



LADY MARGARET SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

Reviewed: 09 October 2017

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1 INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people, the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

2 To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

3 AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and

independence;

- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

4 **GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding
- The school will in all cases follow the current DfE guidance on safeguarding and the Prevent Duty, in particular “Keeping Children Safe in Education” (July 2015) and “Revised Prevent Duty Guidance: for England and Wales” (16th July 2015).

5 **RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER**

The Governing Body will ensure that the school has identified Designated Senior Teacher(s) for safeguarding and child protection and that the Executive Principal and Designated Senior Teachers undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid year
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child’s social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB)
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding

and child protection.

- To support and advise staff on child protection issues generally.
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors , learning mentors
- To communicate child protection policies and procedures effectively to parents/carers and students by placing this policy on the school website and by such other means as they consider appropriate
- To maintain one central record of child protection matters, including copies of relevant documents kept in other files, and otherwise to maintain accurate and secure child protection records
- To send on child protection records to new schools (where relevant)

6 RESPONSIBILITIES OF SCHOOL STAFF

- (1) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Senior Designated Teacher(s) and other senior staff members.
- (2) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- (3) All school staff are expected to:
 - Be able to identify signs and symptoms of abuse
 - Report concerns (including concerns about other staff/professionals) to the Designated Senior Teacher or other senior staff members as appropriate
 - Be aware of the relevant local procedures and guidelines
 - Monitor and report as required on the welfare, attendance and progress of all pupils
 - Keep clear, dated, factual and confidential records of child protection concerns.
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

7 APPOINTMENT OF STAFF

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the current DfE guidance on safeguarding (in particular Keeping Children Safe in Education (July 2015)) and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS check.
- That evidence of relevant checks will be recorded and stored in a single, central location,

easily accessible when appropriate and necessary.

8 ALLEGATIONS AGAINST STAFF

The Governing Body adopts the procedures set out in Appendix 1 to this Policy.

9 STAFF CONTACT WITH PUPILS

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the current DfE Guidance regarding reasonable force, in particular "Use of reasonable force in schools" (17 July 2013).

10 STAFF TRAINING AND SUPPORT

- (1) The Governing Body recognises the importance of child protection training for Senior Designated Teachers and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.
- (2) The Governing Body expect the Head Teacher and Senior Designated Teachers to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.
- (3) The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Senior Designated Teacher(s).
- (4) The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

11 CURRICULUM

The Governing Body believes that the school curriculum is important in the protection of children. It will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils

12 **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

The Governing Body recognises that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Senior Designated Teacher(s) will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

13 **ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN**

The governors will follow the guidance contained in Paragraphs 76 to 78 of “Keeping children safe in education”.

14 Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms including bullying, sexting and girls being sexually touched or assaulted. The rule in this School is that abuse is abuse and that it will never be tolerated or passed off as “banter” or “part of growing up”.

15 The school’s procedures to minimise the risk of peer on peer abuse and the manner in which allegations of peer on peer abuse will be investigated and dealt with are set out in the School’s Behaviour, Complaints and E-safety Policies and in its Warning System and Serious Incident procedures.

16 Victims of peer on peer abuse will be supported by the School’s pastoral care system.

17 **RADICALISATION AND THE PREVENT DUTY**

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. The Governing Body, Head Teacher and staff will follow current DfE guidance on safeguarding and the Prevent Duty, in particular “Keeping Children Safe in Education” (July 2015) and “Revised Prevent Duty Guidance: for England and Wales” (16th July 2015).

18 The vulnerability of students to being seduced by extreme ideological positions is something we take very seriously. Recent government legislation means that it is helpful to include here a summary of the Prevent Duty for those working in education.

19 Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote fundamental British values, all staff have a statutory duty to have due regard to the need to prevent students from being drawn into terrorism. In interpreting what is meant by ‘due regard’, we take guidance from the government’s Prevent strategy, including the Channel programme, which aims to ensure that vulnerable students of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism. Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.

20 Without undermining the fundamental values of freedom of speech and mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views. ‘Extremism’ is defined as vocal or active opposition to fundamental British values, including democracy, the

rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas. It also includes the notion of non-violent extremism, which can create an atmosphere conducive to terrorism and popularise views which terrorists exploit. Extremism can take many forms whether ideological, political or religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media. These channels exploit aspirational images of success, status and belonging, and personal and moral duty which can capture the imagination of young minds.

21 Our classrooms are safe spaces where students can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for students to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge fundamental British values. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable students and, if appropriate, must seek further guidance. Over-simplified assessments can increase, rather than reduce risk.

22 This is a complex and sensitive area where respect for freedom of speech and the personal autonomy of students must be held in balance with our duty to protect them against this form of abuse.

23 There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness raising amongst staff.
- Protection from terrorist and extremist material when accessing the internet in school/college
- Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development.

24 **Specific tasks for the Designated Safeguarding Lead (“DSL”) relating to the Prevent Duty**

The DSL should establish appropriate and proportionate measures to raise awareness of the Prevent Duty amongst staff and to achieve the following:

- assess the risk of students being drawn into terrorism. Document the risk assessment and any subsequent action plan. Examples of a Prevent Self-Assessment Template, and Prevent Duty Action Plan, are available here: <http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Educationtoolkit.pdf>
- ensure that safeguarding arrangements take into account the Prevent policies and procedures of the Local Safeguarding Children Board (LSCB)
- ensure that staff, including newly inducted staff, have training that gives them the

knowledge and confidence to identify students at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. As a minimum, the DSL should attend training where available, and be aware of the process for referring individual cases of vulnerability to the Channel programme, as opposed to local Children's Services in the normal way

- ensure that there is appropriate supervision of visiting speakers to the school/college to prevent presentations (including the distribution of materials) which are not contrary to fundamental British values
- the incorporation of any necessary syllabus amendments (e.g. in citizenship, history, politics, religious education)
- protection for students from terrorist or extremist material when accessing the internet
- ensure that there are clear referral procedures for staff to raise concerns to the Child Protection leads within the school and by external referral to the local authority

25 More guidance on the Channel programme is available here:
<https://www.gov.uk/government/publications/channel-guidance>

26 Guidance for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq is available here:
<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

27 For details of measures to minimise the risk of internet exposure to harmful material, refer to the ICT policy.

28 Where appropriate, staff should familiarise themselves with general risk indicators for vulnerability to being drawn into terrorism set out in Appendix 2 below.

29 **HONOUR BASED VIOLENCE**

The Governing Body notes the guidance about honour based violence ("HBV") at pages 54 to 56 of "Keeping children safe in education" and draws the attention of staff to this guidance. The following summary may be helpful.

30 So-called 'honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

31 **FEMALE GENITAL MUTILATION**

The Governing Body notes the guidance about female genital mutilation ("FGM") at pages 14 and 15 of "Keeping Children Safe in Education" (July 2015) and draws the attention of staff to this guidance. The following summary may be helpful.

32 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is a criminal offence in the UK and is a form of child abuse with long-lasting harmful consequences.

33 Professionals in all agencies, and individuals and groups in relevant communities, need to be

alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines and Chapter 9 of those Guidelines.

34 If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Notwithstanding the commencement of mandatory reporting in October 2015 these procedures remain when dealing with concerns regarding the potential for FGM to take place.

35 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

36 **FORCED MARRIAGE**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

37 The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

38 **CHILDREN MISSING EDUCATION**

The Governing Body notes the guidance contained in "Children missing education" (January 2015) and Annex A to "Keeping children safe in education" and draws the attention of staff to this guidance. The following summary may be helpful.

39 All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

40 Schools, including Academies and Free Schools, must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals in which they will inform local authorities of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. Schools must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances⁶. Pupils who remain on a school roll are not necessarily missing education but schools should monitor attendance and address it when it is poor. It is also important that pupils' irregular attendance is referred to

the authority.

41 Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils.

42 There are many circumstances where a child may become missing from education so it is vital that judgements are made on a case by case basis. The list below (which is not exhaustive) presents some of the circumstances:

(1) **Pupils at risk of harm/neglect** - Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected schools should follow local child protection procedures. Local authority officers responsible for CME should check that a referral has been made and, if not, they should alert children's social care. If there is reason to suspect that a crime has been committed or the child's safety is at risk, the police should also be involved.

(2) **Children of Gypsy, Roma and Traveller (GRT) Families** – Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore vital that schools inform the LA when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Local authority Traveller Education Support Services (TESS), where these exist, or named CME officer within the LA, can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils' education, for example dual registration with other schools or the provision of electronic or distance learning packages where these are available.

(3) **Families of Armed Forces** - Families of members of the Armed Forces are likely to move frequently – both in UK and overseas and often at short notice. Schools and local authorities should contact the MOD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.

(4) **Missing children/runaways** - Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.

(5) **Children and young people supervised by the Youth Justice System** - Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18). YOTs should work with the local authority CME officer to ensure that children are receiving, or return to, appropriate full-time education. Where a young person was registered at a school prior to custody, the school may keep the place open for their return.

43 **CONFIDENTIALITY**

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

44 **RECORD KEEPING AND REPORTS**

(1) The Governing Body expects all staff to maintain high quality signed and dated child protection

records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

- (2) The Governing Body further expects school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

45 **MONITORING PUPILS ON THE CHILD PROTECTION REGISTER**

The Governing Body expects the Head Teacher and Senior Designated teachers to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

46 **COMMUNICATING POLICY TO PARENTS AND PUPILS**

- (1) The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.
- (2) Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

47 **MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.**

The Head Teacher will report to the Governing Body annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

48 **CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES**

This Policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying, use of restraint and equality policies.

APPENDIX 1: PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

1. The Governing Body recognises that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff and volunteers are vulnerable to accusations of abuse.
2. The Governing Body further recognises that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff and volunteers. These procedures are set out below.
3. The staff will also take into account the statutory guidance contained in “Keeping Children Safe” published by the DfE in July 2015 and, in particular, paragraph 44 and Part 4 of that document.
4. If a concern or allegation is raised by a parent, the Lead Teacher will meet with the parent immediately, recording full details of the conversation. The Lead Teacher will advise the parent that an investigation will be carried out immediately and the parent kept informed of the actions taken.
5. Parents will be asked to keep matters confidential whilst the investigation is conducted, bearing in mind that a breach in confidentiality might jeopardise the investigation and have legal implications for those involved.
6. The Lead Teacher will carry out an immediate risk assessment in relation to the staff member who is the subject of the allegation and the students/adults involved and put in place any protective measures that might be appropriate. The Lead Officer will follow procedures laid out in the Tri-Borough Safeguarding Policy in relation to allegations against a member of staff
7. The Lead Teacher will immediately consult with the Local Area Designated Officer for Safeguarding (“LADO”) and inform the LDBS and Ofsted in all cases. If the allegation is made against a professional employed by an external organisation working in the school, the Lead Officer will inform their line manager of the action taken.
8. The same process will apply if the allegation is made by a student, another member of staff or any other third party. Any student making a disclosure will be fully supported. Her parents will be informed of the matter following consultation with the Local Authority Safeguarding Team.
9. On being informed of an allegation against staff, the LADO will be contacted. A decision will be made by the Head Teacher, in consultation with the LADO and the Chair of the Governing Body, as to whether the member of staff should be
 - a. suspended or
 - b. continue working,while the investigation is being carried out.

10. The parent and, as appropriate the student, will be interviewed. The member of staff concerned will then be informed of the nature of the allegation and given the opportunity to respond.
11. The school's disciplinary policy will apply to any member of staff, student or volunteer under investigation for alleged abuse.
12. The Lead Teacher will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
13. In the event that an allegation is made about the Lead Teacher, the Chair of the Governing Body will be informed. He will then contact the LADO and Ofsted and perform the other functions given by this document to the Lead Teacher.
14. The Lead Teacher will keep this procedure under review and may make amendments to it in writing with the consent of the Head Teacher. Such amendments will be reported to the Staffing & General Purposes Committee of the Governing Body.

APPENDIX 2: RISK INDICATORS OF BEING DRAWN INTO TERRORISM

Vulnerability

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the student associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the student is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the student frequent, or is there evidence to suggest that she is accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the student has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the student known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the student sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the student support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the student encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the student from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the student resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from

those that sympathise with or support extremist activity

- Has there been a significant shift in the student's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the student come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the student vocally support terrorist attacks; either verbally or in her written work?
- Has the student witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the student travelled for extended periods of time to international locations known to be associated with extremism?
- Has the student employed any methods to disguise their true identity? Has the student used documents or cover to support this?

Social Factors

- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student experience a lack of meaningful employment appropriate to their skills?
- Does the student display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the student demonstrate identity conflict and confusion normally associated with youth development?
- Does the student have any learning difficulties/mental health support needs?
- Does the student demonstrate a simplistic or flawed understanding of religion or politics?
- Does the student have a history of crime, including episodes in prison?
- Is the student a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the student have insecure, conflicted or absent family relationships?
- Has the student experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the student's life has extremist view or sympathies?

Other critical risk factors could include

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues

- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer