



## **FULFORD SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY**

**Adopted from September 2018**

### **KEY CONTACTS WITHIN SCHOOL**

#### **DESIGNATED SAFEGUARDING LEAD**

NAME: Jess Penn

CONTACT NUMBER: 01904 633300

#### **DEPUTIES**

NAMES: Dan Bodey/Lorna Savage/Paul Walker//Victoria Pearson/Tim Morris

CONTACT NUMBER: 01904 633300

#### **DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN**

Dan Bodey/Jess Penn

CONTACT NUMBER: 01904 633300

#### **NOMINATED TRUSTEE FOR CHILD PROTECTION**

NAME: Andrew Pennington

### **KEY CONTACTS WITHIN THE LOCAL AUTHORITY**

The **School Safeguarding Advisor** is **Caroline Williamson**. Their advice and consultancy is gained through **Ms Savage, Headteacher**.

**CONTACT NUMBER: 01904 555694; 07770704600 Caroline Williamson**

The **Local Authority Designated Officer** contact number: **01904 551783**

email: [lado@york.gcsx.gov.uk](mailto:lado@york.gcsx.gov.uk)

### **REFERRAL TO CHILDREN'S SERVICES**

This is through the advice and assessment team known as **The Front Door**. They are contacted on **01904 551900**. The school's designated Local Area Team contacts are **Kerry Gregory and Sophie Barnes**.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead or in their absence, a Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff, or a referral may need to be made to The Children's Services Front door by the member of staff themselves.

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## CONTENTS

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Child Protection and Safeguarding Policy	4
1.0 Introduction	5
2.0 Safe School, Safe Staff	6
3.0 Responsibilities	8
4.0 Supporting Children	9
5.0 Confidentiality	9
6.0 Supporting Staff	10
7.0 Allegations against staff	10
8.0 Whistle-blowing	11
9.0 Physical Intervention	12
10.0 Anti-Bullying	12
11.0 Racist Incidents	12
12.0 Extremism	12
13.0 Prevention	13
14.0 Health & Safety	13
15.0 Monitoring and Evaluation	13
Appendix One	15
Recognising signs of child abuse	15
Signs of Abuse in Children:	15
Risk Indicators	15
Recognising Physical Abuse	16
Bruising	14
Bite Marks	17
Burns and Scalds	17
Fractures	15
Scars	15
Recognising Emotional Abuse	18
Recognising Signs of Sexual Abuse	16

Sexual Abuse by Young People	19
Assessment	18
Recognising Neglect	19
Child Sexual Exploitation	19
<hr/>	
Appendix Two	<b>Error! Bookmark not defined.</b>
Forced Marriage	20
Female Genital Mutilation (FGM)	20
<hr/>	
Appendix Three	24
Prevent extremism and radicalisation Protocols	24
<hr/>	
Appendix A – Indicators of Vulnerability	30
Appendix B – Logging & Referral Form	31
Appendix C – Assessment of Risk of Radicalisation	32
<hr/>	
Appendix Four	33
Young People Created Sexual Imagery	33

In September 2018, the DfE updated the statutory guidance on safeguarding.

Full previous guidance, ***Keeping Children Safe in Education 2018 is available*** at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/435939/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435939/Keeping_children_safe_in_education.pdf)

Twenty-one page summary for staff at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418687/Keeping\\_children\\_safe\\_in\\_education\\_part\\_1\\_only.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418687/Keeping_children_safe_in_education_part_1_only.pdf)

# Child Protection and Safeguarding Policy

At Fulford School we recognise that:

The welfare of the child is paramount and that all children, regardless of age, disability, gender, cultural heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse. Working in partnership with children, young people and their parents, carers and other agencies, is essential in promoting young people's welfare.

Safeguarding is what we do for all children; and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. Typically the child protection policy will refer to quite clear procedures, whilst the safeguarding policy will be broader. In the light of this, this Safeguarding Policy includes the Child Protection Policy, as well as links to other relevant documents. Fulford fully recognises its responsibilities for both safeguarding and child protection.

This policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

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## 1.0 Introduction

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- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused'. The guidance reflects, 'Keeping Children Safe in Education' September 2018.
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:  
1.5.1 To support the child's development in ways that will foster security, confidence and independence.

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<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc., and governors

<sup>2</sup> Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to talk to adults knowing they will be effectively listened to.
- 1.5.3 To ensure children know there are adults in the school they can approach if they are worried.
- 1.5.4 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- 1.5.5 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.5.6 To emphasise the need for good levels of communication between all members of staff.
- 1.5.7 To develop structured procedures within the school that will be followed by all members of the school community in cases of an allegation against a member of staff or a volunteer or in the case of suspected abuse.
- 1.5.8 To develop opportunities for prevention from harm within and beyond the curriculum for children to develop the skills and knowledge they need to recognise and stay safe from abuse and lead healthy, fulfilled lifestyles.
- 1.5.9 To develop and promote effective working relationships with other agencies, especially the Police and Social Care, and to cooperate with any enquiries and concerns regarding child protection including attendance at case conferences.
- 1.5.10 To ensure that all staff working within our school who have substantial and unsupervised access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)<sup>2</sup>, and a central record is kept for audit.

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## 2.0 Safe School, Safe Staff

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### 2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
  - there is a Child Protection policy together with a staff code of conduct
  - the school operates safer recruitment procedures and ensures that there is at least one person on every recruitment panel that has completed Safer Recruitment training
  - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
  - a senior leader has Lead Designated Safeguarding Lead (DSL) responsibility and that all staff and governors know the name of this person and their role
  - on appointment, the DSLs undertake interagency training specific to the role which is refreshed every 2 years. Updates are received at least annually
  - all other staff have Safeguarding training upon induction and updated as appropriate, but at least annually
  - any weaknesses in Child Protection are remedied immediately
  - a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
  - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means

- the Governing Body considers how children may be taught about safeguarding. This is as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/ through sex and relationship education (SRE).
- 2.1.2 The Lead DSL, Jess Penn works directly with Dan Bodey on all safeguarding matters who is a member of the Senior Leadership Team. The Deputy Designated Safeguarding Leads are Paul Walker, Victoria Pearson, Tim Morris and Lorna Savage. These staff have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training which is refreshed every two years and they will receive updates at least annually
  - 2.1.3 The SLT members who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (through the NSPCC) to be renewed every 5 years
  - 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction so that they know who to discuss a concern with.
  - 2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
  - 2.1.6 All staff and volunteers understand their responsibilities for being alert to signs of abuse and referring these to the DSL
  - 2.1.7 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
  - 2.1.8 All members of staff, volunteers, and governors know how to respond to a pupil who discloses information by remaining calm and listening, not promising confidentiality, accepting what is said, noting times and dates and passing this information to the DSL or his deputy as soon as possible.
  - 2.1.9 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.
  - 2.1.10 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
  - 2.1.11 Where services or activities are provided by a third party the school will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
  - 2.1.12 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
  - 2.1.13 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>3</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>4</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures will be regularly reviewed and up-dated.
  - 2.3 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leaders, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
  - 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
  - 2.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the website

<sup>3</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

<sup>4</sup> Contact the LADO for guidance in any case

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### 3.0 Responsibilities

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- 3.1 The designated DSLs are responsible for:
- 3.1.1 Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Referral Form.
  - 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
  - 3.1.3 Ensuring that all such records are kept confidentially and securely in a locked location and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are transferred on to the child's next school or college. School records are kept and shared in line with GDPR regulations but with a clear understanding that safeguarding needs will be exceed the restrictions of GDPR at a point of need.
  - 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
  - 3.1.5 Liaising with other agencies and professionals.
  - 3.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
  - 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
  - 3.1.8 Ensuring the names social worker is informed if a student on the child protection register is excluded either for a fixed term or permanently.
  - 3.1.9 Ensuring when any child on the child protection register leaves information is transferred to the new school immediately and the named social worker is informed.
  - 3.1.10 Organising child protection induction, and update training every year for all school staff. **Last completed September 2018.**
  - 3.1.11 To follow the LA policy on resolving professional disagreements if these occur.

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### 4.0 Supporting Children

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- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all children by:
  - 4.4.1 Encouraging self-esteem and self-assertiveness through the curriculum, relationships in school and through our behaviour policy, and whilst raising awareness that some behaviour is unacceptable, will ensure that students know they are valued and are not to blame for any abuse that has occurred.
  - 4.4.2 Promoting a caring, safe and positive environment within the school which gives children a sense of value.
  - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 4.4.4 Notifying Social Care as soon as there is a significant concern.
  - 4.4.5 Providing continuing support to a child, about whom there have been concerns, who leaves the school by ensuring that appropriate information is copied under confidential

cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority. This will be of particular importance for students of a SEN or CLA status.

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## 5.0 Confidentiality

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- 5.1 We recognise that all matters relating to child protection are confidential and that any information shared with staff will be on a need to know basis and must be held confidentially.
- 5.2 The Headteacher or DSLs will only disclose any information about a child to other members of staff on a need to know basis to benefit the child.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. All child protection concerns must be disclosed to the DSL.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

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## 6 Supporting Staff

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- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

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## 7 Allegations against staff

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- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All staff should be aware of local guidance on behaviour Issues, and the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>5</sup>
- 7.4 We understand that a pupil may make an allegation against a member of staff.

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<sup>5</sup> Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

- 7.5 If such an allegation is made, or information is received which suggests a concern relating to a person's conduct towards a child, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher<sup>6</sup>.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). Where it is believed that the concern or allegation falls under the scope of this policy and guidance, there are three possible strands to investigations that might be followed. These include child protection, criminal enquiries and disciplinary action. Any actions taken will follow LSCB guidelines and the school's personnel policies.
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 7.8 The school will follow its HR policies procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

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## **8 Whistle-blowing**

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- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body.

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## **9 Physical Intervention**

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- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained in positive handling technique.

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<sup>6</sup> or Chair of Governors in the event of an allegation against the Headteacher

- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.5 We recognise that touch may be appropriate in the context of working with children. Guidance on the use of 'limited touch' must be in line with DfE Guidance on Safer Working Practices.<sup>7</sup> Particular care should be given when managing a student with designated SEN needs in considering the appropriateness of physical interventions or contact.

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## 10 Anti-Bullying

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Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

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## 11 Racist Incident

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Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

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## 12 Extremism

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The school follows government guidelines on extremism and reports concerns to PREVENT. Extremist behaviours are regarded as safeguarding concerns.

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## 13 Prevention

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- 13.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 13.2 The school community will therefore:
- 13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - 13.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
  - 13.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 13.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road

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<sup>7</sup> 'Guidance on Safer Working Practices is available on the DfE website

- safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- 13.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

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## **14.0 Health & Safety**

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Our policies on Health & Safety policy and Educational Visits and our E-safety guidance set out in a separate documents, reflect the consideration we give to the protection of our children both physically within and beyond the school environment.

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## **15.0 Monitoring and Evaluation**

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Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of nurture room and fun club at lunchtime

## **Appendix One**

### **Recognising signs of child abuse**

#### **Categories of Abuse:**

##### **Physical Abuse:**

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

##### **Emotional Abuse (including Domestic Abuse)**

the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

##### **Sexual Abuse**

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

##### **Neglect**

the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate

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

### **Signs of Abuse in Children:**

The following non-specific signs from children may indicate something is wrong:

- Significant change in behaviour or performance
- Extreme anger, sadness, over-compliance, suspicion
- Early arrival at school, late departure and reluctance to return home
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of treatment for medical conditions
- Lack of self-esteem
- Self-injury
- Depression or unexplained problems with concentration and learning
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances

- Persistently refuse to allow access on home visits
- Be involved in domestic abuse
- Show little concern for the child
- Deny the existence of—or blame the child for—the child's problems in school or at home
- Ask teachers or other caregivers to use harsh physical discipline if the child misbehaves
- See the child as entirely bad, worthless, or burdensome
- Demand a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- Bruising, scratches in less usual places
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Missed appointments
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grip marks
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

## **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non- attachment
- Indiscriminate attachment or failure to attach and difficulty with relationships
- Depression
- Aggressive behaviour towards others
- Destructive behaviour e.g. arson
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self- esteem, lack of confidence and insecurity
- Withdrawn or seen as a “loner” – difficulty relating to others
- Bed-wetting
- Self-harm
- Alcohol/drug problems
- Sleep problems

## **Recognising Signs of Sexual Abuse**

Sexual abuse is the actual or likely sexual exploitation of a child or adolescent under the age of 18 years by any person. This could include actual contact or occur without physical contact and could also occur online. This would include any form of sexual activity to which the child cannot give true consent either by law or because of ignorance, dependence, developmental immaturity or fear. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self- mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners

- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area or genital infections
- Blood on underclothes
- Bowel/urine problems
- Difficulty swallowing
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
- Nightmares

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

**Recent guidance on Young Person Produced Sexual Imagery and Peer on Peer sexual abuse can be found here:**

:<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

## **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical/dental care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Missed appointments
- Isolation or depression

### Specific safeguarding issues

All staff have an understanding of 'specific safeguarding issues' as set out in part 1 of Keeping Children safe in Education 2018, and in particular:

## **Child Sexual Exploitation**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations

- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Forced marriage is against the law. Full advice can be found here:

<https://www.gov.uk/guidance/forced-marriage>

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

## Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**. There is a legal duty on staff to report any such concern to the police.

## **Children Missing Education**

The school must keep a high level of vigilance regarding students at risk of becoming CME. Students leaving and joining the school roll must be monitored carefully and a monthly return made to the LA regarding any joiner or leaver of roll.

## **Appendix Three**

### **Prevent Extremism and Radicalisation Protocols**

Member of Staff Responsible for the Policy:	Dan Bodey
Date on which this Policy was last reviewed:	N/A
Dissemination of the Policy:	All staff and Governors
Policy to be reviewed:	September 2017

#### **1. Introduction**

- 1.1 Fulford School is committed to providing a secure environment for all of our pupils, staff and stakeholders and recognises the requirement to have due regard to safeguard pupils from radicalisation and extremism. This policy outlines what radicalisation means and why pupils may be vulnerable to it. Indicators are also provided on what staff and parents should be aware of to identify children who may be vulnerable to radicalisation, while outlining the procedure for passing on any concerns relating to a pupil or a member of staff.
- 1.2 There have been several recent occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 1.3 Whilst we value freedom of speech, it is recognised that free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation and we are clear that this type of exploitation and radicalisation should be viewed as a safeguarding concern.

## **2. The Prevent Duty**

- 2.1 The Prevent Duty is one of the four elements of CONTEST, the national counter terrorism strategy that works to reduce the threat from terrorism. CONTEST is based on four areas of work:
- Pursue - To stop terrorist attacks
  - Prevent (Duty) - To stop people becoming terrorists or supporting terrorism
  - Protect - To strengthen our protection against a terrorist attack
  - Prepare - To mitigate the impact of a terrorist attack
- 2.2 Prevent Duty aims to stop people being drawn into or supporting terrorism by safeguarding children and families from violent extremism, or developing a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 2.3 The Prevent duty is entirely consistent with Fulford school's existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism.

## **3. Definitions**

- 3.1 Extremism is defined 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. Also included in the Prevent duty definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.
- 3.2 There is no such thing as a 'typical extremist' but those who become involved in extremist actions come from a range of backgrounds and experiences who may have been approached in person or over the internet by those holding extremist views. Most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- 3.3 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

#### **4. Indicators of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. These are outlined in detail in Appendix A but are summarised below and include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- Special Educational Needs

#### **5. Role of staff in recognising extremist behaviour**

5.1 As part of their wider safeguarding responsibilities, staff must be alert to and ready to pass on any concerns they have about the following behaviours which could be indicators of a pupil's exposure to extremist views or radicalisation:

- disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, especially where pupils have not actively sought these out
- making remarks or comments about being at community groups. extremist events or rallies outside school
- graffiti, art work or writing that displays extremist themes
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- pupils accessing extremist material online, including through social networking sites
- online searches or sharing extremist messages or social profile
- staff observations or parental reports of changes in behaviour, friendship or actions
- evidence of possessing illegal or extremist literature
- use of extremist or 'hate' terms to exclude others or incite violence
- advocating messages and voicing opinions drawn from illegal organisations and extremist ideologies and groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- intolerance of difference, including faith, culture, gender, race, disability or sexuality
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

- 5.2 Concerns that a pupil is exhibiting any of the above behaviours should be viewed as a safeguarding concern and staff should immediately pass on any concerns to Mr D Bodey who is identified as the Designated Safeguarding Leader at Fulford School in relation to protecting individuals from radicalisation and involvement in terrorism and the lead within the organisation for Safeguarding.
- 5.3 In Mr Bodey's absence colleagues should speak to Mrs L Savage. Concerns should be discussed in person rather than through email or telephone conversation before a written account of what has occurred is recorded on the reporting a concern form.
- 5.4 Concerns relating to the conduct or views expressed by a member of staff should be reported to the Headteacher Mrs L Savage or the Chair of Governors Mr A Pennington.

## **6. Partnership Working**

- 6.1 Mr Bodey will maintain an ongoing dialogue with colleagues by attending training and meetings to keep updated on current guidance and procedures relating to *Prevent* and the issues of extremism and radicalisation. Partnership working with other local schools, will provide a coordinated approach to dealing with issues relating to radicalisation and extremism and educating young people of the dangers posed.
- 6.2 Work will be undertaken with parents to educate and highlight the risks their children face through exposure to extremist literature and threats posed while on-line through social networking sites. Information will also be provided on the school's responsibility in referring pupils of concern to the Prevent team to ensure the pupil in questions receives early intervention and support.
- 6.3 We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and will do this in accordance with locally agreed procedures: <http://www.saferchildrenyork.org.uk/child-protection-procedures.htm>

## **7. Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- Receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of extremist behaviour
- Act as the first point of contact within the organisation for case discussions relating to individuals who may be at risk of radicalisation or involved in terrorism
- Maintain and apply a good understanding of the relevant guidance in relation to preventing individuals from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- Be aware of police reports of issues affecting pupils in other local educational settings

- Liaise with Children’s Services or the Police to discuss pupils of concern and make referrals of individuals at risk, in line with local procedures and the school’s safeguarding policy
- Attending meetings as necessary and carry out any actions as agreed
- Reporting progress on actions to relevant parties
- Inform the Governing body of any incidents relating to extremist behaviour or radicalisation
- Monitor the school’s PD curriculum, RE curriculum and assembly themes to ensure that they are used to promote British values, community cohesion and tolerance of different faiths and beliefs

## **8. Curriculum and British Values**

- 8.1 It is imperative that our pupils and parents view Fulford School as a safe, respectful learning environment where pupils can discuss and explore controversial issues safely, in an unbiased way which is tolerant of those of a different faith or lifestyle.
- 8.2 We are committed to ensuring that our pupils can make a positive contribution to the development of a fair, just and civil society by offering a broad and balanced curriculum, which prepares them for life in modern Britain and which fosters a positive sense of identity through the development of critical thinking skills and pupils’ spiritual, moral, social and cultural development.
- 8.3 Through the teaching of both our core values of Honesty, Empathy, Ambition, Respect and Tolerance and British Values in subject areas, assemblies and form periods, the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs will be promoted to build resilience to extremism.

## **9. Internet Safety**

- 9.1 The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists may use the internet, including social media, to share their messages. Efforts will be made through our e-safety filtering systems to block inappropriate content.
- 9.2 Where staff, pupils or visitors find unblocked extremist or terrorist related content, they must report it immediately to the Safeguarding lead (Mr D Bodey).
- 9.3 Staff must also be aware that young people have access to unfiltered internet when using their mobile phones outside of school hours and should be vigilant to comments made about inappropriate content pupils may have viewed at these times.
- 9.4 *Pupils will be regularly reminded through e-safety lessons and assembly presentations on how to report internet content that is inappropriate or of concern.*

## **10. Visitors and Guest Speakers**

- 10.1 External agencies and guest speakers to the school will be carefully screened prior to their visit to ensure their suitability to deliver presentations to pupils and ascertain the purpose and content of their presentation or talk.
- 10.2 This will ensure that:
- every precaution has been taken to prevent the delivery of content related to extremism or radicalisation or which marginalises any communities, groups or individuals
  - messages communicated to pupils support the school's and British Values and are consistent with the ethos of the school
  - any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies; activities are matched to the needs of pupils
  - speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present
  - staff must obtain consent from their line manager before organising visits from external speakers or groups

## **11. Training**

- 11.1 All staff will undertake training to raise awareness of Prevent during the 2018/19 academic year as part of our Safeguarding refresher.
- 11.2 Any member of staff wishing to develop their own understanding of Prevent will be directed to this online module: [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)
- 11.3 Dan Bodey will complete the Channel training and WRAP training. The safeguarding team and Student Support will complete the Channel training.
- 11.4 Extremism and Radicalisation awareness is also included in the Safeguarding training for new staff.

## **12. Statutory Duties**

This policy was produced using guidance from the following documents:

- Keeping Children Safe in Education 2018
- Prevent Strategy
- Prevent Duty Guidance 2015
- Promoting fundamental British values as part of SMSC in schools 2014
- Working together to safeguard children 2018
- What to do if a child is being abused 2015

## Appendix A

### Indicators of vulnerability

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – pupils / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations;
- significant changes to appearance and / or behaviour and/or
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

## Appendix B

Logging and referral form when a student demonstrates radicalised or extremist views – these will be kept in a locked area only accessible to the Designated Safeguarding Team.

Name of student	
Tutor Group	
Staff member completing the form	
Date of concern	

Nature of Concern (tick as appropriate)

- Inappropriate content on mobile device
- Overheard conversation
- Propaganda material
- Gang mentality
- Inappropriate material held by student
- Other \_\_\_\_\_

Please use the space below to provide details of your concern based on facts you have seen or heard

--

## Appendix C

### Assessment of Risk of Radicalisation at Fulford School, September 2015

#### The School

- Does the school have a policy? **YES**
- Does the school liaise with external agencies on these issues? **YES** North Yorkshire Police and Children's Social Care
- Has the school got a nominated lead for radicalisation and extremism? **YES** Dan Bodey
- Do staff have a process to voice their concerns? **YES** Radicalisation and Extremism form (Appendix B)
- Do students have a process to voice their concerns? **YES** Form Tutors, Heads of House, PROACT/REACT and Senior Team
- Are there opportunities for students to learn about radicalisation and extremism? **YES** in our broad and balanced curriculum and extracurricular methods. See our British Values Audit
- Are there any current cases of radicalisation and extremism at the school? **NO**
- Is the school prone to cases of radicalisation and extremism? **NO** Whilst the cohort is predominantly white British but with no incidence of far right extremism currently known
- Is the catchment area prone to cases of radicalisation and extremism? **NO**

**Evaluation of the risk: LOW**

#### The Students

- Are students aware of radicalisation and extremism? **YES** School values, assemblies, broad and balanced curriculum
- Are individual students risk assessed? **YES** Students who are perceived to be vulnerable are identified via the Radicalisation and Extremism form
- Students deemed to be at risk: **ONE September 2018**

**Evaluation of the risk: LOW**

#### The Community

- The catchment which feeds the school is changing slowly but is still predominantly made up of white British families.
- The community is broad in its socio-economic make up but on the whole has lower than average unemployment.

**Evaluation of the risk: LOW**