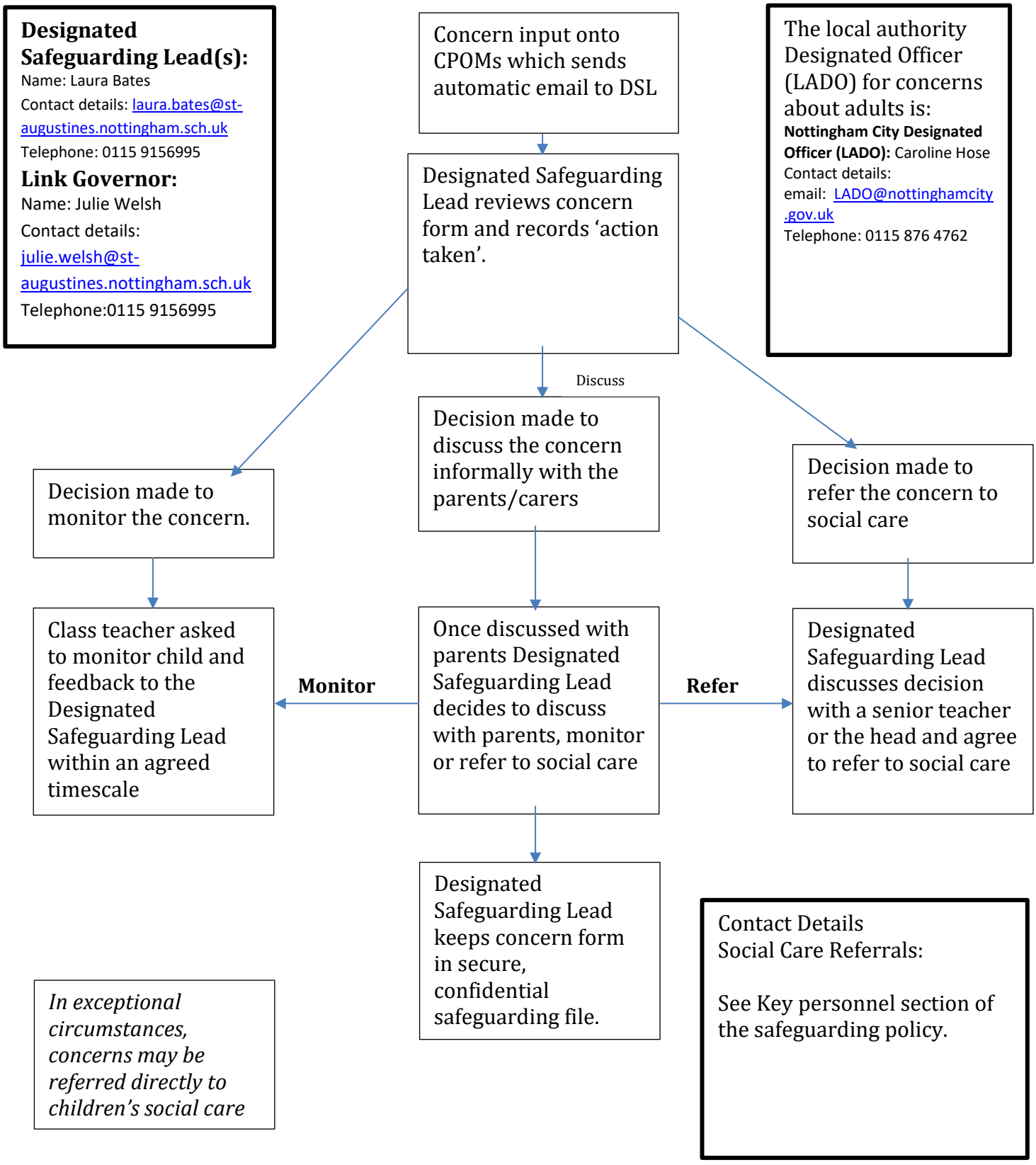
    - the parent, guardian or, if the child is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
    - a social worker of a local authority or, failing these, some other responsible adult aged 18 or over who is not:
        - a police officer;
        - employed by the police;
        - under the direction or control of the chief officer of a police force; or
        - a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.

Further information can be found in the Statutory guidance - PACE Code C 2019.

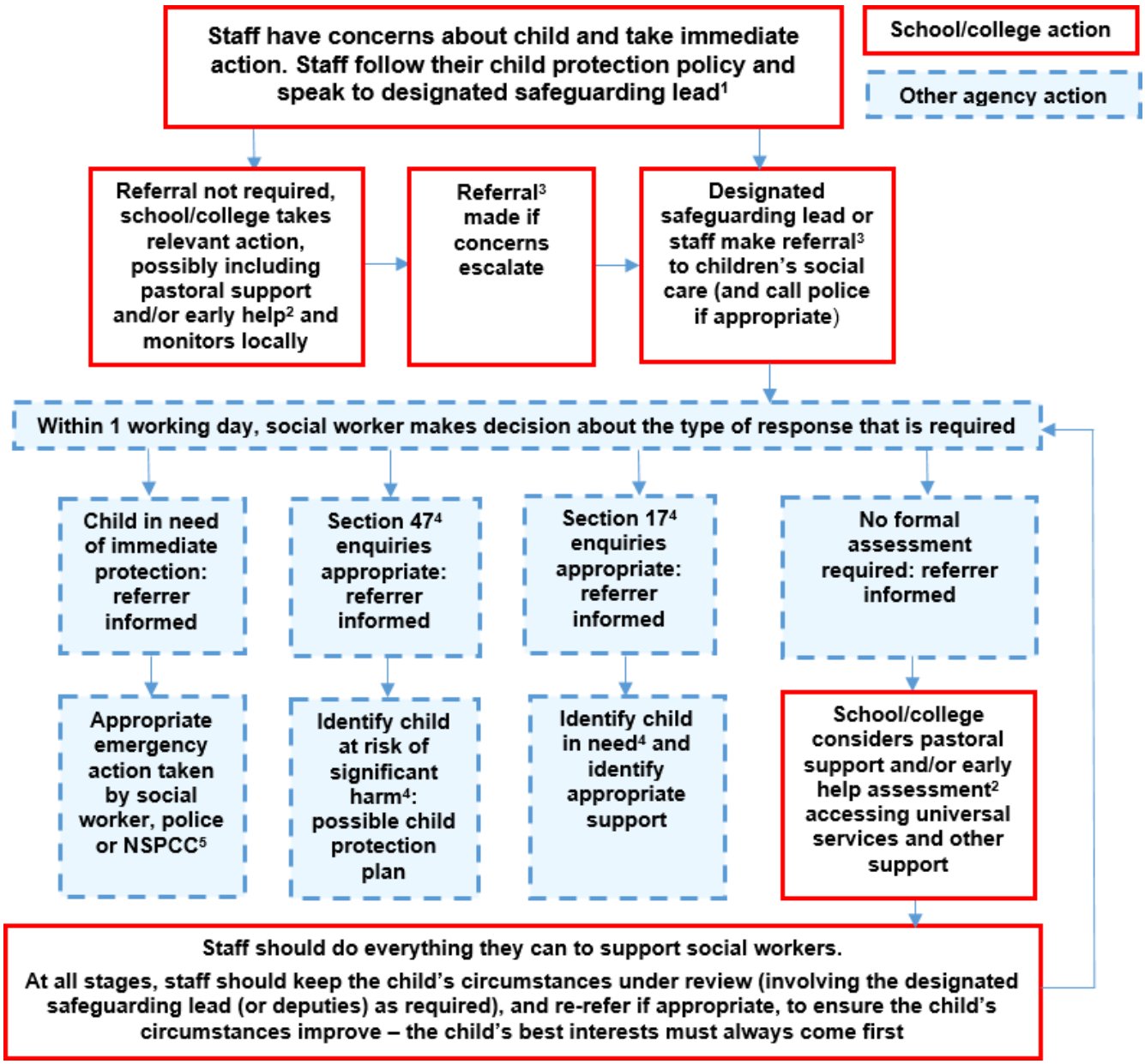
[1] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

[2] A person need not be cautioned if questions are for other necessary purposes, e.g. (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

Appendix 4: Flow chart for raising safeguarding concerns about a child:



Appendix 5: Actions where there are concerns about a child:



Appendix 6: Further advice on child protection is available from:

(This is not an exhaustive list)

Toolkits

ask AVA - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

NSPCC - Resources which help adults respond to children disclosing abuse.

NSPCC also provides free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework

Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB.

Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

NSPCC - Harmful sexual behaviour framework an evidence-informed framework for children and young people displaying HSB.

Contextual Safeguarding Network – Beyond Referrals - Schools leavers for addressing HSB in schools.

Farrer & Co: Addressing child on child abuse: a resource for schools and colleges. This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.

UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.Support for parents/carers

National Crime Agency's CEOP Education Programme provides information for parents and carers to help protect their child from online child sexual abuse, including #AskTheAwkward, guidance on how to talk to their children about online relationships.

Appendix 7: Protocol for external speakers or organisations at Trust and in schools.

In this protocol, our "CMAT" refers to Our Lady of Lourdes central team and all our academies.

Our CMAT potentially organises opportunities for children, pupils, students, and staff to hear from external speakers. In some cases, it is possible that our CMAT could also let our premises to external organisations for community events. In both these cases, the organiser at Trust level (reporting to the DCEO) and Headteacher at school level (reporting to the DPS team) have a responsibility to ensure that the organisation is suitable.

As a Trust we will consider the following points before agreeing for an external organisation to use our premises or hold an event for our central team or for our academies:

- The topic and purpose of the event
- Whether it would appropriate for students (and the likelihood of students attending the event if held outside normal school hours)
- The reputation of the organisers and any speakers – we will check the organisers and any speakers' status and history by searching the internet, including social media.
- Who might attend?
- Any risks to our schools and CMAT reputation and ethos
- The potential or likelihood that the visit will stir up hatred or incite violence.
- The views of the community safety team, local police or local Prevent coordinator if you have any concerns.

Through hosting external speakers, our CMAT will provide a safe space for students to engage with a variety of issues and hear and debate different perspectives. Our CMAT has a responsibility to ensure that the people they invite to speak are suitable and that all safeguarding procedures are followed.

When inviting speakers, the central team and schools are reminded of the following:

- Keeping children safe in education is statutory guidance that our CMAT must have regard to when carrying out our duties to safeguard and promote the welfare of children. When inviting speakers, our CMAT will be conscious of the safeguarding requirements in the guidance.
- The statutory guidance on the Prevent Duty[10] makes clear that as part of our safeguarding policies, our CMAT should 'set out clear protocols for ensuring that any visiting speakers whether invited by staff or pupils themselves are suitable and appropriately supervised'.
- Our CMAT is subject to requirements to ***forbid political indoctrination*** and secure a balanced treatment of political issues. This extends to extra-curricular activities which are provided or organised for registered pupils at the school by or on behalf of the school.[11]
- Teaching misconduct guidance[12] states that staff are 'likely to face prohibition if they deliberately allow exposure of pupils to such actions that undermine fundamental British values including promoting political or religious extremism by inviting individuals to speak in schools'.

Our schools play an important role within the community and will often let their premises to external organisations. This can also be a means of generating additional income for the benefit of the school. The following principles apply in relation both to speakers visiting during normal school hours and to organisations and individuals using the premises outside school hours.

[10] Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk)
[11] Section 406 and 407 of the Education Act 1996 and standard 5c of the Independent School Standards
[12] Teacher misconduct - GOV.UK (www.gov.uk)

Our schools will only let its premises to organisations and individuals whose conduct is in accordance with the ethos of the school. Similar considerations will apply to hosting speakers outside of school hours as during school hours if students are likely to attend these events.

Our CMAT will ensure, in making any decisions about whether to host an external speaker, that they comply with the public sector equality duty and that they are not discriminating by reference to protected characteristics.

The equalities guidance for schools contains advice on ensuring that the public sector equalities duty is fulfilled (see chapter 5)[13]

Useful links:

- Keeping children safe in education
- Protecting children from radicalisation: the Prevent duty
- Inspecting safeguarding in early years, education and skills settings
- Hosting Speakers on School Premises Guidance

[13] Equality and diversity - Department for Education - GOV.UK (www.gov.uk)

Appendix 8: Staffing Ratios and requirements for EYFS settings in schools.

Requirements for the whole setting (EYFS setting includes Reception and or Nursery)

In all Early Years Foundation Stage (EYFS) settings:

- EYFS Leads:
  - Appointed on or after 1 January 2024: must hold a suitable level 2 qualification in maths or must do so within 2 years of starting the position.
  - Must hold at least a full and relevant level 3 qualification.
  - Should have at least 2 years of experience of working in an early years setting, or have at least 2 years of other suitable experience
- At least half of all other staff must hold at least an approved level 2 qualification
- At least 1 person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

Age of children	**Number of staff**	**Qualification requirement**
Children under 2 years old	At least 1 member of staff for every 3 children.	• At least 1 member of staff must have an approved level 3 qualification, and have suitable experience of working with children under 2. • At least half of all staff must have an approved level 2 qualification. • At least half of all staff must have received training that specifically addresses the care of babies. • If there's a room for under 2-year-olds, the member of staff in charge of the room must, in the judgement of the provider, have suitable experience of working with children in this age group.
Children aged 2	At least 1 member of staff for every 5 children.	• At least 1 member of staff must have an approved level 3 qualification • At least half of all staff must have an approved level 2 qualification
Children aged 3 and over	Where a person with qualified teacher status (QTS), early years professional status (EYPS), early years teacher status (EYTS) or another suitable level 6 qualification; an instructor; or a suitably qualified overseas trained teacher is working directly with the children: • If most children will reach the age of 5 or older within the school year, there must be at least 1 member of staff for every 30 children. • If not, there must be at least 1 member of staff for every 13 children.	• At least 1 other member of staff must have an approved level 3 qualification

	Where there is no person with the qualifications listed in the row above working directly with the children: • There must be at least 1 member of staff for every 8 children	• At least 1 member of staff must have a full and relevant level 3 qualification. • If other members of staff are needed to fulfil the ratio, at least half of them must have a full and relevant level 2 qualification.
Children in reception classes	At least 1 schoolteacher for every 30 children (not counting any excepted pupils.)	• No other requirements specified

Who counts as a 'staff member'?

To count as a member of staff in respect to these ratios, individuals must:

- **At level 2 or 3 in an early years setting:** if they've achieved a level 2 or 3 qualification since 30 June 2016, have a full PFA or emergency PFA certificate within 3 months of starting work. This must be renewed every 3 years.
- **At level 3:** if they hold an early year's educator qualification, also have a suitable level 2 qualification in English.

The following can be included in the ratios at the level below their level of study if you're satisfied they're 'competent and responsible':

- Suitable students on long-term placements
- Volunteers (aged 17 or over)
- Staff working as apprentices in early education (aged 16 or over).

This is laid out on page 33 of the framework[14]

What counts as 'adequate supervision?'

- For adequate supervision, children must usually be within sight **and** hearing of staff, and **always** within sight **or** hearing.
- While eating, children **must** be within both sight **and** hearing of a staff member.

Additional Information:

Reception classes with mixed ages:

- If you have children younger than reception age:
  - Staffing ratios must be calculated and applied separately, to make sure the needs of each age range are met (e.g. if you have 15 reception-aged children and 4 children aged 2, you'll need at least 2 members of staff to satisfy the 1:30 and 1:5 ratios for the respective age groups)
  - However, qualification requirements can be met across all the staff working in the class (e.g. if you need staff members with level 3 qualifications to fulfil requirements for 2 different age ranges, then a single staff member with the right qualification can be used, rather than finding 2)
- If you have children older than reception age: the reception class staffing ratio would apply (e.g. if you have a class made up of children in reception, year 1 and year 2, they'd all be included in the 1:30 ratio)

[14] Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)

Appendix 9: Prevent Risk Assessment.

The prevent risk assessments can be found by accessing the below link.

Prevent duty: risk assessment templates - GOV.UK (www.gov.uk)

Before you begin to complete the Risk Assessment consider:

- What awareness leaders and managers have of national, regional and local risks
- What training staff have received to give them an awareness and understanding of radicalisation risk
- What actions leaders, managers and staff need take to protect pupils from these risk
- How effectively providers collaborate with local partners including the local authority, Prevent leads, the police and community safety partnerships, and DfE regional Prevent co-ordinator
- How aware pupils are of local risks and how to protect themselves
- What is being done to build resilience to radicalisation, including protecting pupils online and raising awareness of online safety
- The actions you have taken to protect pupils from radicalisation proportionate to the risk posed in your area, cohort of pupils and size of institution
- What options may be available and appropriate to take in response to local risks

Develop an awareness of the UK's current terrorism threat picture, including:

- The UK's current threat and risk picture that is impacting pupils
- The age, gender and type of concern of those referred to Prevent and those arrested for terrorism offences
- How individuals are exposed to harmful extremist content online; share extremist or illegal content which may present a risk to themselves and others; and engage with extremists online, on social media or chat forums, or through gaming
- Different ideological narratives, for example, Islamist and extreme right-wing – Educate Against Hate provides further information
- Different terrorist groups or organisations banned under UK law

Online training for Prevent awareness

Online courses on Prevent awareness include:

- Prevent awareness elearning - an introduction to the Prevent duty (Home Office)
- Prevent referrals elearning - make a referral that is robust, informed and with good intention (Home Office)
- Channel awareness elearning - understand the objectives of the Channel programme, the working process, roles and responsibilities (Home Office)
- Prevent for further education and training - aimed at different audiences including staff, governors and board members (Education and Training Foundation)

Resources for teachers and school leaders

You can get more guidance, resources and practical advice from:

- Educate Against Hate
- ETF Learners from the Education and Learning Foundation
- ACT - Action Counters Terrorism
- Notice, check, share procedure

Appendix 9.1 Example of a Word version of the DFE Prevent Risk Assessment Excel Spreadsheet:

Prevent risk assessment for schools:					
Person completing:		**Date Implemented:**		**Date for review:**	

National Risks – risk of radicalisation generally				
Risk 1	**Risk 2**	**Risk 3**	**Risk 4**	**etc**
Local Risks – risk of radicalisation in your area and institution				
Risk 1	**Risk 2**	**Risk 3**	**Risk 4**	**etc**

Leadership and Partnership							
Category	**Risk**	**Hazard**	**Risk management**	**Rag**	**Further action needed**	**Lead officer**	**Date for completion**
Leadership	**"What is the risk here?"**	**"What are the hazards?"**	**"What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?"**		**What does your institution need to further action to address the identified risk(s)?**		
	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	[Examples] Prevent training/briefing for staff (including SLT) and governors.				
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient	[Examples] Lead governor for safeguarding/Prevent lead is at appropriate seniority.				

		understanding and that staff implement the duty effectively.					
		Leaders do not communicate and promote the importance of the duty.	[Examples] Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.				
		Leaders do not drive an effective safeguarding culture across the institution.	[Examples] Leadership have clear understanding of reporting and referral mechanisms.				
		Leaders do not provide a safe environment in which children can learn.	[Examples] Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.				
		[Insert additional hazards here]	[Examples] Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers				
		[Insert additional hazards here]	[Examples] Leaders use self-evaluation to identify key priorities for continuous improvement				
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	[Example] The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family				
		[Insert additional hazards here]	[Example] Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate				

			• Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel				
Capabilities							
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	[Example] Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails				
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	[Example] Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies				

		Staff do not access Prevent training or refresher training.	[Example] Ensure all staff attend Prevent training with a focus on Notice, Check, Share				
		[Insert additional hazards here]	[Example] Ensure governors attend Prevent training				
		[Insert additional hazards here]	[Example] Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent				
		[Insert additional hazards here]	[Example] Maintain records of all staff and governor training				
		[Insert additional hazards here]	[Example] Refresher training to take place regularly				
		[Insert additional hazards here]	[Example] Training is quality assured and evaluated for effectiveness on a regular basis				
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not share information with relevant partners in a timely manner.	Staff do not share information with relevant partners in a timely manner.				
		Staff are not aware of the Prevent referral process.	[Example] The provider has clear processes for raising radicalisation concerns and making a Prevent referral.				
		[Insert additional hazards here]					
Reducing Permissive Environments							
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	"The setting does not provide a safe space in which children and young people 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.	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.				
		The setting does not teach a broad and balanced	[Example] The institution carries out safer recruitment checks on all staff				

		curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.					
		[Insert additional hazards here]	[Example] Teaching is monitored by senior leaders through observations, book checks and is quality assured				
		[Insert additional hazards here]	[Example] The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills				
		[Insert additional hazards here]	[Example] Settings should ensure that discussions of controversial issues are carried out in a safe space.				
		[Insert additional hazards here]	[Example] The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.				
IT Policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.				
		Students may distribute extremist material using the institution IT system.	[Example] Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.				

		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	[Example] The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).				
		[Insert additional hazards here]	[Example] Settings should equip children and young people with the skills to stay safe online, both in school and outside.				
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	[Example] A process is in place to manage site visitors, including sub-contractors.				
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	[Example] The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.				
		[Insert additional hazards here]	[Example] The setting seeks advice and support from partners where necessary to make an assessment of suitability.				

Appendix 9.2 Support available:

Leadership	Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
Working in Partnership	**Prevent duty guidance** Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty **Understanding channel** An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance **Sign-up for Educate Against Hate newsletter** Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac
Staff training	**Prevent e-learning** Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
Information sharing	**Resources to support information sharing**

	The department has published guidance on making a Prevent referral. **https://www.gov.uk/guidance/making-a-referral-to-prevent**
Building children's resilience to radicalisation	**Resources for having difficult classroom conversations** Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
IT Policies	**Web filtering and online safety** The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. **https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges** Further guidance is available at **https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring** You can test whether your internet service provider removes terrorist content at **http://testfiltering.com/** The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place. **Teach about online extremism** The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online **https://www.educateagainsthate.com/resources/going-too-far/**
Visitors	**Political Impartiality Guidance** When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK. ***We have created a protocol, included in this safeguarding policy.*** **https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law"**