

University of Birmingham School Safeguarding Policy

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PART ONE: SAFEGUARDING POLICY

1. INTRODUCTION

1.1 Safeguarding is defined as:

- Protecting children and young people from maltreatment;
- Preventing impairment of children's or young people's health or development;
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care, and;
- Taking action to enable all children to have the best life chances.

The term 'children' includes everyone under the age of 18.

1.2 The University of Birmingham School is committed to safeguarding and promoting the welfare of all its pupils and students. We believe that:

- All young people have the right to be protected from harm;
- Young people need to be safe and to feel safe in the School;
- Young people need support which matches their individual needs, including those who may have experienced abuse;
- Young people have the right to speak freely and voice their values and beliefs;
- Young people must be encouraged to respect each other's values and support each other;
- Young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 The University of Birmingham School will fulfil their local and national responsibilities as laid out in the following documents:

- [Working Together to Safeguard Children](#) (DfE 2013)
- [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE April 2014)
- [Keeping Children Safe in Education](#) Statutory guidance for schools and colleges (DfE March 2015)

N.B. **As required (p3 all staff in the University of Birmingham School will be provided with a copy of this guidance and be expected to read it as part of their induction programme).**

- [Keeping Children Safe in Education for School and College Staff](#) (DfE March 2015)

- [The Procedures of Birmingham Safeguarding Children Board](#)
- [The Children Act 1989](#)
- [The Education Act 2002](#) s175 / s157
- [Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2014\)](#)
- The **Teachers' Standards 2012** state that teachers, including Principals and Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2. OVERALL AIMS

2.1 This policy will contribute to safeguarding our pupils and students and promoting their welfare by:

- Clarifying standards of behaviour for staff, pupils and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the School, built on mutual respect and shared values;
- Establishing and maintaining an environment where children feel safe, secure, valued and respected and are encouraged to talk, believing they will be listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the curriculum, specifically through the Personal Learning and Development Programme, Computing and School and College assemblies, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help;
- Encouraging pupils and students to participate by ensuring there are systems in place for children to express their views and give feedback e.g. through the School Leadership Forum and Form Councils, questionnaires, participation in anti-bullying and e-safety events;
- Encouraging parents/carers to participate by ensuring there are systems in place for them to express their views and give feedback e.g. questionnaires, availability of pastoral and Senior Staff at School events such as Parents' Evenings etc
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils and students face;
- Addressing concerns at the earliest possible stage, and;
- Reducing the potential risks pupils and students face of being exposed to violence, extremism, exploitation, or victimisation.

2.2 This policy will contribute to supporting our pupils and students by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible, and;
- Designing plans to meet those needs.

2.3 This policy will contribute to the protection of our pupils and students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils and students, parents and agencies.

3. KEY PRINCIPLES

3.1 These are the key principles of safeguarding, as stated by Birmingham Safeguarding Children Board:

- Always see the child or young person first;
- Never do nothing;
- Do with, not to, others;
- Do the simple things better;
- Have conversations, build relationships, and;
- Outcomes not outputs.

3.2 In addition the Board has identified the following key safeguarding messages for schools:

- Every child and young person is entitled to a rich and rounded curriculum;
- Schools operate with public money: this should be spent wisely, targeting resources on the evidenced needs of children and young people at School now. Assurance and audit are important aspects of this;
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of school life such as safeguarding, and;
- When issues arise, Head teachers and Principals should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

4. KEY PROCESSES

4.1 All staff should be aware of the guidance issued by Birmingham Safeguarding Children Board in [Right Services Right Time](#), and [Early Help](#).

N.B. **All staff in the University of Birmingham School will be provided with a copy of this guidance and be expected to read it as part of their induction programme).**

5. EXPECTATIONS

5.1 All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead - Mrs T Tique and her Deputies – Ms F Child and Mrs K Campbell;
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Lead **immediately** and provide a written account as soon as possible.

5.2 Key staff will undertake level two and level three training as agreed by the Governing Body **every two years**.

5.3 All staff will receive basic level one training **at least once every three years**.

6. THE DESIGNATED SAFEGUARDING LEAD

6.1 Our Designated Safeguarding Lead on the Senior Leadership Team is Mrs R Tique. She has lead responsibility, management oversight and accountability for child protection and, with the Principal, will be responsible for coordinating all child protection activity.

6.2 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

6.3 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Principal.

6.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual pupil, student or family. A written record will be made of what information has been shared with whom, and when.

- 6.5 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 6.6 Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- 6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any Home-School Policies and give due regard to which adults have parental responsibility.
- 6.8 **Do not disclose to a parent any information held on a child or young person if this would put them at risk of significant harm.**
- 6.9 The DSL is responsible for monitoring unauthorised absence, particularly where children and young people go missing on repeated occasions, and reporting concerns in line with Birmingham Safeguarding Children's Board 'missing children' procedures;
- 6.10 If a pupil or student moves from our School, child protection records will be forwarded on to the Designated Safeguarding Lead at the new School, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 6.11 If sending by post pupil records will be sent by 'Special/Recorded Delivery'. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 6.12 If a pupil or student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 6.13 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

6.14 When the Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, will be a full face to face handover and exchange of information with the new post holder.

6.15 In exceptional circumstances when a face to face handover is unfeasible, the Principal will ensure that the new post holder is fully conversant with all procedures and case files.

7. THE GOVERNING BODY

7.1 The Governing Body are accountable for ensuring the safety of the school.

7.2 The Governing Body will ensure that:

- The School has a safeguarding policy in accordance with the procedures of Birmingham Safeguarding Children Board;
- The School operates 'safer recruitment' procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers.
- The School will ensure at least one member on every recruitment panel has completed safer recruitment training;
- At least one senior member of the School's Leadership Team acts as a Designated Safeguarding Lead and they have received appropriate training, support and have access to the resources needed to fulfil this role;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Principal and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay, and;
- The School has procedures for dealing with allegations of abuse against staff and volunteers.
- Parents/carers have an understanding of the responsibility placed on the school and staff for child protection by publishing the 'Safeguarding Policy' on the school website and via its virtual learning environment;
- Operate a lettings policy which ensures the suitability of adults working on the School site at any time – this is the responsibility of the Director of Operations who is a member of the Senior Leadership Team;
- Ensure that community users organising activities for children and young people are aware of, and understand the need for compliance with, the School's Safeguarding Policy and Procedures;

- Ensure that the duty of care towards its students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.

7.3 The governing body reviews its policy and procedures annually

7.4 The Nominated Governor for child protection at the school is the Chair of the Pastoral Sub-Committee Governing Body. The Nominated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils and students.

7.5 The Nominated Governor will liaise with the Principal and the Designated Safeguarding Lead to produce an annual report for governors and the local authority (s175/s157).

7.6 The Chair of the Governing Body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal.

8. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

8.1 The school pays full regard to 'Keeping Children Safe in Education' (DfE March 2015). Safer recruitment practice includes scrutinising applicants by:

- verifying identity,
- Verifying professional, academic and vocational qualifications;
- obtaining professional and character references;
- checking previous employment history;
- ensuring that a candidate has the health and physical capacity for the job;
- verifying the person's right to work in the UK ;
- ensure a candidate employed as a teacher is not subject to a prohibition order issued by the Secretary of State;
- It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

8.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

- 8.3 Mr M Roden, Mrs R Tigue, Ms F Child and Mrs K Campbell have undertaken CWDC/NCSL Safer Recruitment training. One of the above will be involved in **all** staff or volunteer recruitment processes and sit on the recruitment panel.
- 8.4 Any member of staff in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to risk assessment.
- 8.5 Volunteers who are not working in regulated activity, **will be supervised at all times.**

Training

- 8.4 When staff joint the school they will informed of the safeguarding children and young people arrangements in place.
- 8.5 They will be given a copy of:
- ✓ this policy;
 - ✓ the School's Staff Behaviour Policy (Code of Conduct);
 - ✓ the leaflet 'Safer Working Practice for Staff in Education Settings';
 - ✓ the [Keeping Children Safe in Education](#) Statutory guidance for schools and colleges (DfE March 2015), and;
 - ✓ the guidance issued by Birmingham Safeguarding Children Board in [Right Services Right Time](#), and [Early Help](#).
- 8.6 All staff will receive induction training in safeguarding children which will include basic information relating to;
- ✓ how to manage a disclosure from a child or young person;
 - ✓ how to record a concern about the welfare of a child, and;
 - ✓ advice on safe working practice.
- 8.7 Staff training will be regularly updated.
- 8.7 All volunteers and regular visitors to our School will be told where a paper and electronic copy of this policy can be accessed, given the name of the DSL and informed of the School's procedures in reporting concerns.

Staff support

- 8.4 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

9. OUR ROLE IN THE PREVENTION OF ABUSE

- 9.1 We will provide opportunities for pupils and students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

The curriculum

- 9.2 Relevant issues will be addressed through the Personal Learning and Development Programme (comprising the Character Education, PSHE, SMSC, CEIAG programmes of learning) for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.
- 9.3 Relevant issues will be addressed through other areas of the curriculum, for example, School and College Assemblies, Form Meetings, School Leadership Forum and in all subjects of the School curriculum (including relevant enrichment programme activities).

Other areas of work

- 9.4 All our policies which address issues of power and potential harm, for example prevention of bullying, equal opportunities, handling, behaviour, will be linked to ensure a whole school approach.
- 9.5 Our Safeguarding Policy cannot be separated from the general ethos of the school, which should ensure that pupils and students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

10. SAFEGUARDING PUPILS AND STUDENTS WHO ARE VULNERABLE TO EXTREMISM

- 10.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and 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.
- 10.2 The University of Birmingham School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils, students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an

unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

- 10.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The University of Birmingham School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 10.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.
- 10.5 The University of Birmingham School seeks to protect young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

- 10.6 The school governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's Religious Education curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, prevention of bullying policy and other issues specific to the school's profile, community and philosophy.
- 10.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

- 10.8 Our School, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is the Designated Safeguarding Lead. **The SPOC for the University of Birmingham School is Mrs R Tique.** The responsibilities of the SPOC are described in Appendix Five.
- 10.9 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.

10.10 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug and alcohol issues.

11. SAFEGUARDING PUPILS AND STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

11.1 Our safeguarding policy above through the School's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

11.2 Our School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

11.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,

11.4 Our School works with and engages our families and communities to talk about such issues,

11.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

11.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

11.7 Our School brings in experts and uses specialist material to support the work we do.

12. WHAT WE DO WHEN WE ARE CONCERNED

12.1 Where risk factors are present but there is no evidence of a particular risk then our SPOC will advise us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil or student's family, sharing the School's concern about the young person's vulnerability and how the family and School can work together to reduce the risk.

12.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

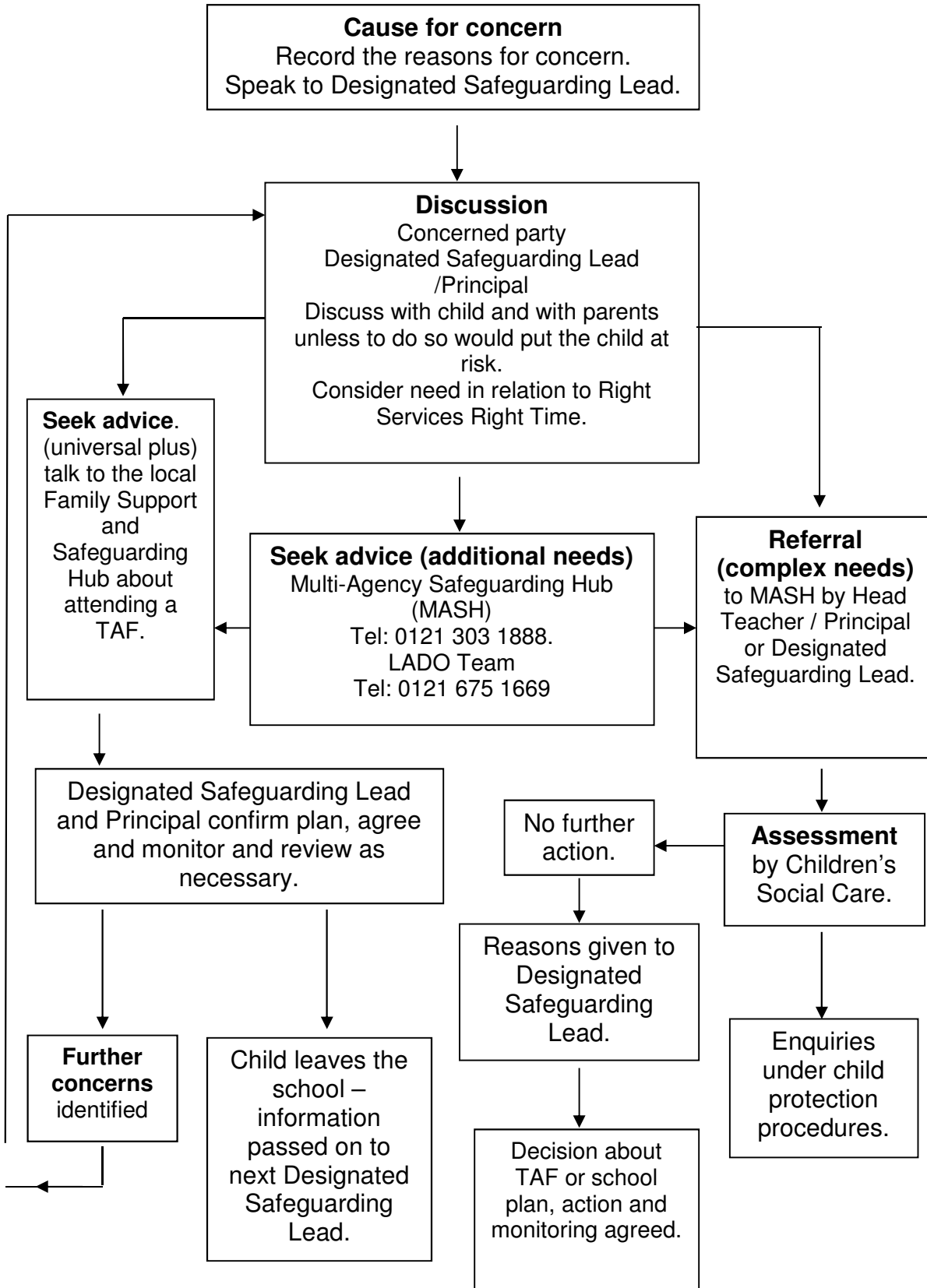
- The SPOC may decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The School will review the situation after taking appropriate action to address the concerns.

12.3 The SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist her.

12.4 If the concerns about the pupil or student are significant and meet the additional needs or complex need criteria, they will be referred to the MASH. This includes concerns about a young person who is affected by the behaviour of a parent or other adult in their household.

PART TWO – THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD



13. INVOLVING PARENTS AND CARERS

- 13.1 In general, we will discuss any child protection concerns with parents and carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents and carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents and carers because it considers that contacting them may increase the risk of significant harm to the child.
- 13.2 Parents and carers will be informed about our safeguarding policy through the School Website, the Virtual learning Environment and School Newsletters.

14. MULTI-AGENCY WORK

- 14.1 We work in partnership with other agencies in the best interests of the pupils and students. The School will, where necessary, liaise with the School nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub (0121 303 1888). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.
- 14.2 We will co-operate with any child protection enquiries conducted by children's social care: the School will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- 14.3 We will provide reports as required for these meetings. If the School is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents and carers at least 24 hours prior to the meeting.
- 14.4 Where a pupil or student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the School will contribute to the preparation, implementation and review of the plan as appropriate.

15. OUR ROLE IN SUPPORTING CHILDREN

- 15.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- 15.2 An individual support plan will be devised, implemented and reviewed regularly for these pupils and students. This plan will detail areas of support, who will be involved, and the young person's wishes and feelings. A written outline of the individual support plan will be kept in the young person's child protection record.
- 15.3 Young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 15.4 We will ensure the School works in partnership with parents, carers and other agencies as appropriate.

16. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also Birmingham Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#).

- 16.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child, or;
 - Behaved in a way that indicates s/he is unsuitable to work with children.
- 16.2 Although it is an uncomfortable thought, we acknowledged that there is the potential for staff in the School to abuse children.
- 16.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people **immediately**. Allegations or concerns about colleagues and visitors must be reported direct to the Principal unless the concern relates to Principal. If the concern relates to the Principal, it must be reported immediately to the Chair of Governors (DfE Guidance).
- 16.4 The Principal (or chair of Governors on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer in children's social care (LCSB Guidance), prior to undertaking any investigation.

16.5 The School will follow the DfE and Birmingham LA procedures for managing allegations against staff (see web link above).

16.6 The case manager will be guided by the LADO in all matters relating to suspension, sharing of information and any follow up investigation.

17. CHILDREN WITH ADDITIONAL NEEDS

17.1 The University of Birmingham School recognises that while all young people have a right to be safe, some young people may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug and alcohol abusing parents, etc.

17.2 When the School is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment **must** be completed prior to convening a meeting of the Governing Body

18. CHILDREN IN SPECIFIC CIRCUMSTANCES

18.1 Guidance on children in specific circumstances is in Birmingham Safeguarding Children Board's procedures as listed below:

- [Abuse Linked to Spiritual Belief](#)
- [Bullying](#)
- [Child Sexual Exploitation](#)
- [Children Affected by Gang Activity](#)
- [Children and Families that Go Missing](#)
- [Children Living away from Home](#)
- [Children Missing from Education](#)
- [Children of Parents who Misuse Substances](#)
- [Children of Parents with Learning Difficulties](#)
- [Children of Parents with Mental Health Problems](#)
- [Disabled Children](#)
- [Domestic Violence and Abuse](#)
- [E-Safety – Children Exposed to Abuse through the Digital Media](#)
- [Fabricated or Induced Illness](#)
- [Female Genital Mutilation](#)
- [Forced Marriage](#)

- [Honour Based Violence](#)
- [Peer Abuse – Children and Young People who Abuse Others](#)
- [Sexually Harmful Behaviour](#)
- [Trafficked Children](#)
- [Underage Sexual Activity](#)

19 WHISTLEBLOWING

19.1 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the School's confidential (whistleblowing) policy.

19.2 Whistleblowing concerns about the Principal should be raised with the Chair of Governors.

20 COMPLAINTS OR CONCERNS EXPRESSED BY STUDENTS, PARENTS, CARERS, STAFF OR VOLUNTEERS

20.1 We recognise that listening to children and young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child or young person will be listened to and acted upon in order to safeguard his/her welfare.

20.2 We will also seek to ensure that the child/young person or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The school's complaints procedures are readily available.

21 POSITIVE PHYSICAL INTERVENTION

21.1 Staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property. We understand that physical intervention of a nature that causes injury or distress to a child or young person may be considered under management of allegations or disciplinary procedures.

- Staff who are likely to need to use physical intervention will be appropriately trained;
- All incidences of physical intervention will be recorded in accordance with the (Team Teach or equivalent) recommended procedures, and;
- We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their

professional boundaries.

22 ABUSE OF POSITION OF TRUST

- 22.1 We recognise that as adults working in the school, we are in a relationship of trust with the students in our care and acknowledge that it could be considered a criminal offence to abuse that trust.
- 22.2 We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.
- 22.3 We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. Schools and colleges should bear in mind the offence under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child

23 EXTREMISM

- 23.1 We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- 23.2 We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonable practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

24 RACIST INCIDENTS

- 24.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.
- 24.2 We maintain a log of racist incidents in school.

25 PREVENTION OF BULLYING

- 25.1 Our policy on Prevention of Bullying bull is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures.
- 25.2 All incidences of bullying, including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with our policy.
- 25.3 We recognise that children with special needs and/or disabilities are more susceptible to being bullied.
- 25.4 We maintain a log of bullying incidents in school.
- 25.5 Our policy on bullying is explained at the induction evening for new parents and carers in Year 7.

26 E-SAFETY

- 26.1 All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.
- 26.2 Our Acceptable Use Policy recognises that internet safety is a whole school responsibility (staff, students, parents and carers).
- 26.3 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies.
- 26.4 Additionally, some children or young people may find themselves involved in activities which are inappropriate or possibly illegal.
- 26.5 We therefore recognise our responsibility to educate our students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.
- 26.6 These issues are addressed within the curriculum, Personal Learning and Development Programme, in School and College Assemblies and at in assemblies and also at Parents' Induction evenings.

27 PHOTOGRAPHY AND USE OF IMAGES

- 27.1 The welfare and protection of our children and young people is paramount and consideration should always be given to whether the use of photography will place our children at risk.
- 27.2 Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networkingsites.
- 27.3 For this reason consent is always sought when photographing children and additional consideration given to photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence.
- 27.4 Consent must be sought from those with parental responsibility (this may include their Local Authority in the case of Looked After Children).

28 HEALTH AND SAFETY

28.1 Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children and young people both within the school environment and when away from the school, for example when undertaking school trips and visits.

29 SAFE ENVIRONMENT

29.1 The School undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

29.2 The school has appropriate security arrangements in place in respect of the use of its grounds and buildings by visitors, both in and out of school hours.

30 OTHER RELEVANT POLICIES

30.1 The Governing Body's legal responsibility for safeguarding the welfare of children and young people goes beyond basic child protection procedures.

30.2 The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Dealing with Allegations of Abuse against Teachers and other Staff
- Complaints Policy and Procedure
- Behaviour Management
- Recruitment and Selection Policy
- Governors' Policy on Staff Behaviour (Conduct of Conduct)
- Policy for Looked After Children
- Prevention of Bullying Policy
- Positive Physical Intervention
- Single Equality and Inclusion Policy
- Religious Education policy
- Education Visits Policy
- First Aid and the Administration of Medicines Policy
- Whistleblowing (Confidential reporting)
- Health and Safety Policy
- Attendance Policy
- Behaviour and Exclusions Policy
- Sex and Relationships Education Policy
- Photographing and Videoing Students Policy (safe and appropriate use of images)
- E-safety – ICT Acceptable Use Policy for Staff, and Acceptable use statement and

guidance for Students (including guidance on the use of the internet/intranet and email).

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.

31 CONTACTS INSCHOOL:

Rebecca Tigue, Senior Vice-Principal: Designated Safeguarding Lead for Child Protection (DSL)

Frances Child and Kate Campbell: Deputy Designated Leads

APPENDIX ONE - DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of their 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 young person 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 young person's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor School attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth and/or weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The young person is regularly not collected or received from School, or;
- The young person is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;

- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are 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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging them to behave in sexually inappropriate ways, or grooming a young person 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 young people.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;

- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming, or;
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the young person performing sexual activities, or another person performing sexual activities on the young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying young people 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 young person 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 young people. These may include interactions that are beyond their developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The young person consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the young person is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the young person;
- Unrealistic expectations or constant complaints about the young person;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the young person from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with young people with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile young person;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a young person's means of communication;
- Ill-fitting equipment, for example calipers, sleep boards, inappropriate splinting;
- Misappropriation of a young person's finances, or;
- Inappropriate invasive procedures.

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

When a young person tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.

- At the end of the conversation, tell the young person again who you are going to tell and why that person or those people need to know.
- Include any questions you may have asked.
- Do not add any opinions or interpretations.
- As soon as you can afterwards, make a detailed record of the conversation using the young person's own language (within the hour if possible).
- All notes should be timed, dated and signed, with name printed alongside the signature.
- All records of a child protection nature must be passed to the DSL.
- It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

- **You must not deal with this yourself.**
- Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead, their Deputy or the Principal.
- Young person's making a disclosure may do so with difficulty, having chosen carefully to whom they will speak.
- Listening to and supporting a young person who has been abused can be traumatic for the adults involved.
- Support for you will be available from the Designated Safeguarding Lead or Principal.

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for young person's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a young person or young persons, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a young person makes an allegation about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview pupils.
3. The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible young person protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
 - If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Birmingham Safeguarding Children Board.

APPENDIX FOUR - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
 - *Seek to provoke others to terrorist acts;*
 - *Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or;*
 - *Foster hatred which might lead to inter-community violence in the UK.*
4. There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student or pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student or 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 student or 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 student or 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 – students or pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX FIVE - PREVENTING VIOLENT EXTREMISM

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for the University of Birmingham School is Mrs R Tigie , who is responsible for:

- Ensuring that staff of the school are aware that you she is the SPOC in relation to protecting students and pupils from radicalisation and involvement in terrorism;
 - Maintaining and applying a good understanding of the relevant guidance in relation to preventing students and pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
 - Raising awareness about the role and responsibilities of the University of Birmingham in relation to protecting students and pupils from radicalisation and involvement in terrorism;
 - Monitoring the effect in practice of the School's Religious Education curriculum and Collective Worship/Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
 - Raising awareness within the School about the safeguarding processes relating to protecting students and pupils from radicalisation and involvement in terrorism;
 - Acting as the first point of contact within the school for case discussions relating to students and pupils who may be at risk of radicalisation or involved in terrorism;
 - Collating relevant information from in relation to referrals of vulnerable students and pupils into the Channel* process;
 - attending Channel* meetings as necessary and carrying out any actions as agreed;
 - Reporting progress on actions to the Channel* Co-ordinator, and;
 - Sharing any relevant additional information in a timely manner.
- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- ✓ Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - ✓ Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - ✓ Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

APPENDIX SIX

REFERRAL FORM TO SOCIAL SERVICES

Surname:	First Name:	Title:
Preferred Name/Mode of Address:		
D.O.B.:	M/F/Unborn	
<u>Permanent Address</u>	<u>Temporary Address</u>	
Tel:	Tel:	
School attended:	Name of School Contact:	
First Language:	Interpreter Required?	
Ethnic Origin:	Religion:	
If Refugee/Asylum Seeker:		
Nationality:	Status:	
Any Risk to Professionals?		
Does the Child have any Special Needs?		
<u>G.P. (Inc. Telephone Number)</u>		

FAMILY/OTHER MEMBERS OF THE HOUSEHOLD

Name	Address/Telephone	Age/DOB	Relationship	Parental Responsibility

OTHER PROFESSIONALS INVOLVED

Name	Address & Telephone Number	Role

Subject aware of Referral ?	Responsible Adult aware ?
Referred By:	
Designation:	Date & Time:
Address:	
Telephone Number	

<u>Reason for Referral:</u>

<u>Current Issues:</u>
(Continue on separate sheet if necessary)