

Astrum Multi Academy Trust	
Policy Title:	Astrum Child Protection and Safeguarding Policy
Policy Reviewed:	Autumn Term 2024
Next Review:	Autumn Term 2025
Signature of Chair of Local Advisory Board: D.Atkins	Signature of CEO: L.Parr

Version and Date		Action/Notes
Draft	Sept24	Awaiting approval from the Local Advisory Board
V1	Oct 24	Agreed and approved by the Local Advisory Board

Designated Safeguarding Member(s) of Staff are:



Newbridge Academy

Angela Murphy – Principal (DSL)

Newbridge Lower Safeguarding Team

Victoria Cooper – Deputy Principal

Joe Harding – Assistant Principal

Karen Delany – Assistant Principal

Newbridge Upper Safeguarding Team

Jamie McLeod - Deputy Principal

Ayfer Guncu – Assistant Principal

Mihaela Johnston – Assistant Principal



Hatchside Academy

Julian Matthews – Principal (DSL)

Hatchside Infants Safeguarding Team

Carmen Lau - Deputy Principal

Hatchside Juniors Safeguarding Team

Carmen Dordea – Deputy Principal



Project Search

Hannah Goldman-Brown – Post-16 Strategic Lead (DSL)

Sue Chadwick – Deputy DSL

Trust Central Safeguarding Team

Hazel Wicks – Extended Services Manager

Vivienne Curtis – Pastoral Lead

Astrum Multi Academy Trust

CEO – Lara Parr

Named personnel with designated responsibility for Child Protection

Site	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Designated Trustee for Safeguarding & Child Protection	Designated Schools Committee Member for Safeguarding & Child Protection
Newbridge Lower	Angela Murphy	Victoria Gentle Joe Harding Karen Delaney	Ann Garrard	Dave Atkins
Newbridge Upper	Angela Murphy	Jamie McLeod Ayfer Guncu Mihaela Johnston	Ann Garrard	Dave Atkins
Hatchside School	Julian Matthews	Carmen Dordea Carmen Lau	Ann Garrard	Dave Atkins
Project Search	Hannah Goldman-Brown	Sue Chadwick	Ann Garrard	Dave Atkins
Whole school	Hazel Wicks	Out of School Hours/Play scheme/clubs		
Whole school	Viv Curtis	Pastoral Lead		

Our strong safeguarding culture

1. Why it is important

- Safeguarding is everyone's responsibility and it is the duty of the trust to safeguard and promote the welfare of children. 'Children' includes everyone under the age of 18. This is our core safeguarding principle.
- In adhering to this principle, we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.
- One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers and governors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.
- This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

What it means for our pupils

- We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child. It also includes contributing to broader, multi-agency strategic discussions about safeguarding children.
- All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issue will receive appropriate support.
- Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.
- Identifying safeguarding and child protection concerns often begin with recognising changes in pupils' attendance and/or behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.
- All of our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.
- Due to the complex needs of the pupils at Astrum, to us, safeguarding means having staff who have knowledgeable relationships with our pupils. The staff pay attention to the detail of the pupil's needs to ensure they act timely and considerately to them as individuals.

2. Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education (2024)
- Working Together to Safeguarding Children (2023)

- What to do if you're worried a child is being abused (2015)
- Prevent Duty guidance: Guidance for specified authorities in England and Wales (2023)
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act 2021
- PACE Code C 2019
- Statutory Framework for the Early Years Foundation Stage (EYFS)

3. Roles and responsibilities

The Designated Safeguarding Lead (DSL):

The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety) in the academy they are Principal in, on behalf of the trust. The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff
- working with the board of trustees and local governing body to ensure that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- liaising with the headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for Children to have an Appropriate Adult in relevant circumstances
- acting as a point of contact with the three safeguarding partners
- making and managing referrals to children's social care, the police, or other agencies
- keeping detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions (including where referrals were or were not made)
- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority if allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school
- work with the CEO/Principal to ensure that the relevant staffing ratios are met, where applicable
- work with the CEO/Principal to ensure that each EYFS child is assigned a key person

The deputy Designated Safeguarding Lead(s):

Our Deputy DSLs are trained to the same level as the DSL and support the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSLs.

The safeguarding governor/trustee:

The role of the safeguarding governor/Trustee is to provide support and challenge to the DSL and the leadership of the trust on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- understanding the requirements of the Governance Handbook and Keeping Children Safe in Education 2024
- supporting and challenging the DSL on the standards of safeguarding at the trust
- confirming that consistent and compliant safeguarding practice takes place across the trust
- reporting to the board of trustees about the standard of safeguarding in the trust

The DSL and the safeguarding governor/trustee meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the trust.

4. Children who may be particularly vulnerable

Some children are at greater risk of abuse, neglect and exploitation. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our pupils receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, special educational needs, disability, gender identity or sexuality
- are vulnerable to being bullied, or engaging in bullying
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism
- live in chaotic or unsupportive home situations
- live transient lifestyles or live away from home or in temporary accommodation
- are affected by parental substance abuse, domestic violence or parental mental health needs
- do not have English as a first language
- experience or have experienced bereavement or mental health difficulties
- are in care or privately fostered, or have returned home to their family from care
- have experienced multiple suspensions and are at risk of, or have been, permanently excluded

5. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

All pupils at Astrum have SEND, therefore it is important to recognise the additional safeguarding challenges which apply to all our pupils. We ensure all staff are aware of the factors that can put our community at greater risk through the annual safeguarding training and through regular updates during the school year.

Astrum has a high proportion of pre-verbal children and young people. This impacts on their ability to communicate explicitly if they have experienced abuse. All staff are trained to develop specific communication methods with pupils where appropriate. In these situations, we will ensure opportunities for pupils to express themselves using all appropriate methods such as the use of AAC and resources including dolls and social stories. Where this is not appropriate for a pupil, staff are trained to be vigilant and responsive to changes in behaviour, appearance, mood, frequency of communication attempts and levels of engagement and where concerns present, report this to DSLs.

6. Children who are absent from education

- Children being absent from education for prolonged periods, on an increasing basis and/or on repeat occasions, and children with unexplainable and/or persistent absences from education, can be an indicator of abuse, neglect and exploitation, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.
- We closely monitor attendance, absence and exclusions and our DSL will take appropriate and proactive action including notifying the local authority, particularly where children go missing on repeated occasions, on an increasing basis and/or are missing for periods during the school day.
- At Newbridge Upper and Project Search there are some pupils/interns over the age of 18. These young people are classed as vulnerable adults. Safeguarding referrals need to be made to the Redbridge Safeguarding adults' team or the equivalent for pupils/interns that live out of borough.

7. Alternative provision

Where a pupil is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will ensure we are satisfied that the placement meets the pupil's needs.

8. Mental health

- Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

- All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children/young people have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.
- Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a Deputy who will alert other relevant agencies as necessary.

9. Children who are lesbian, gay, bi or trans (LGBT)

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children/young people who are LGBT, or are simply perceived to be LGBT, can be targeted by other children. The risk to these children/young people can be compounded where children who are LGBT lack a trusted adult with whom they can be open.
- Our staff endeavour to reduce the barriers and provide a safe space for those children/young people to speak out or share their concerns with them.
- The 2024 Cass review of gender identity services for children and young people identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children/young people may well have wider vulnerabilities, including having complex mental health and psychosocial needs.
- When supporting a gender questioning child/young person, as recommended by statutory guidance, we take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

10. Child-on-child abuse

- Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.
- All staff should be clear about the trust's policy and procedures for addressing child-on-child abuse and maintain an attitude of 'it could happen here'.
- Child-on-child abuse can take many forms, including:
 - **physical abuse** such as shaking, hitting, biting, kicking or hair pulling
 - **bullying**, including cyberbullying, prejudice-based and discriminatory bullying
 - **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
 - **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - **up skirting**, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm

- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring others to share sexual content
- **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- **initiation/hazing** – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond
- Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
- All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

Child on Child - the Astrum Context

- At Astrum we recognise that the child on child abuse that occurs can be intentional or unintentional as this reflects the complex needs of our children. However, staff are trained for these situations and we ensure we address incidents by putting appropriate strategies in place to minimise the risk of this happening on repeated occasions.
- The curriculum at Astrum includes Relationships and Sex Education which is integral to how we support pupils in being aware of different relationships, this particularly looks at friendships. For our staff, the key is understanding our pupils' relationships through the adult relationship present and recognising when these maybe have an impact on the pupils, which deviates from how they would normally interact. This relies on staff knowledge of pupils. Where behaviours of concern are observed, the trust would respond in the appropriate way according to individual needs.

Minimising risk

We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children/young people feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Ensuring that the academy(s) is well supervised, especially in areas where children might be vulnerable

Investigating allegations

All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- **Gather information** – children/young people and staff will be spoken with immediately to gather relevant information.
- **Decide on action** - if it is believed that any child/young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's

social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.

- **Inform parents** - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child/young person or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
- **Recorded** – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.
- Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2024.
- Children/young people can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy.
- Supporting those involved our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.
- Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.
- The support required for the pupil/intern who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.
- Support may also be required for the pupil/intern that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

11. Serious violence

- All staff are made aware of indicators that children/young people are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of mental health difficulties, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.
- All staff are made be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or

permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

12. **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

- Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:
 - Age
 - Gender
 - Sexual identity
 - Cognitive ability
 - Physical strength
 - Status
 - Access to economic or other resources
- The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

Child Criminal Exploitation (CCE)

- CCE can include children/young people being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children/young people can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.
- Children/young people involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE Indicators

- **CCE** indicators can include children who:
 - appear with unexplained gifts or new possessions
 - associate with other young people involved in exploitation
 - suffer from changes in emotional well-being
 - misuse drugs or alcohol
 - go missing for periods of time or regularly return home late
 - regularly or increasingly miss school or education or do not take part in education

Child Sexual Exploitation (CSE)

- CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.
- CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
- CSE can affect any child/young person, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children/young people may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

CSE Indicators

- The above indicators can also be indicators of **CSE**, as can children who:
- have older boyfriends
- suffer sexually transmitted infections or become pregnant
- We include the risks of criminal and sexual exploitation in our RSE and health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.
- Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.
- All staff are aware of the indicators that children/young people are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child/young person is suffering from or is at risk of criminal or sexual exploitation.

13. County Lines

- County lines is a term used to describe gangs and organised criminal networks involved in exporting
- illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.
- County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 10.1 of this policy.
- Children/young people can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 10.3 of this policy, with the main indicator being missing episodes from home and/or school.
- Additional specific indicators that may be present where a child is criminally exploited include children who:

- go missing and are subsequently found in areas away from home
 - have been the victim or perpetrator of serious violence (e.g. knife crime)
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
 - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
 - are found in accommodation with which they have no connection or in a hotel room where there is drug activity
 - owe a 'debt bond' to their exploiters
 - have their bank accounts used to facilitate drug dealing.
- All staff are aware of indicators that children/young people are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child/young person may have been trafficked for the purpose of transporting drugs or money.

14. Sharing nudes and semi-nudes

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

All incidents involving nude or semi-nude images will be managed as follows:

- The incident will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children/young people involved.

- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children's social care.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 - [UKCIS advice 2020](#) . The school will have regard to this advice when managing these issues.

15. Online safety

- It is essential that children/young people are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk.
- These filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact on teaching and learning. The systems are reviewed regularly (at least annually) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils.
- We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe.
- We will also inform parents and carers of what we are asking children/young people to do online, including the sites they need to access, and with whom they will be interacting online.
- Online safety risks can be categorised into four areas of risk:
 - **Content:** being exposed to illegal, inappropriate or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism
 - **Contact:** being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children
 - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying
 - **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.
- All staff are aware of these risk areas and should report any concerns to the DSL.

16. Handheld devices and cameras

- Astrum has a separate policy regarding the safe use of mobiles and cameras. This includes:
- Personal devices are only to be used by staff when on a designated break away from the pupils/interns. At all other times, personal devices are to be switched off.
- Trust devices are only to be used by staff for work purposes. Photographs and videos of the pupils/interns are only to be taken on school devices.

- Images of the pupils/interns will only be used in accordance with our Data Protection Policy.

17. Domestic abuse

- The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.
- Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.
- Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children/young people can also be victims of domestic abuse.
- Children/young people can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.
- All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

18. Operation Encompass

At Astrum Multi Academy Trust we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and trustees, is detailed as part of the school's Safeguarding Policy and published on our school website.

19. Honour-Based abuse

- So-called 'honour-based' abuse (HBA) encompasses actions taken 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.
- Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.
- If staff are concerned that a child/young person may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

Female Genital Mutilation

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.
- FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child/young person may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the designated safeguarding lead.

Forced Marriage

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. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse.

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of

coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

Forced marriage is not the same as arranged marriage, which is common in many cultures.

If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

20. Radicalisation and Extremism

- Extremism is defined as vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process of a person legitimising support for, or use of terrorist violence.
- Children/young people are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.
- If staff are concerned that a child/young person may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead.

21. Staff/pupil relationships

- Staff are aware that inappropriate behaviour towards pupils/interns is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.
- We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.
- Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

22. Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

- If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using the trust premises for the purposes of running activities for children our set procedures must be followed. Our safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers' policy and procedure can be accessed in our Whistleblowing Policy and the full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2024.
- Safeguarding concerns or allegations made about staff who no longer work at the school

will be reported to the police.

23. Whistleblowing if you have concerns about a colleague

- It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Principal, unless the complaint is about the Principal, in which case concern should be reported to the CEO. If the concern is about the CEO, it should be reported to the chair of trustees via the Company Secretary.
- Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.
- The trust's whistleblowing policy allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

24. Staff and governor/trustee training

- Our staff receive appropriate safeguarding and child protection training (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.
- New staff and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff behaviour policy, how to report and record concerns and information about our Designated Safeguarding Lead and Deputy DSLs.
- Our governors/trustees receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated at least annually.
- Our safeguarding governor/trustee receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high-quality safeguarding across the trust.

25. Safer Recruitment

- The trust board and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2024 and the local safeguarding partner arrangements.
- All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.
- We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and requests DBS checks where required by Keeping Children Safe in Education 2024. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

- When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.
- When letting our facilities to external organisations we will obtain written confirmation that staff they provide have been appropriately checked and are suitable to work with children and/or vulnerable adults.
- The trust maintains the single central record of recruitment checks undertaken in each of our academies. Our recruitment policy and procedures can be accessed on our website.

26. Site security

- Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

27. Child protection procedures

Recognising abuse

- Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child/young person by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.
- Keeping Children Safe in Education 2024 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Taking action

Any child/young person could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- complete a record of concern form and report your concern to the DSL as soon as possible
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

If you are concerned about a pupil's welfare

- Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed, or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.
- If the pupil/intern does reveal that they are being harmed, staff should follow the advice below.
- Staff are aware that children/young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children/young people may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability

and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child/young person.

If a pupil discloses to you

If a pupil/intern tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil/intern what will happen next and give them an opportunity to ask questions about what will happen next
- complete the **CPOMs** entry as soon as possible
- report verbally to the DSL even if the child/young person has promised to do it by themselves
- let the pupil/intern know when they can expect to be updated or receive more information, emphasising that the pupil/intern can talk to them or the DSL at any time

Notifying parents

- The DSL will normally seek to discuss any concerns about a pupil/intern with their parents. If the DSL believes that notifying parents could increase the risk to the child/young person or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are notified.

28. Referral to children’s social care

- The DSL will make a referral to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

29. Reporting directly to child protection agencies

- Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children’s social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies, CEO or the chair of governors are not available and a referral is required immediately.

30. Confidentiality and sharing information

- Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead, CEO/Principal or chair of governors.

Sharing information

- The DSL will normally, where appropriate, obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for deciding to do so.
- Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.
- Information sharing decisions will be recorded, whether or not the decision is taken to share.
- The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child/young person. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

31. Storing information

- Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with our Retention and Destruction Policy.
- Our Confidentiality and Information Sharing policy and our Retention and Destruction policy is available to parents and pupils on request.

32. Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The trust ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

Work Experience

The trust has detailed procedures to safeguard pupils/interns undertaking work experience, including arrangements for checking people who provide placements and supervise pupils/interns on work experience which are in accordance with statutory guidance.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative, cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil/intern may be in a private fostering arrangement they will tell the DSL and the trust will notify the local authority of the circumstances.

Appendix One - Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1. Physical abuse

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

Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

2. Emotional abuse

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

Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways

- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- Drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

3. Sexual abuse

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

Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- Isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- Self-harm
- Substance abuse
- Acquire gifts such as money or a mobile phone from new 'friends'

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;

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

Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

Appendix Two – Record of Concern

Summary of Procedures for the DSL

Following a report from a member of staff, volunteer or visitor, the designated safeguarding lead will consider the level of need by applying the local thresholds for referral which Redbridge Local Safeguarding Children Board (LSCB) has agreed for use by all agencies and professionals who are worried or concerned about a child's safety or welfare.

Out of Borough CPAT Teams:

Barking and Dagenham - 020 8227 3811

Essex - 0345 603 7627 / 0345 6061212 (Out of Hours)

Hackney - 020 8356 5500 / 020 8356 2710 (Out of Hours)

Thurrock - 01375 652 802 / 01375 372 468 (Out of Hours)

Tower Hamlets - 020 7364 5601 / 020 7364 5606

Waltham Forest - 020 8496 2310

Havering - 01708 433 375

Newham - 020 8430 2000

Using the levels of need described in the Redbridge LSCB document [Are You Worried about a Child](#), they will decide whether the child is in immediate danger or is at risk of harm, in which case a referral must be made, **immediately**, to children's social care and the police, not waiting until the end of the school day:

Redbridge CPAT (Child Protection and Assessment Team)

0208 708 3885

CPAT.referrals@redbridge.gov.uk.

Out of Hours Emergency Duty Team

020 8708 5897 Weekdays from 17:00 onwards and weekends

making a clear statement of the known facts, any suspicions or allegations, whether or not there has been any contact with the child's family.

The designated safeguarding lead or deputy should confirm any referrals in writing via a multi-agency referral form (MARF). The child protection and assessment team will clarify with the police or children's social care whether the parents should be told about the referral and when and by whom. [LBR Multi Agency Referral Form \(MARF\) Template](#)

If early help is appropriate the designated safeguarding lead should support the relevant member of staff in liaising with other agencies and setting up an inter-agency assessment. If early help, or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

Appendix Three – Contacts and Links

Astrum Multi Academy Trust	
Newbridge & Hatchside Academy Tel: 020 8590 7272	
https://www.astrum-mat.org/	
Newbridge Academy Designated Safeguarding Lead	Angela Murphy
Newbridge Lower Safeguarding Team	Victoria Cooper Joe Harding Karen Delaney
Newbridge Upper Safeguarding Team	Jamie McLeod Ayfer Guncu Mihaela Johnston
Hatchside Academy Designated Safeguarding Lead	Julian Matthews
Hatchside Deputy Designated Safeguarding Lead	Carmen Dordea Carmen Lau
Project Search Designated Safeguarding Lead	Hannah Goldman-Brown
Project Search Deputy Designated Safeguarding Lead	Sue Chadwick
Designated Safeguarding Lead (Whole School)	Hazel Wicks
Designated Safeguarding Lead (Whole School)	Viv Curtis
Designated Trustee for Safeguarding & Child Protection	Ann Garrard
Designated Schools Committee Member for Safeguarding & Child Protection	Dave Atkins
Astrum Multi Academy Policies can be found on our website https://www.astrum-mat.org/	

Redbridge	
CAF	020 8708 3150 / 020 8708 2613/2614 CAFAdmin@redbridge.gov.uk
Child Protection & Assessment Team	020 8708 3885 (9am-5pm) 020 8708 5897 (after 5pm) CPAT.Referrals@redbridge.gov.uk
Children Missing from Education	020 8708 6047 / 86029 cme@redbridge.gov.uk
Children with Disabilities Team	020 8708 6092 CWDTduty@redbridge.gov.uk
Children’s Services Complaints	0208 8708 5174 icw.childrens@redbridge.gov.uk
Families Together Hub	020 8708 2208 Early.Intervention@redbridge.gov.uk
Emergency Duty Team EDT	020 8708 5879 (children) 020 8708 5000 (adult)
Local Authority Designated Officer (LADO)	020 8708 5350 helen.curtis@redbridge.gov.uk
Redbridge Safeguarding Children Partnership	020 8708 5282 RedbridgeSCP@redbridge.gov.uk
School Improvement Service	0208 708 3080 Mariam.Smith@redbridge.gov.uk
SEN Team	020 8708 7210 senteam@redbridge.gov.uk

	SEND.0-13@redbridge.gov.uk SEND.PFA14-25@redbridge.gov.uk
Multi-Agency Safeguarding Hub MASH	020 8708 3885 cpat.referrals@redbridge.gov.uk
Youth Service	YouthService@redbridge.gov.uk
Youth Offending Team	YOS.admin@redbridge.gov.uk
Admissions	https://www.redbridge.gov.uk/schools/school-admissions/
Education Welfare Service	020 8708 6020 EWS@redbridge.gov.uk
Educational Psychology	020 8708 7494 / 07741 331009 EducationalPsychology@redbridge.gov.uk

Out of Borough CPAT (Child Protection & Assessment) Teams:	
Barking and Dagenham	020 8227 3811
Essex	0345 603 7627 0345 606 1212 (Out of Hours)
Thurrock	01375 652 802 01375 372 468 (Out of Hours)
Tower Hamlets	020 7364 5006 opt. 2 or 3 020 7364 5606 / 5601 / 5358 / 7796 / 3342 / 7828 / 6469 / 3181
Waltham Forest	020 8496 2310
Havering	01708 433 222
Enfield	020 8379 5555 020 8379 1000 (after 5pm and weekends)
Herts	0300 123 4043
Islington	0207 527 7400
Kent	03000 41 11 11 03000 41 91 91 (Out of Hours)
Surrey	0300 470 9100 option 3
Newham	020 8356 5500 020 8356 2346 Out of Hours

The Virtual Headteacher	
LB Redbridge	virtualschool@redbridge.gov.uk
Newham Virtual School	nvs@newham.gov.uk
Tower Hamlets Virtual School	vsinfo@towerhamlets.gov.uk
LB Barking & Dagenham	AdminSupport@lbbd.gov.uk
LB Havering	vsht@havering.gov.uk
Thurrock	Kpullen@thurrock.gov.uk
Essex	john.edgar@essex.gov.uk
Enfield	suzanne.rowson@enfield.gov.uk
Herts	virtualschool@hertfordshire.gov.uk
Islington	Matthew.Blood@islington.gov.uk
Kent	VSKadvisoryteam@kent.gov.uk
Surrey	virtual.school@surreycc.gov.uk

Waltham Forest	virtual.school@walthamforest.gov.uk
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Weblinks:	
Ofsted	https://www.gov.uk/government/organisations/ofsted
Redbridge LSCB	Worried about a Child? https://www.redbridgescp.org.uk/
Escalation and Resolution Policy	https://www.redbridgescp.org.uk/wp-content/uploads/2022/05/Redbridge-SCP-Escalation-and-Resolution-Policy-4th-Edition-May-2022.pdf
Department for Education	https://www.gov.uk/government/organisations/department-for-education
UNICEF	https://www.unicef.org.uk/donate/?gad_source=1&gclid=CjwKCAjwooq3BhB3EiwAYqYoEhaASrTyCWwK7iaNyB38hKmL_nkPjOPK_7uagWrlrzRphyuifjhZLxoCmbEQAvD_BwE

Appendix Four – Prevent Statement

Astrum Multi Academy Trust Prevent Statement

The Prevent Strategy (2011) identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

1. From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent Duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarised the requirements on schools in terms of four general themes:

Astrum Multi Academy Trust Schools are subject to the Prevent Duty and is expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism
- Demonstrate that we are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.

- Ensure that our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Ensuring that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Ensure that children are safe from terrorist and extremist material when accessing the internet in school.

Indicators

As with all concern's early identification of safeguarding risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is key. Indicators that may cause concern in relation to prevent may include things such as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with pupils or vulnerable pupils being influenced by others with extreme views.

Supportive Interventions

Prevent Interventions may take many forms. Partner agency activity that can be the most effective form of intervention. Individuals who are identified as being vulnerable to being drawn into any form of extremism that could lead to terrorist related activity may be referred into Prevent for appropriate support. These decisions would be made by the appropriate professional.

Channel

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between Local Authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here:

www.gov.uk/government/publications/channel-guidance

Channel vulnerability assessment - Publications - GOV.UK

All Staff and Governors at Astrum Multi Academy Trust have been on a training course that covers Prevent and Channel

Reporting Concerns

Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following:

Department for Education Due Diligence & Counter Extremism Group: 020 7340 7264

Anti-Terrorist Hotline: 0800 789 321

Crime Stoppers: 0800 555 111

Relevant Police force: 101

www.gov.uk/report-suspicious-activity-to-mi5

www.gov.uk/report-terrorism

Social Media

Social media is an increasingly influential part of life, particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.

To report any online terrorist related online material visit:

www.gov.uk/report-terrorism

Find out more

The following resources are available to find out more about the Prevent Strategy or Prevent Duty:

www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent

www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Prevent duty guidance - Publications - GOV.UK