

Spiritual, Moral, Social & Cultural (SMSC) Policy

Policy Title:	Spiritual, Moral, Social & Cultural (SMSC)
Academic Year:	2017 - 2018
Policy Reference:	CS12
Description:	Guidance for students' personal spiritual, moral, social and cultural development
Status:	Reformatted policy awaiting ratification by Management Committee
Category:	Suggested
Review frequency:	Every 2 years
Contact:	Jacque Davies
Version:	V.3
Who was consulted:	SWC Previous PRU policy – created March 2003 by PRU (Pupil Referral Unit), Headteachers J.Davies and S.Hunter. Modified 18.9.14
Other relevant policies:	Child Protection & Safeguarding
Acronyms:	MC - Management Committee TLC - Teaching & Learning Committee SWC - Safeguarding & Wellbeing Committee FC – Finance Committee H&SPC - Health & Safety and Premises Committee PERS - Personnel Committee LA - Local Authority WBC - West Berkshire Council HT - Headteacher SLT - Senior Leadership Team
Date for Review:	September 2019

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1: Key contact list for Spiritual, Moral, Social & Cultural policy

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2: Aims	<p>For learners to benefit fully from their time with the icollege we ensure that they have the best teaching and pastoral care, alongside their personal development through a variety of rich experiences within and beyond the curriculum, in order that they are able to meet the expectations placed on them in study, conduct and attitude. These aims can be realised with the help of positive Spiritual, Moral, Social & Cultural (SMSC) Development.</p> <p>The aim of this policy is to link and strengthen other policies so that the ideals of the service's Vision Statement becomes a reality for the learners.</p>
3: Spiritual Development	<p>As young people develop physically they do so emotionally and psychologically. In studying at school to gain knowledge and skills their personal beliefs and identities are shaped. To help learners in their positive spiritual development and to try to understand the meaning of life we undertake to:</p> <ul style="list-style-type: none"> • Promote self-esteem by celebrating, valuing and commending achievements. • Engage imaginations and feelings. • Assist them to reflect, question and explore. • Provide opportunities for discussion and the exchange of views and insights. • British value; mutual respect. • Encourage learners to be inspired by a sense of awe and the mystery of life. • Support those who seek faith or wish to strengthen it.
4: Moral Development	<p>Young people enter school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. To help them develop a clear and positive moral code at school and in the wider world they should be led to respect:</p>

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	<ul style="list-style-type: none"> • The importance of truth and honesty. • The necessity of and the importance of following appropriate rules as well as undertaking responsibilities. • British value; the rule of law. • The importance of compassion and of tact. • The positive beliefs and feelings, and the property and rights, of others. • British value; individual liberty. • Their environments – both at school and in the wider world.
5: Social Development	<p>As members of the community at school learners learn social skills and values that will determine their future lives as responsible citizens.</p> <p>To help this growth the following should have positive reinforcement and support:</p> <ul style="list-style-type: none"> • Security and confidence in learning and support in life's challenges – such as, for example, their experience of facing bereavement or loss. • A willingness to co-operate with other pupils by balancing individual and collective needs. • A readiness to celebrate others' achievements. • An appreciation of the benefits that can result from supporting the icollge. • A sense of how their lives and that of the school relate to the wider community it serves. • Participation in community service and charitable activities. • British value; democracy.
6: Cultural Development	<p>At school learners discover and develop their aesthetic, creative, intellectual and physical skills. They should develop an awareness of their own cultural roots.</p> <p>They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled.</p> <p>To help meet the needs of individuals and of the icollge:</p> <ul style="list-style-type: none"> • Lessons and activities will have opportunities to develop individual skills and achievements. • Learners will be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact. • British value; tolerance of different faiths and beliefs.
7: In practice	<p>This means:</p> <ul style="list-style-type: none"> • Teaching and Learning: Teaching and Learning should offer opportunities for SMSC. • Off-site Activities: Providers should be aware of their role in promoting SMSC and the opportunities for doing so. • Pastoral Care: SMSC issues relating to particular learners will come to the attention of staff members in the course of school life and business and through interactions with and about learners. Prime responsibility for addressing these lies with the Pastoral Managers, leading Teachers and ultimately the Headteacher who will also often need to discuss the issues with other members of staff and sometimes with learners, parents and other affected parties: great care needs to be taken over such wider reporting, with systems in place for ensuring confidentiality. • Awareness by Members of Staff: All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the school. They should feel free to voice related concerns and interests within the normal pattern of departmental, 1:1 and staff meetings.


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8: Associated Appendices	The appendices from the Child Protection & Safeguarding Policy have been attached to this policy with particular emphasis on Appendix 3: Further Information on Specific Safeguarding Topics and the PREVENT section.
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9: Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Review Date
3	10.10.17	SWC	Transferred to icollege format and contact details updated and appendices from Child protection & Sfaeguarding Policy added	October 2017

Keeping Children Safe in Education (March 2015)

All staff with icollege understand the need to safeguard and promote the welfare of children; this includes protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Approved by:	SWC - Management Committee
Signed:	
Print name:	Karen Reeve
Position:	Chair Management Committee
Date:	16.10.17
Review date:	September 2019

Appendix 1 Types of abuse and neglect	
Physical Abuse	Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
Emotional Abuse	Please be aware that this guidance is provided as a useful reminder of the indicators of abuse. It should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.
Sexual Abuse	There are four main categories of abuse, which may result in a child being placed on the Child Protection Register. They are:
Neglect	<ul style="list-style-type: none"> • Physical Abuse • Emotional Abuse • Sexual Abuse • Neglect <p>Physical Abuse Physical abuse is a form of abuse which may involve:</p>

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	<ul style="list-style-type: none"> • Hitting, shaking, throwing, poisoning, burning, bruising, 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. <p>Emotional Abuse Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:</p> <ul style="list-style-type: none"> • 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 • 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, e.g. witnessing domestic violence or the exploitation or corruption of children <p>Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p> <p>Sexual Abuse Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:</p> <ul style="list-style-type: none"> • 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. • Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). • Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. <p>Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.</p>
	<p>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.</p> <ul style="list-style-type: none"> • Neglect may occur during pregnancy as a result of maternal substance abuse. • Once a child is born, neglect may involve a parent or carer failing to:

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	<ul style="list-style-type: none"> ○ Provide adequate food, clothing and shelter (including exclusion from home or abandonment) ○ Protect a child from physical and emotional harm or danger ○ Meet or respond to basic emotional needs ○ Ensure adequate supervision including the use of adequate caregivers ○ Ensure access to appropriate medical care or treatment. <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>
<h3>Appendix 2 Recognising abuse & neglect</h3>	
	<p>The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:</p> <ul style="list-style-type: none"> • Must be regarded as indicators of possible significant harm • Justify the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague) • May require consultation with and/or referral to Children's Social Care/CAAS. <p>Generally, in an abusive relationship the child may:</p> <ul style="list-style-type: none"> • Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home • Act in a way that is inappropriate to her/his age and development (although full account needs to be taken of different patterns of development and different ethnic groups). <p>Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into or have contact with the household.</p>
<p>Indicators of Physical Abuse</p>	<p>This section provides information about the sites and characteristics of physical injuries which may be observed in abused children. It is intended primarily to assist non medical staff in the recognition of bruises, burns and bites which should be referred to CAAS and / or require medical assessment. Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:</p> <ul style="list-style-type: none"> • An explanation which is inconsistent with an injury • Several different explanations provided for an injury • Unexplained injuries including bruises, burns, particularly if they are recurrent • Improbably excuses given to explain injuries • Unexplained delay in seeking treatment • Parents/carers are uninterested or undisturbed by an accident or injury • Parents are absent without good reason when their child is presented for treatment • Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness • Repeated use of different doctors, A&E departments and other forms of direct health provision

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	<ul style="list-style-type: none"> • Reluctance to give information or mention previous injuries • Refusal to discuss injuries • Untreated injuries • Admission of punishment which seems excessive • Bald patches • Bruising, biting, burns, scalds, scars • Withdrawal from physical contact • Self-harming • Arms and legs covered, even in hot weather • Fear of returning home • Fear of medical help • Self-destructive tendencies • Aggression towards others • Running away
<p>Indicators of Emotional Abuse</p>	<ul style="list-style-type: none"> • Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Manifestations of emotional abuse may also indicate the presence of other kinds of abuse • The indicators of emotional abuse are often also associated with other forms of abuse Recognition of emotional abuse is usually based on observations over time and the following offers some associated indicators. <p>Parent/Carer & child relationship factors Abnormal attachment between a child and parent/carer e.g. anxious, insecure or avoidant,</p> <ul style="list-style-type: none"> • indiscriminate or no attachment • Indiscriminate attachment or failure to attach • Conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person e.g. persistent negative comments about the child or 'scape-goating' within the family • Developmentally inappropriate or inconsistent expectations of the child which is outside what is considered reasonable and acceptable cultural/legal norms e.g. over-protection, limited exploration and learning, interactions beyond the child's developmental capability, prevention of normal social interaction • Causing children to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another.

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	<p>Child presentation concerns</p> <ul style="list-style-type: none"> • Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention • Frozen watchfulness, particularly in pre-school children • Low self esteem, lack of confidence, fearful, distressed, anxious • Poor peer relationships including withdrawn or isolated behaviour <p>Parent/Carer related issues</p> <ul style="list-style-type: none"> • Dysfunctional family relationships including domestic violence • Parental problems that may lead to lack of awareness of child's needs e.g. mental illness, substance misuse, learning difficulties • Parent or carer emotionally or psychologically distant from child.
<p>Indicators of Sexual Abuse</p>	<p>Boys and girls of all ages may be sexually abused and are frequently too scared to say anything due to guilt and/or fear. The child may fear s/he will not be believed and/or fear repercussions due to possible threats that may have been made.</p> <ul style="list-style-type: none"> • This form of abuse is particularly difficult for a child to talk about and full account should be taken of cultural sensitivities of individual child / family. • Recognition of sexual abuse can be difficult, unless the child tells others of the abuse, their account is believed and the suspected abuse referred to Children's Social Care and/or the police. There may be no physical signs and indications of sexual abuse are most likely to be emotional/behavioural. <p>Behavioural indicators Behavioural indicators of sexual abuse may include:</p> <ul style="list-style-type: none"> • Inappropriate sexualised conduct • Sexually explicit behaviour, play or conversation, inappropriate to the child's age • Continual and inappropriate or excessive masturbation • Self-harm (including eating disorder), self mutilation and suicide attempts • Involvement in prostitution or indiscriminate choice of sexual partners • An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties) • Running away. <p>Physical indicators</p> <ul style="list-style-type: none"> • Sexually transmitted diseases • Vaginal soreness or bleeding • Pregnancy.

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<p>Indicators of Neglect</p>	<p>Evidence of neglect is built up over a period of time and can cover different aspects of parenting e.g.</p> <ul style="list-style-type: none"> • neglect of the child's physical needs possibly causing non-organic failure to thrive; • neglect of the child's developmental emotional needs which may contribute to cognitive delay; • neglect of the child's emotional needs resulting in behavioural markers. <p>Child related indicators</p> <ul style="list-style-type: none"> • Non-organic failure to thrive/faltering growth • Delay in achieving developmental, cognitive and /or other educational milestones • A child who is unkempt or inadequately clothed or dirty or smells • A child who is perceived to be frequently hungry, scavenging • Behavioural signs may include a child seen to be listless, apathetic and unresponsive with no apparent medical cause, anxious attachment, aggression, indiscriminate friendliness • Failure of child to grow or develop within normal expected pattern, with accompanying weight loss or speech language delay • Recurrent /untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies • Unmanaged /untreated health/medical conditions including poor dental health · Frequent accidents or injuries • Child frequently absent or late at school • Sudden changes in behaviour or in school performance • Poor self esteem • Child thrives away from home environment. <p>Indicators in the care provided</p> <ul style="list-style-type: none"> • Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene • Failure by parents or carers to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy • A dangerous or hazardous home environment including failure to use home safety equipment; risk from animals • Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating • Lack of opportunities for child to play and learn
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	<ul style="list-style-type: none"> • Child left with adults who are intoxicated or violent • Child abandoned or left alone for excessive periods.
<h3>Appendix 3 Further Information on Specific Safeguarding Topics</h3>	
<p>Children Missing from Education</p>	<p>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. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.</p> <p>A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.</p> <p>Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.</p> <p>Schools</p> <p>The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register.</p> <p>All pupils must be placed on both registers.</p> <p>All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:</p> <ul style="list-style-type: none"> • has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education; • has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered; • has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor • his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; • are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, • have been permanently excluded. <p>The local authority must be notified when a school is to remove a pupil from its register for any of the six grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's</p>

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	<p>name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.</p> <p>All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.</p> <p>Colleges Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice-Enrolment of 14 to 16 year olds in full time further education. The college should also inform the relevant local authority immediately if that child is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.</p>
<p>Child Sexual Exploitation</p>	<p>Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.</p> <p>Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:</p> <ul style="list-style-type: none"> • Children who appear with unexplained gifts or new possessions; • Children who associate with other young people involved in exploitation; • Children who have older boyfriends or girlfriends; • Children who suffer from sexually transmitted infections or become pregnant; • Children who suffer from changes in emotional well-being; • Children who misuse drugs and alcohol; • Children who go missing for periods of time or regularly come home late; and • Children who regularly miss school or education or do not take part in education.
<p>So called 'Honour Based' Violence (HBV)</p>	<p>Socalled 'Honour-Based' violence (HBV) 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.</p> <p>All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.</p>

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Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on Female Genital Mutilation (FGM). Multi agency statutory guidance on FGM <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of [the Multi agency guidelines: Handling cases of forced marriage](https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english). <https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english>

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Female Genital Mutilation (FGM) mandatory reporting duty

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 in the UK and a form of child abuse with long-lasting harmful consequences.

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 along with regulated health and social care professionals in England and Wales, 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, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. <https://www.gov.uk/government/publications/fact-sheet-on-mandatory-reporting-of-female-genital-mutilation>

Further details can be found in Annex A, KCSIE, Sept 2016.

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<p>Forced marriage</p>	<p>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.</p> <p>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. Schools and colleges can play an important role in safeguarding children from forced marriage.</p> <p>The Forced Marriage Unit has published Multi-agency guidelines, https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation 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.</p>
<p>Preventing Radicalisation</p>	<p>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. 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.</p> <p>Prevent</p> <p>From 1 July 2015 all schools and all colleges 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". For full details please refer to the Prevent duty guidance https://www.gov.uk/government/publications/prevent-duty-guidance</p> <p>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. "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 Statutory Revised Prevent duty guidance: for England and Wales https://www.gov.uk/government/publications/prevent-duty-guidance</p> <p>are specifically concerned with schools (but also cover childcare). Please refer to this document for further guidance on the following four general themes:</p> <ul style="list-style-type: none"> • Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Schools should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools to have distinct policies on implementing the Prevent duty. • The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk. • The Prevent guidance refers to the importance of Prevent awareness training to



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	<p>equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism.</p> <ul style="list-style-type: none"> Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. <p>There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales https://www.gov.uk/government/publications/prevent-duty-guidance that applies to colleges.</p> <p>Channel School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at Channel guidance https://www.gov.uk/government/publications/channel-guidance and an e-learning channel awareness programme for staff is available at: Channel General Awareness http://course.ncalt.com/Channel_General_Awareness/01/index.html</p>
<p>Prevent “Safeguarding” Referral Pathway</p>	<p>Prevent – To stop people supporting terrorism or becoming a g a terrorist. It is a multi agency approach to support individuals in a proportionate manner.</p> <p>Below is a Referral pathway flowchart that you may wish to adopt</p> <div style="border: 1px solid blue; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">Concern for child, adult or group is raised</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">School / social service Safeguarding Lead is informed of the concern</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">The concern is discussed</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Should the concern be of an extremist / radicalisation nature the Safeguarding Lead can follow your normal safeguarding procedures or contact the local Prevent Officer (PO) for advice</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">If vulnerable person or other extremist concerns identified then safeguarding steps will be identified and followed.</p> </div> <div style="border: 2px solid red; padding: 10px;"> <p>Referral may then be made to Channel if deemed necessary;</p> <p>Channel is an early intervention scheme that supports people who are at the risk of radicalisation and provides practical support tailored to individual needs. It is a multi-agency approach which allows the individual to gain support from a variety of different services.</p> <p>Preferred referral pathway</p> <p>Email your concern to prevent@thamesvalley.pnn.police.uk</p> <p>Contact your Local Authority Lead</p> <p>Susan Powell Susan.powell@westberks.gov.uk</p> <p>For assistance with the Channel Process:</p> <p>Shaun Greenough Shaun.Greenough@thamesvalley.pnn.police.uk</p> </div>

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<p>Alternative referral pathways:</p>	<p>All referrals to the Police are made and managed in confidence, however some individuals may wish to make a referral indirectly to the Police and below are other available referral pathways.</p> <p>To the generic Prevent Email box: Email concerns to prevent@thamesvalley.pnn.police.uk</p> <p>This information will then be passed to the best person to deal with the information.</p> <p>To your Local Police Neighbourhood Team: Contact your local police neighbourhood team; they will be able to help you deal with a referral and give you the right support needed.</p> <p>To your local Police Schools Liaison Officer (Secondary/Academy schools): Each school has a Schools Liaison Officer; these individuals are also able to help support any referrals or concerns you may have.</p> <p>Multi Agency Safeguarding Hub (MASH): The aim of the MASH is to improve the way agencies work together to protect vulnerable persons(children and adults) from harm, neglect and abuse. This hub combines individuals from the Police, Health and Social Care (soon to include Education and Housing) and Mental Health. This multi-agency hub will assess referrals and link in as appropriate with Prevent to provide support.</p> <p>Other Pathways to Consider: 101: This is the non-emergency phone line to the Police</p> <p>999: 999 calls should only be made in an emergency when there is an urgent case only; this means direct threat to the protection of life and property. Anti Terrorist Hotline: 0800 789 321 www.gov.uk/report-suspicious-activity-to-mi5</p> <p>Report online terrorism: www.gov.uk/report-terrorism</p> <p>British values All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Page 43 of 49</p> <p>Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.</p> <p>Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. To find guidance on British values within schools visit: https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc</p>
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Appendix 4:	
	<p>Role of the designated safeguarding lead, Keeping Children Safe in Education, 2016 Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead.</p> <p>The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post.</p> <p>They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so and to contribute to the assessment of children.</p> <p>Deputy designated safeguarding leads It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.</p> <p>Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.</p> <p>Manage referrals The designated safeguarding lead is expected to:</p> <ul style="list-style-type: none"> • refer cases of suspected abuse to the local authority children's social care as required; • support staff who make referrals to local authority children's social care; • refer cases to the Channel programme where there is a radicalisation concern as required; • support staff who make referrals to the Channel programme; • refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and • refer cases where a crime may have been committed to the Police as required. <p>Work with others The designated safeguarding lead is expected to:</p> <ul style="list-style-type: none"> • liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; • as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and • liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

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Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately

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	<p>from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.</p> <p>Availability During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.</p> <p>Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.</p> <p>It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.</p>
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