

	Extreme SLC Standard Operating Procedure	Section: Page: Date: Review Date:	VA 8.0 2 1/07/2017 1/07/2018
Title : CHILD PROTECTION AND WELFARE		Approved by:	LC/DC/JB
Relevant Forms:			

Aims

- 1) To introduce the concept of child protection to all staff.
- 2) To ensure all staff know their responsibilities and the procedures to follow if they have any concerns about their welfare of a child.

Details

Forest School/Sylvestrian Leisure Centre will safeguard and promote the welfare of children who attend the Holiday Activities Camp, in compliance with DfE: **Keeping Children Safe in Education (September 2016) KCSIE** and follows locally-agreed inter-agency procedures for protecting children from abuse which are established by the Local Safeguarding Children Board (Waltham Forest) and the London Child Protection Procedures. Our policy also has regard to Working Together to Safeguard Children (March 2015).

The policy is published on the School's website (www.forest.org.uk) and a hard copy is available on request. It is reviewed annually.

The Designated Senior Members of Staff for Child Protection with status and authority are:

Lydia Cooper 020 8509 6614
Jordan Wilson 020 8509 6561
Jenna Brown 020 8509 6520

Camp Managers and Leisure Centre Staff have also undergone Safeguarding Lead Training who can deputise and assist the above are:

Shayne Bellas 020 8509 6544
Eric Palmer 020 8509 6526
James Bennett 020 8509 6526
Jamie Ballah 020 8509 6526

Governor monitoring procedures:

Mrs Glynis Jenkinson (via Diane Coombs, Clerk to Governors: 020 8520 1744)

Waltham Forest School Children and Young People Services
Safeguarding in Education Service

020 8496 6310
020 8496 8277

Children's Emergency Duty team (Out of Hours)
Local Authority Designated Officer (LADO)

020 8496 3000
020 8496 3646

Website: <http://www.walthamforest.gov.uk/pages/services/safeguarding-education.aspx?l1=100010&l2=200127>

The welfare, safety and protection of any children within camp care is paramount. As Extreme SLC may include diverse cross section of children the likelihood of staff coming into contact with children who raise child welfare and protection issues increases. It is not the responsibility of the staff to investigate child abuse; however they must keep accurate records of observations or disclosures made by a child.

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in the setting.

Our policy applies to all staff, contractors, governors and volunteers working within the School. There are five main elements to our policy:

- ensuring that we practise **safer recruiting** in checking the suitability of all staff, governors and volunteers to work with children. We carry out enhanced Disclosure and Barring Service (DBS) checks and in all ways comply with Independent School Standards Regulations and Ofsted. This includes all those employed by or acting in a voluntary capacity for the School for any period in excess of 24 hours, as well as any staff working in the School but employed by another organisation (e.g. Catering Staff such as Chartwells). For any period less than 24 hours a List 99 check is carried out by the School's. *For further information please see the School's Recruitment Procedures Policy.*
- ensure all staff, volunteers and others read the School's Child Protection Policy annually and sign to that effect.
- raising **awareness of Child Protection issues**, equipping children with the skills needed to keep them safe and giving staff and volunteers training and guidance to ensure that their behaviour and actions do not place children or themselves at risk of harm or allegations of harm to a child.
- developing and then implementing **procedures for identifying and reporting cases**, or suspected cases, of abuse. This includes circumstances where a member of staff or volunteer is accused or suspected of abuse, where the Warden or a Designated Senior Member of Staff for Child Protection is accused or suspected of abuse, and procedures for dealing with abuse by one or more children against another child.
- **supporting children** who may have been abused in accordance with his or her agreed Child Protection plan by working in partnership with multi-agencies on a regular basis.
- establish a **safe environment** in which children can learn and develop, which includes decisions about the activities, a clear and supportive behaviour policy and liaison with other agencies where appropriate.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The School will therefore:

- train staff to be alert to signs of possible abuse and ensure that they know to whom they should report any concerns or suspicions. This training will form part of the induction of any

new staff and volunteers, including temporary or supply staff, and thereafter will take place at least every three years. It will include guidance on listening and asking open questions, and on not promising confidentiality.

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- ensure children know that there are adults in the school whom they can approach if they are worried
- provide opportunities in the activities for children to develop the skills they need to recognise and stay safe from abuse.

We follow the procedures set out by the Local Safeguarding Children Board and London Child Protection Procedures, and take account of guidance issued by the DfE to:

- ensure that we have one or more Designated Senior Members of Staff for child protection who have received appropriate training and support for this role from Waltham Forest. The Designated Staff will have the required training (updated every two years) in Child Protection and inter-agency working. The Designated Senior Members of Staff are Mr Wayne Bishop, Mrs Lydia Cooper and Mr Nick Shellock. Mr Bishop also takes responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate. These members of staff have responsibility for co-ordinating action within the school and liaising with other agencies. Mr Wayne Bishop is the Designated Senior Member of Staff for activities run by the Sylvestrian Leisure Centre.
- ensure that we have a nominated Governor with oversight for Child Protection who, with the governing body, will undertake an annual review of the School's Child Protection policy and procedures and of the efficiency with which the related duties have been discharged. In addition to an annual review
- inform Ofsted, within the EYFS, of any allegations of serious harm or abuse by any person living, working, or looking after children at the school, or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations, as soon as is reasonably practical and in any case within 14 days.
- inform a welfare agency as soon as possible and in any case within 24 hours of a disclosure of abuse or suspicion of abuse.
- The School will report to the LADO without any unnecessary delay, any concerns which come to light regarding any person at the School (employed, contracted, a volunteer or student). The School will also promptly report to the DBS any person (employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In borderline cases discussions with the LADO can be held informally and without naming the school or individual.

The School recognises that such a report will contain as much evidence as possible and that failure to submit a report constitutes an offence. The address for referrals is DBS, PO Box 181, Darlington. DL1 9FA telephone helpline Telephone: 01325 953795. The School will consider making a referral to the National College for Teaching and Leadership (NCTL, 0845 609 0009, college.enquiries@bt.com). In this context, ceasing to use a person's services includes: dismissal (or would have been dismissed had he/she not resigned), non-renewal of a fixed-term contract, no longer engaging or refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contactors, no longer using volunteers, resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Where a

dismissal does not reach the threshold for DBS referral, separate consideration will be given to an NCTL referral.

The Designated Senior Members of Staff for Child Protection are **Miss Lydia Cooper and Miss Jenna Brown** whose role it is to:

- ensure that the London Child Protection and *Working Together to Safeguard Children* (2015) WTSC procedures are followed.
- ensure staff are aware of this policy
- ensure that appropriate training and support is provided to all staff, every 3 years in line with advice from Local Safeguarding Children Board (LSCB)
- ensure that new members of staff and volunteers have a training session during their induction programme.
- Ensure that staff are given guidance so that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child, such as in one-to-one tuition, sports coaching, conveying a child by car, engaging in inappropriate electronic communication with a child.
- ensure that the DSL is kept fully informed of any concerns.
- work effectively with other senior staff to consider specific concerns, principally the Heads of School as appropriate.
- develop effective working relationships with other agencies and services.
- decide whether to take further action about specific concerns (e.g. refer to Children's Social Care).
- liaise with Children's Social Care over suspected cases of child abuse.
- ensure that accurate records relating to individual children are kept in a secure place away from the main file, and marked 'strictly confidential'.
- submit reports to, and attend, Child Protection Conferences as appropriate
- ensure that the camp effectively monitors children who have been identified as at risk.
- provide guidance to parents, children and staff about obtaining suitable support.

Procedures

- if any member of staff is concerned about a child he or she must inform one of the Designated Senior Members of Staff for child protection, as appropriate. This includes any concerns about abuse by one or more children against another child. Where there is reasonable cause to suspect that a child is likely to suffer significant harm such abuse will be referred to the local authority as a child protection concern.
- information regarding the concerns must be recorded by the member of staff as soon as possible; cover will be provided if necessary. The recording must be a clear, precise, factual account of the observations.
- the Designated Senior Member of Staff will decide whether the concerns should be referred to the Children's Social Care (CSC). If it is decided to make a referral to CSC this will be done with prior discussion with the parents unless to do so would place the child at increased risk of significant harm.
- if a referral is made to CSC, the Designated Senior Members of Staff will ensure that a multi-agency referral form is completed and submitted promptly.
- The safeguarding lead should be consulted in the first instance in order to decide whether to make a referral to Children's Social Care (CSC), but it is important to note that any staff member can refer their concerns to CSC in exceptional circumstances (please consult DfE

publication 'What to do if you're worried a child is being abused: advice for practitioners' for further guidance).

- particular attention will be paid to the attendance and development of any child who has been identified as at risk or who is subject to a Child Protection Plan. CSC will be notified in-line with the Child Protection Plan. If there is an unexplained absence of more than two days of a child who is subject to a Child Protection Plan, or of any other issues outlined in the Plan.
- if a child who is known to be subject to a Child Protection Plan changes school the Designated Senior Member of Staff involved will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school.
- The School will ensure that in the event that a child looked after by the local authority attends the camp, all staff will be given the skills, knowledge and understanding necessary to keep that child safe.
- It is important to be aware that children who have suffered or who are at risk of suffering serious harm must be dealt with differently to those who are in need of additional support from one or more agencies. The former should be reported to Children's Social care immediately; the latter should lead to inter agency assessment using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches. For further information regarding children at serious risk the action to take is set out in page 5 of the publication 'Keeping Children safe in Education: Information for all Staff'. With a child in need of additional support a designated senior member of staff should be consulted in order to establish the correct action to take.

When to be concerned

Signs and indicators of abuse include:

Psychological Abuse

- Low self-esteem
- Lack of confidence and anxiety
- Increased levels of confusion
- Sleep disturbance
- The person feeling/acting as if they are being watched all the time
- Decreased ability to communicate

Physical Abuse

- Injuries that are consistent with physical abuse
- Injuries that are the shape of objects
- Presence of several injuries of a variety of ages
- Injuries that have not received medical attention
- A child being taken to many different places to receive medical attention
- Skin infections
- Dehydration
- Unexplained weight changes or medication being lost
- Behaviour that indicates that the child is afraid

Sexual Abuse

- Sexually transmitted diseases or pregnancy
- Soreness when sitting

- Signs that someone is trying to take control of their body image, for example, anorexia, bulimia or self-harm
- Inappropriately sexualised behaviour

It is important that staff are also aware of the following forms of sexual abuse:

- Child Sexual Exploitation (CSE) involving exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- Female Genital Mutilation (FGM) Staff need to be alert to the possibilities of a girl being at risk of FGM or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not be aware that it is likely to happen to them, so sensitivity should be shown.

Neglect

- Malnutrition/unusual levels of hunger
- Rapid or continuous weight loss
- Inadequate or inappropriate clothing
- Untreated medical problems
- Dirty clothing
- Lack of personal care

Discriminatory Abuse

- A child overly concerned about race, sexual preference, for example
- A child tries to be more like others
- A child reacts angrily if any attention is paid to race, sex, for example

Staff should be aware that 'Looked After Children' are likely to have additional vulnerabilities. A minority are at continued risk of abuse or neglect, including from their carers, other young people and those in the wider community who target them. For some, care does too little to compensate for the harm they have already suffered and for others the care experience compounds that. More support is needed to help these young people overcome the effects of the abuse and neglect they have suffered and to enable them to realise their potential.

Dealing with a disclosure

If a child discloses that he or she has been abused in some way (including by another child), the member of staff should:

- listen to what is being said without displaying shock or disbelief.
- accept what is being said.
- allow the child to talk freely.
- reassure the child but do not make promises which it might not be possible to keep.
- do not promise confidentiality - it might be necessary to refer to one of the Designated Members of Staff for Child Protection.
- reassure him or her that what has happened is not his or her fault.
- stress that it was the right thing to tell.
- listen, rather than ask direct questions.

- ask open questions rather than leading questions (ie avoid questions to which 'yes' or 'no' is an answer).
- not criticise the perpetrator.
- explain what has to be done next and who has to be told.

Record Keeping

When a child has made a disclosure, the member of staff should:

- make some brief notes as soon as possible after the conversation.
- retain the original notes in case they are needed by a court.
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- draw a diagram to indicate the position of any bruising or other injury.
- record what the child said in his or her own words, not those of the member of staff; avoid interpretations or assumptions.

Support

Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. The member of staff concerned should, therefore, consider seeking support for him/herself and discuss this with one of the Designated Senior Members of Staff, who themselves will have professional support.

Allegations involving school, Leisure Centre or holiday camp staff

If a child, or parent, makes a complaint of abuse against a member of staff or volunteer, the person receiving the complaint must take it seriously and immediately inform an appointed Designated Safeguarding Lead or the Warden.

Any member of staff or volunteer who has reason to suspect that a child may have been abused by another member of staff or volunteer, either at school or elsewhere, must immediately inform the Warden, or in her absence the Chair of Governors. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation.

If the concerns are about one of the Designated Senior Members of Staff the procedure in the preceding paragraph should be followed.

If the concerns are about the Warden, the Chairman of the Governors must be contacted directly by the person receiving the allegation, without notifying the Warden first. He will then apply the procedure given in the following paragraph in conjunction with the Designated Senior Member of Staff.

The Warden will not investigate the allegation without prior consultation with the Local Authority Designated Officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. Discussions should be recorded in writing and communication with both the individual and the parents of the child / children agreed. The Warden may also consult with the Child Protection Team or a Senior Officer from CSC and

inform the Designated Senior Members of Staff. In borderline cases discussions with the LADO can be held informally and without naming the School or individual.

If it is decided in consultation that it is not necessary to refer to CSC the Warden will consider whether there needs to be an internal investigation. This would be carried out in accordance with the Disciplinary Procedures of the Contract of Employment. Priority should be given to resolving the matter as soon as possible (usually within one month).

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

Linked policies:

- Health and Safety Policy
- Behaviour procedure
- Code of Conduct - staff
- Anti-Bullying Policy
- Complaints Policy
- Safe Handling: Contact and Restraint
- New E-safety Policy
- New Recruitment Policy
- Whistleblowing Policy
- Staff Discipline Policy

Preventing Radicalisation

(See Appendix B) The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Ways in which people can be vulnerable to radicalisation and example indicators that might suggest that an individual could be vulnerable:

- Noticeable changes in behaviour e.g. withdrawal, isolation
- Example indicators that an individual is engaged with an extremist group, cause or ideology include: their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; spending increasing time in the company of other suspected extremists; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist

cause (e.g. the swastika for far right groups); changing their style of dress or personal appearance to accord with the group; attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of immediate action; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Vulnerable Children

Particular vigilance will be exercised in respect of children who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator). If the child in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

If a child discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Person as a safeguarding issue. The School acknowledges the additional

need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effect of substance abuse within the family, those who are young carers, mid-year admissions and children who are excluded from school.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The school has a strong commitment to its Anti-bullying Policy and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a Child Protection context.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a child of this school, this will result in an immediate referral to Children's services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

The law requires that Waltham Forest Children's Services are notified of private fostering arrangements. Any privately fostered children, i.e. children under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

Early Years Foundation Stage (EYFS)

Children are in the Early Years Foundation Stage until the end of the academic year in which they have their fifth birthday. At Sylvestrian Leisure Centre this is called Group 1. The Camp manager, Leanne Samuel and Leisure Facilities Manager, Wayne Bishop are the Designated Person with Safeguarding responsibility for the EYFS. With regard to the welfare of children in EYFS, school policy is based on the revised Early Years Foundation Stage Statutory Framework (September 2012)

Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will

determine how and when information will be shared with parents and the investigating agencies.

The law requires that Waltham Forest Children's Services are notified of private fostering arrangements. Any privately fostered children, i.e. children under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

Photography and privacy, including mobile phones

Parents, carers or relatives may only take photos or video recordings of children in school or on school-organised activities with the prior consent of the Leisure Facilities Manager and in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed, filmed or for photos to be used in school/leisure centre publications and promotional material, and have completed the permission slip to assert this, then their rights will be respected.

The recording of photographic and video evidence is used to demonstrate child achievement and progress. Staff are not permitted to use their own mobile devices of any kind to record such evidence.

Email, electronic communication and computers

Staff will only use the School's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Warden and Governing Body. Staff will only use the approved School email, or other School-approved communication-systems with children or parents/carers, and only communicate with them on appropriate School business and will not disclose their personal telephone numbers and email addresses to children or parents/carers.

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our E-safety Policy. Children, staff and parents will sign the Acceptable Use Policy.

Records

The Designated Lead Person will keep brief and accurate written notes of all safeguarding incidents and child protection or child-in-need concerns relating to individual children at the School. This information may be shared with other agencies as appropriate. Parental consent will be sought

arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the SSCB.

The Board of Governors has nominated Glynis Jenkinson as the Link Governor for Safeguarding to liaise with the local authority and/or partner agencies on issues of child protection.

Concerns about and allegations of abuse made against the Warden will be referred to the Chair of Governors who will liaise with the LA's Designated Officer (DO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Warden.

As a good practice, the Warden will provide a termly/annual report to the Board of Governors outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the Link Governor for Safeguarding meets on a termly basis with the Designated Lead Person for Safeguarding to monitor both the volume and progress of cases where a concern has been raised to ensure that the School is meeting its duties in respect of safeguarding, the implementation of the Safeguarding Policy and its procedures including safe recruitment and the maintenance of the Single Central Record. This is in addition to and does not replace the responsibility that rests with the Warden to monitor the work of the Designated Lead Person for Safeguarding.

The DLPS meets weekly with the Safeguarding team of Deputy Designated Persons and School nurse. The School Counsellor meets weekly with the DLPS and Deputy Designated Persons. The Warden and the DLPS meet weekly to review the Safeguarding Register.

Staff and child feedback about safeguarding issues will be incorporated where applicable into this policy.

All complaints arising from the operation of this policy will be considered under the School's complaints procedure, with reference to external agencies if necessary.

We shall ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay once identified.

The Board of Governors will review the contents of this policy annually or sooner if any legislative or regulatory changes are notified to it by the designated link governor or the Warden.

Antony Faccinello, Warden
September 2015

Appendix A

Local Authority Child Protection teams

	Referral teams	Out of hours
Barking and Dagenham	020 8227 3811	020 8594 8356
Barnet	020 8359 4066	020 8359 2000
Bexley	01322 356 302	020 8303 7777
Brent	020 8937 4300	020 8863 5250
Bromley	020 8461 7373 / 7379 / 7404 17309	020 8464 4848
Camden	020 7974 6666 North of the borough: 020 7974 660011125 South of the borough: 020	020 7974 4444
City of London	020 7332 1224	020 8356 2346 / 2710
Croydon	020 8726 6400	020 8633 9441
Ealing	020 8825 8000	020 8825 8000
Enfield	020 8379 2507	020 8379 1000
Essex	0845 603 7634	0845 606 1212 Monday to Thursday 5.30pm- 9am, Friday and bank holidays 4.30pm
Greenwich	020 8921 3172	020 8854 8888
Hackney	020 8356 5500	020 8356 2346 / 2710
Hammersmith and Fulham	020 8753 5392	020 8748 8588
Haringey	020 8489 4592 / 5652 / 5762 Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm	020 8348 3148
Harrow	020 8901 2690	020 8424 0999
Havering	01708 433 222	01708 433 999
Hercfordshire	0300 123 4043	0300 123 4043
Hillingdon	01895 250 102	01895 250 111

Hounslow	020 8583 3456 For Isleworth, Heston, Central Hounslow, Brentford and Chiswick 020 8583 6673 For Bedfont, Cranford, West Hounslow, Feltham and Hanworth 020 8583 6673	020 8583 2222
Islington	020 7527 7400	020 7226 0992
Kensington and Chelsea	020 7361 3013	020 7373 3227
Kingston upon Thames	020 8547 5004	020 8770 5000
Lambeth	020 7926 6508	020 7926 1000

19

Lewisham	020 8314 6660	020 8314 6000
Merton	020 8545 4226 / 4227	020 8770 5000
Newham	02033734600/0208430200	020 8552 9587
Redbridge	020 8708 3885	020 8553 5825
Richmond	020 8891 7969	020 8744 2442
Southend on Sea	01702 215007	0845 606 1212
Sourhark	020 7525 1921	020 7525 5000
Sutton	020 8770 4343	020 8770 5000
Thurrock	01375 652 802	01375 372 468
Tower Hamlets	020 7364 5006 / 5606 / 5601	020 7364 4079
Waltham Forest	020 8496 2310/2317 Monday to Thursday, 9am- 5.15pm and Friday 9am-5pm	020 8496 3000
Wandsworth	020 8871 6622	020 8871 6000
Westminster	020 7641 4000	020 7641 6000

Protecting children from the risk of extremism

- Emergency police number- 999
- Non-emergency police number- 101
- Anti-Terrorist Hotline-0800 789 321 (emergency)
- Unlike other Child Protection referrals, all Prevent referrals must be made to LB Waltham Forest (numbers above) regardless of the borough a child lives in
- **DFE** dedicated telephone helpline for non-emergency advice for staff and governors: 020 7340 7264 or counter-extremism@education.gsi.gov.uk

Appendix B

'PREVENT' ANTI-RADICALISATION

1. INTRODUCTION

The Counter-Terrorism and Security Act (2015), places a duty on the School to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

In order for staff at Forest School to fulfil the Prevent duty, it is essential that:

- staff are able to identify children who may be vulnerable to radicalisation
- staff know what to do when they are identified
- radicalisation is understood to be part of Sylvestrian Leisure Centre's wider safeguarding duties, and is similar in nature to protecting children from other harm within their family or from outside influences
- a Sylvestrian Leisure Centre education builds children' resilience to radicalisation by promoting fundamental British values and enabling Forest children to challenge extremist views whilst not stopping them debating controversial or challenging issues.
- Sylvestrian Leisure Centre is an open, safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

This policy comes within the framework outlined by the following publications of reference material:

- Waltham Forest Child Protection Policy and Procedures 2015
- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2015
- The Prevent Duty 2015
- The Prevent Duty departmental advice for Schools and Childminders 2015
- The use of Social Media for online radicalisation 2015

The appendix has the following sections:

- Summary of Prevent Duty Guidance
- responsibilities
- Visitors
- Advice for Parents

2. HM GOVERNMENT'S PREVENT DUTY GUIDANCE (2015) SUMMARY

Rationale:

- a) Prevent strategy is part of the government's counter-terrorism strategy to stop people becoming terrorists or supporting terrorism by preventing people moving from extremist groups into terrorist-related activity.
- b) Islamist extremists, white supremacist groups, radical animal rights groups would be examples of extremist groups.
- c) Counter-Terrorism and Security Act 2015 places duty on certain bodies to have "due regard to the need to prevent people from being drawn into terrorism". Due regard means the authorities "should place an appropriate weight on the need to prevent people being drawn into terrorism".
- d) Government defines extremism as: 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.'

- e) As a school, we need to demonstrate an awareness and understanding of the risk of radicalisation in our area and institution. We need to demonstrate evidence of productive co-operation with local Prevent Co-ordinators.

School Leaders are expected to:

- provide staff with appropriate training so they understand the risk of radicalisation
- ensure staff understand the risk and build the capabilities to deal with it
- ensure staff understand how to obtain support for those who may be being exploited by radicalising influences
- communicate and promote the importance of duty
- ensure staff implement the duty effectively

Independent Schools:

Independent Schools set their own curriculum but must comply with Independent Schools Standards which require the promotion of both fundamental British values as part of broader requirements relating to the quality of education and the spiritual, moral, social and cultural development of children.

Schools should be safe spaces where:

- children can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these views
- discussion of these issues is not limited
- a balanced presentation of political issues is achieved and political indoctrination is forbidden
- robust safeguarding policies are in place to identify children at risk
- visiting speakers are suitable and appropriately supervised
- e-safety policies ensure children are safe from terrorist and extremist material when accessing the internet in school

3. SYLVESTRIAN LEISURE CENTRE'S RESPONSIBILITIES

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Channel is a programme which focuses on providing early support to those identified as susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all

stages. This advice focuses on those four

themes.

Risk Assessment

- The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- Forest School has clear protocols for ensuring that any visiting speaker is suitable and appropriately supervised.
- At Forest we understand that schools are well positioned to identify local risks. It is important that we understand these risks so we they can respond in an appropriate and proportionate way. At the same time Forest is aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL (aka ISIS) seek to radicalise young people through the use of social media and the internet. The local authority and local police provide contextual information to help Forest understand the risks in this area.
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out

unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

- Staff should understand when it is appropriate to make a referral to the Channel programme.

Working in Partnership

- Unlike other Child Protection referrals Sylvestrian Leisure Centre will refer all Prevent issues to Waltham Forest local authority, regardless of the borough, in which the child lives. The Prevent duty at Forest builds on existing local partnership arrangements with Waltham Forest.
- Forest School has highlighted the risk to all parents at Parent Information Evenings in September 2015. Designated Safeguarding Lead addressed all parents at respective year group events emphasising that effective engagement with parents / the family is important as they are in a key position to spot signs of radicalisation. In this way Forest School recognises its responsibility to assist and advise families who raise concerns and is able to point them to the right support mechanisms.

Staff Training

- In September 2015 Sylvestrian Leisure staff attended a Workshop to Raise Awareness of Prevent (WRAP) run by an accredited WRAP trained facilitator from Waltham Forest. Training by Designated Safeguarding Lead will be provided for new staff
- Further regular Prevent training will be given to all staff.
- Concerns about a child thought to be at risk of radicalisation or of being drawn into terrorism must be referred in accordance with the school's safeguarding procedures. Staff

must report concerns immediately to the DSL or the Deputy DSL in the first instance when advice will be sought from esc and a referral made where this is deemed necessary.

Additionally, staff can also contact the local police force or dial101. The police can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has also dedicated a telephone helpline (020 7 340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can

also be raised by email to counter.extremism@education.gsi.gov.uk. Note that the helpline

is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

- Following a referral from the police the Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police.

Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and arrange for support to be provided to those individuals.

IT Policies

- The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The school has in place filtering software to not only prevent access to terrorist and extremist websites but also identify the use of search engines to search any terms which may be associated with such organisations.
- As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Resilience to Radicalisation

- Schools can build children' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of children and, within this, fundamental British Values. Forest School has issued a booklet to parents and staff giving advice on reducing the Risk of radicalisation and building resilience. Forest School has also produced a document listing the ways in which Forest promotes fundamental British values.
- Personal, Social and Health Education (PSHE) is already used to provide children with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. PSHE can be used to teach children to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. Children can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage children to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. PSHE is also used to provide children with the knowledge, skills and understanding to prepare them for playing a full and active part in society. It should equip children to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In the PSHE curriculum children learn about democracy, government and how laws are made and upheld. Through the wider School curriculum children are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

4. VISITORS TO FOREST SCHOOL/SYLVESTRIAN LEISURE CENTRE

Forest School is mindful of its responsibility to carry out appropriate checks on visiting speakers. As such staff are asked to complete the form below in good time to allow the checks to be made prior to the speaker coming into School.



FOREST
SCHOOL

Visiting Speakers Form

Part 1: To be completed by a member of staff booking a visiting Speaker. Please then return the completed form to the Deputy Warden's Office (abuck@forest.org.uk)

Part 1: Guest Speaker Details:	
<u>First name:</u>	<u>Last Name:</u>
<u>DOB:</u>	
Name of Organisation or Company visiting from:	
Booked by <i>(your name)</i>	
Class / Year Group / Staff they will be addressing:	
Nature of Background checks <i>(please provide a brief description of any checks you carried out to substantiate the individual's credentials)</i>	
Has the Speaker been asked to bring photographic ID on date of visit? e.tr. passport or photo drivintr licence	Yes / No

Part 2: List 99 Check *(to be completed by the Deputy Warden's Office)*

Approved by.....Date

Advice for Parents:

"BUILDING RESILIENCE TO KEEP YOUNG PEOPLE HEALTHY AND SAFE FROM RADICALISATION AND OTHER NEGATIVE PRESSURES OF ONLINE ACTIVITY"

Introduction

The parent/child relationship remains the foundation of children being safe and feeling supported as they grow up and develop an independent adult identity, particularly at a time when they face an ever-increasing range of potential risks.

We recognise that young people have a natural curiosity about the world, which parents will want to encourage. However, in exhibiting such curiosity, some young people may put themselves at risk.

For instance, Forest School is located in one of the areas of the country from which a number of young girls and boys have been persuaded to leave the United Kingdom against the wishes of their families, or in secret, putting themselves in extreme danger.

Schools now have a responsibility in law to reduce the risk of that happening and to ensure that children (and parents) are aware of the possibility of young people being drawn towards extremist ideologies of any kind.

This brief booklet explains the context within which radicalisation might happen, and what can be done to build the sort of resilience that will help young people resist such pressure.

Why might a young person be drawn towards extremist ideologies?

1. Being at a transitional time of life. Young people may be looking for answers to questions about identity: Who am I? What sort of person am I? What is my place in the world? What does the future hold for me?
2. A desire for status. They may be seeking adventure or excitement and, at the same time, may wish to increase their self-esteem or 'street cred' or feel a need to belong.
3. A desire for political or moral change. There may be a strong sense of a new identity or sense of purpose being offered to them, which will feel even more important if they have been 'fed' a partial version of world events and are consequently nursing a sense of grievance.
4. Family or friends already or previously involved in extremism.
5. Relevant mental health issues creating susceptibilities or needs.

How might this happen?

Online: The internet provides entertainment, connectivity and interaction. These can be positive tools but powerful networks are also using these media to reach out to young people and communicate extremist messages. It is therefore important to look at how radicalisers use the internet, not just the content of their narrative. For example, as a recruiting organisation ISIS is arguably the most sophisticated user of social media yet and a great deal of radicalisation is initiated through gaming activities and online gaming communities.

Peer Interaction: Young people may display different behaviour, although those at risk may just as likely be encouraged those with whom they are in contact with, not to draw attention to themselves. So, any changes of behaviour should initiate inquiries about a child's wellbeing, however as parents well know, continuous open communication is the best gauge of picking up on a child's concerns or a change in their views.

What can the School do?

- Teach a broad curriculum to help develop critical thinking skills, analytical skills, flexible thinking and intellectual resilience at all levels, encouraging debate and questioning on local and world events and helping children see different points of view. Provide forums for discussion of these issues in open, non-judgmental ways, which become a normal part of school life.
- Promote diversity in every form, encouraging interest in different communities and respect for people of all faiths and backgrounds. Ensure there are opportunities for every child to develop socially, spiritually, morally and culturally in a school community where every child feels known, valued and respected.
- Encourage children to build online resilience by using the internet confidently and positively, particularly so they understand the dangers of becoming involved in situations about which they may not have the full information.
- Use Safeguarding policies and practice to identify vulnerable children or any behaviour giving rise for concern.

What can parents do?

- Normalise discussion on these topics. Discuss broadly without stereotyping or generalising extremists. Acknowledge that the successful promotion of extremist views and resulting radicalisation thrives on secrecy and isolation.
- Through discussion of what young people are seeing on TV or the internet, help to educate them about propaganda in the media and equip them with the skills they need to critically analyse messages online.
- Radicalisers use the internet primarily to promote their messages, and we need to understand the process by which they do this, not just understand the content of their messages. If parents adopt a purely 'anti-online' stance, children are unlikely to listen.

- Parents should be realistic about how children are using the internet and how they can easily be 'disinhibited' when online, particularly when they are alone using the internet. It is also worth remembering that young people regularly play roles or present as exaggerated or as separate persona online as part of their normal developmental process.
- Parents should know what social media and messaging sites their child is using and discuss internet use on a regular basis, in the same way as homework might be discussed.
- They should also know what access a child has to savings accounts or other funds and should consider securing a child's passport in a safe place as a matter of good practice.
- When radicalisation takes place, the young people who are persuaded to leave the country or join organisations believe their needs are not being met in their home community. This

should lead us all to ask in what ways parents are meeting children's needs in making their values and way of life valid.

- Young people need to feel they belong to a family, a school, a wider community. Any child who is underperforming, unhappy, a victim of bullying, is socially isolated or suspects they are a disappointment to others is in a vulnerable position and will need support.
- Encourage children to take up positive activities with local groups that you can trust, making involvement in social action- e.g. campaigning, fundraising and volunteering- part of life for teenagers and a way they can help others at the same time as developing skills for life.
- Contact Forest School or local faith leaders or any of the numbers listed below.

Useful contacts

www.internetmatters.org (staying safe online)

www.ceop.gov.uk (identifies threats to children/protecting children online)

www.childline.org.uk (support for vulnerable children)

www.digidisruption.co.uk (educating young people about propaganda in the media)

www.iwill.org.uk (involving young people in positive social action)

Active Change Foundation (ACF) - to prevent GB nationals travelling to conflict zones: 020 8539

2770

Forest School Safeguarding Team: 020 520 1744

Local Authorities Social Care Services, depending where you live. All Local Authorities have Family

Information Services- contact details on respective websites