



Blackbird Creative Arts

Safeguarding and Child Protection Policy 2025

Blackbird Creative Arts Safeguarding and Child Protection Policy

The following table:

Name of Policy	Reviewed by	Signed	Date reviewed	Date for next review
Safeguarding and Child Protection	Jade Sloan		9/6/26	September 2026

Blackbird Creative Arts Ltd - Safeguarding and Child Protection policy

Safeguarding Legislation and Statutory Guidance

This policy has been devised in accordance with the Department for Education's Statutory Guidance **Keeping Children Safe in Education (2025)** and Working Together to Safeguard Children 2023. It is also based on the principles established by the following statutory legislation and guidance:

S27 Children Act 1989, S175 of the 2002 Education Act, section 29 Counter terrorism and Security Act 2015 and the guidance contained in Working Together to Safeguard Children 2023, **Keeping Children Safe in Education 2025**, as well as procedures produced by our three local Safeguarding Partners.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection on children.

Education Act 2002 Section 175 of the Education Act 2002 requires local education authorities and governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- Counter Terrorism and Security Act 2015 Statutory Guidance on the Prevent Duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- Section 26 Applies to schools; to have due regard to the need to prevent people being drawn into terrorism.
- Statutory Guidance on Female Genital Mutilation (FGM), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- Working Together to Safeguarding Children (2023) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children.
- It also provides the framework for (DSP) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
 - **The DfE's *Working together to improve school attendance* is now statutory guidance, and consistent, robust attendance procedures are integral to safeguarding children.**

Keeping Children Safe in Education (2025)

Keeping Children Safe in Education (2025) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

All staff will read Part One and Annex A of KCSIE **2025**. All staff are given a copy

Key Updates

- Attendance monitoring as a safeguarding requirement.
- Expanded expectations around online safety, AI misuse and harmful content.
- Updated guidance on child-on-child abuse and harmful sexual behaviour.
- Reinforced early help and inter-agency collaboration.
- Emphasis on the child's voice and lived experience.
- Strengthened safer recruitment and low-level concern reporting.

Introduction

This policy is provided for all staff at induction. We recognise that all adults have a full and active part to play in protecting our pupils from harm. Safeguarding and promoting the welfare of children is everyone's responsibility who comes into contact with children and their families.

Definitions and categories of abuse are listed in Appendix 1. The child's welfare is our paramount concern and consideration. At all times, staff will consider what is in the child's best interest. In addition all staff are provided with part one and Annex A of **Keeping Children Safe in Education 2025 (KCSIE)**.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Every child who attends Blackbird Creative Arts activities should be able to participate in an enjoyable and safe environment and be protected from harm. All staff have a responsibility to provide a safe environment in which children can learn. We recognise our responsibility to safeguard and promote the welfare of all children by protecting them from physical, sexual or emotional abuse, neglect, bullying and peer on peer abuse.

The aims of this policy are to ensure:

- Appropriate action is taken in a timely manner to safeguard children
- All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm
- All staff are aware of their statutory responsibilities with regard to safeguarding
- Wherever possible every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Staff are trained in recognising and reporting safeguarding issues and concerns

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the place of education and/or can occur between children. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Procedures

All concerns must be shared immediately with our DSL Jade Sloan, or our Deputy DSL Sarah Wilson when Jade is not available, who will then share the concern with the appropriate services including the host school.

Concerns with Looked After Children, previously Looked After Children, children with a social worker, or children in kinship care should be shared with the Virtual School Head (VSH) and their Social Worker, as appropriate. This reflects the VSH's extended role in championing the educational outcomes for these cohorts.

Staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.

We will ensure that our responsibilities are met and that:

- The DSL undertakes Safeguarding Level 3 Designated Lead Training and also an 'Update' Course every 2 years.
- All other staff have Safeguarding training every two years- with regular CPD training in place to ensure understanding of safeguarding and expectations remains consistent.
- The Safeguarding and Child Protection policy is reviewed annually.

- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice.
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Where a member of staff is involved in an incident outside of Blackbird Creative Arts which did not involve children but could have an impact on their suitability to work with children, this will be reported to the LADO. An example is staff being involved in a domestic abuse incident at home as this could indicate that they may not be suitable to work with children.

Other procedures include:

Emergency Contacts for Children - **Keeping Children Safe in Education 2025** says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home. Key Stage Door will ensure contact details are shared from the host school.

Induction - New staff receive induction training to ensure they are aware of the systems which support safeguarding and the role of the designated safeguarding lead and their identity. Staff are told how to contact Children's Initial Advice Team (CIAT) in the event that the DSL is not available. The mandatory policies explained at induction include:

- This Policy
- Staff Code of Conduct
- **KCSIE 2025**
- Abuse of Position of Trust - Sexual Offences Act 2003

Staff should always maintain appropriate professional boundaries, avoid behaviour, which could be misinterpreted by others and report and record any such incident using the incident form found at the end of this policy. In addition, staff should understand that it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Communication with children (including the use of technology) - Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies, which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices.

This means adults should:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by Blackbird Creative Arts and Darlington Hippodrome (all Internet services are controlled by Darlington Borough Council.)

- ensure that their use of technologies could not bring their employer into disrepute

Alternative Provision (AP) Accountability

Where Blackbird Creative Arts (BCA) provides activities for pupils referred by a host school (acting as Alternative Provision), we recognise that the host school remains fully responsible for the pupil's safeguarding and welfare during the placement. BCA will fully cooperate with the host school's safeguarding requirements. The host school is responsible for:

- Obtaining written confirmation from BCA that appropriate safer recruitment and safeguarding checks have been carried out on all our staff, akin to the checks they perform on their own staff.
- Ensuring BCA will immediately inform them of any arrangements (such as staff changes) that may put the child at risk, so the school can ensure appropriate checks are made.
- Reviewing the placement at least half-termly to ensure the child is attending regularly, their needs are met, and the placement is safe.

Role and responsibilities:

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people who have specific responsibilities under child protection procedures. It is the role of the DSL- Jade Sloan to ensure the area child protection procedures are followed, and to make relevant referrals to the named agencies according to the guidance given.

The Designated Safeguarding Lead (DSL) is responsible for:

1. Referring a child if there are safeguarding concerns to the local authority children's social care and acting as a focal point for staff to discuss concerns. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
2. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
3. Organising safeguarding training for all staff.
4. Allegations against staff will be referred to the Designated Officer at the Local Authority (01325 406450/406451)

5. The DSL will ensure filtering and monitoring systems cover the use of Generative AI to prevent access to harmful content.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

Raising Awareness

The DSL should ensure the policies are known and used appropriately. Ensure the safeguarding child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly. Link with the local DSP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Training and support

All members of staff are provided with safeguarding and child protection awareness information at induction, this includes whistle-blowing procedures, safeguarding systems and their responsibilities and that staff are able to identify possible signs of abuse and neglect. The DSL should attend appropriate training carried out every two years and:

- 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 provisions child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

If you have concerns about a colleague or safeguarding practice - Staff who are concerned about the conduct of a colleague or safeguarding practice are undoubtedly placed in a very difficult situation. All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or safeguarding practice to the DSL, or if concerns around the DSL to the LADO. Staff may also report their concerns directly to Children's Initial Advice Team (01325 406222) or the Police if they believe direct reporting is necessary to secure action. The NSPCC Whistleblowing Helpline is an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have other safeguarding concerns. Staff can call 0800 028 0285 from 08:00am until 20:00 Monday to Friday.

Allegations against staff - When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency. Action will be taken if staff:

- Behaved in a way which has harmed, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Here is our Low Level Concerns Policy on the next page.

Low-Level Concerns Policy

1. What is a Low-Level Concern?

Blackbird Creative Arts recognises the importance of creating a culture of openness, trust, and transparency to ensure the safety of all students. As part of this, we have a clear process for reporting and responding to "low-level concerns."

A low-level concern is any concern, no matter how small, and even if it is no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of Blackbird Creative Arts may have acted in a way that:

Is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work; and

Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).

2. Examples of Low-Level Concerns

Examples of such behaviour could include, but are not limited to:

Being over-friendly with children.

Having favourites among the students.

Taking photographs of children on their personal mobile phones.

Engaging with a child on a one-to-one basis in a secluded area or behind a closed door contrary to policy.

Using inappropriate, intimidating, or offensive language.

Bypassing safeguarding reporting systems or dismissing others' concerns.

3. Purpose of Reporting

Reporting low-level concerns is not about creating a culture of suspicion, but rather about ensuring our Code of Conduct is lived out in practice. Sharing these concerns helps us to:

Identify concerning, problematic, or inappropriate behaviour early.

Provide support, training, or appropriate intervention to the staff member to correct the behaviour.

Minimise the risk of abuse occurring.

Protect staff from potential false allegations or misunderstandings.

Identify any wider, systemic issues within the provision.

4. How to Report a Low-Level Concern

All low-level concerns must be reported immediately to the Designated Safeguarding Lead (DSL), Jade Sloan.

If the concern is about the DSL, the report should be made to the Deputy DSL or directly to the Local Authority Designated Officer (LADO) on 01325 406450/406451.

Reports can be made verbally or in writing, but a verbal report must be followed up with a written summary (using the Safeguarding Report Form) as soon as possible. Staff can also self-report if they feel they have acted in a way that could be misinterpreted or falls short of the expected standards.

5. Recording and Responding

All low-level concerns will be recorded in writing securely and confidentially by the DSL.

The DSL will review the information and decide on the appropriate course of action. This may involve a supportive conversation with the individual, further training, or closer supervision.

Records of low-level concerns will be reviewed regularly to ensure that no patterns of concerning behaviour are emerging. If a pattern emerges that suggests the allegations threshold has been met, a referral will be made to the LADO.

Records will be retained securely in accordance with our data protection and retention policies.

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children and child protection. The only purpose of confidentiality in this respect is to benefit the child.

Information Sharing via DSL: The DSL, Jade Sloan, will disclose information about a child to other members of staff only when it is in the child's best interests. Information shared with a member of staff in this way must be held confidentially by themselves.

Professional Responsibility: All staff must be aware that they have a professional responsibility to share information and not to keep secrets which might compromise the child's safety or well-being.

Legal Framework: The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purpose of keeping children safe.

Safer Recruitment:

We are committed to the safer recruitment practices outlined in the *Keeping Children Safe in Education (KCSIE) 2025* guidance, together with DSP and the school's individual procedures.

Recruitment, selection, and pre-employment vetting are carried out in accordance with KCSIE (2025), which includes:

Verifying identity

Enhanced DBS (Disclosure and Barring Service) check (for those in regulated activity)

Barred list check

Right to work in the UK check

Verification of mental and physical fitness

Professional qualifications check

Talking to and listening to children

If a child chooses to disclose to you, you should:

- listen and reassure - believe them
- be accessible and receptive
- listen carefully and uncritically at the child's pace
- ask open questions such as Tell me, Explain, Describe to me. Do not ask leading questions.
- tell the child that you must pass this information on to the DSL
- make a careful record of what was said in the child's words, stick to the facts. (This should eventually be logged via the Safeguarding Form found at the end of this policy.)

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. School staff should recognise the fact that this vulnerable group have additional barriers when identifying abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and communication barriers and difficulties. Staff should be aware of these vulnerabilities and have an increased awareness when dealing with concerns with children from this vulnerable group.

Records and Monitoring

All records will provide a factual and evidence based account and there will be accurate recording of any actions. All entries are recorded and will be dated and, where appropriate, witnessed. This will help in building patterns and decision-making.

Physical Intervention

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. All incidents of this are reviewed, recorded and monitored; the statement should be signed by a witness. Reasonable force will be used in accordance with government guidance and means that 'using no more force than is needed'. When considering the use of reasonable force with children with SEND or medical conditions, the risks should be carefully considered. Individual behaviour plans should be established with the host school to reduce the need of reasonable force.

Specific safeguarding issues

Keeping children safe from risks is a safeguarding matter and should be approached in the same way as safeguarding children from any other risks. If you have any concerns, however trivial they may seem, speak to the DSL. A summary of procedures is in Appendix 1.

Mental Health - staff are well placed to identify behaviour that suggests children may be experiencing mental health problems or those at risk of developing one. Mental health problems can be, in some cases, an indicator that a child has suffered or is at risk of suffering abuse, neglect or

exploitation. When a child has suffered abuse, neglect, trauma or an adverse experience it can have an impact on the child's mental health, attendance, behaviour and educational attainment. Mental health concerns should be discussed with the DSL- Jade Sloan and appropriate actions taken.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Criminal Exploitation (CCE)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology or a combination of both.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- 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.

Grooming

Grooming is when someone builds a relationship with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomer may be female or male. They can be any age. Many children and young people don't understand that they have been groomed; or that what has happened is abuse. Where an individual

or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, and/or and/or for the financial or other advantage of the perpetrator or facilitator through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

County Lines

A term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of the victim. Children are often recruited to move drugs and money between locations.

Ofsted definition of 'County Lines': 'situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/or other urban areas.

So-called 'honour based' abuse (including Female Genital Mutilation and Forced Marriage) So-called 'honour-based' abuse (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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If HBV is suspected, staff should immediately 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.

Breast Ironing - Traditional West African Practice involves the pounding of developing breasts of young girls with hot objects, most commonly stones, spoons and hammers. The practice is carried out by the girl's mother or close female family member. It is carried out to remove outward signs of puberty and to prevent young girls from becoming sexually attractive to men.

Forced Marriage (FM) - This is an entirely separate issue from arranged marriage; forcing a person into a marriage is a crime. A forced marriage is one entered into without the full 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 marriage. Some communities use religion and culture as a way to coerce a person into marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation FGM -Female Genital Mutilation (FGM) is a practice carried out in some cultures. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If we are concerned that

an extended holiday may be used for this, we will speak to the Education Safeguarding Officer from the LA to identify the next steps to be taken. There is a legal duty for teachers to report FGM to the Police. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

What staff should do if they are worried about a child:

If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken.

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- The member of staff should discuss it with Key Stage Door's DSL- Jade Sloan, following the procedures set out in the settings child protection.
 - The staff member must report the matter to the Police and Social Care with support of the DSL.

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings take action without delay and call the Contact centre. The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

Gender Based Violence (GBV)

We believe that all our pupils have the right to be treated fairly and equally regardless of their faith, ethnic heritage or gender. Gender-based violence (GBV) is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, and dignity, equality between women and men, non-discrimination and physical and mental integrity. GBV reflects and reinforces inequalities between men and women. It includes behaviour designed to control, oppress or demean women or girls. Gender-based violence and violence against women and girls are often used interchangeably as research shows that most gender-based violence is inflicted by men on women and girls. The Council of Europe defines violence against women as:

'all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.' We are continuously alert to abuse and oppression of this nature. Any act of threatened or actual violence or abuse will be strongly challenged and appropriate child protection measures implemented.

Domestic Abuse

We believe that all our pupils have the right to be safe. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. The experience of domestic violence can have a damaging effect on health, educational attainment and emotional well-being and development of children and young people. The DfES Consultation Document: Safeguarding Children (Jan, 2004) states that; "The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being subjected to it is not only traumatic in itself but likely to adversely impact on a child's behaviour and performance at school".

Child on Child abuse

All staff should be aware that children can abuse other children. This is most likely to include but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- Up-skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Support Resources for Young People

If a child is a victim of, or is concerned about their own or others' behaviour regarding child-on-child abuse, sexual violence, or harassment, staff can signpost them to the following confidential resources:

- **Shore Space** (The Lucy Faithfull Foundation): A confidential service for young people aged 12-18 who are worried about their own sexual thoughts or behaviour, or that of their peers. Link: www.shorespace.org.uk
- **Childline**: A free, private, and confidential service where anyone under 19 can speak to a counsellor about anything they are going through, including bullying or abuse. Link: www.childline.org.uk | Phone: 0800 1111
- **Thinkuknow** (CEOP): Educational resources and support for young people regarding online safety, sexual harassment, and sexting (youth-produced sexual imagery). Link: www.thinkuknow.co.uk
- **The Mix**: The UK's leading support service for young people (under 25) offering advice on mental health, relationships, and supporting victims of abuse. Link: www.themix.org.uk
- **Report Remove** (NSPCC & IWF): A vital tool for young people to anonymously report and remove nude images or videos of themselves that have been shared online. Link: www.childline.org.uk/report-remove

Sexual Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or harassing a single child or group. These behaviours are never acceptable and it is essential that all victims are taken seriously and offered appropriate support and counselling. Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk. Staff should be clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Sexual violence or sexual harassment is not banter, part of growing up, just having a laugh or boys being boys. Staff should challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Staff should not dismiss or tolerate such behaviours; they should not normalise them.

The initial response from staff if a child reports an incident is important. It is essential that victims are reassured that they are taken seriously and that they will be supported and kept safe through the provisions safeguarding team/senior leadership team, taking account of their views and feelings. Any allegation of such abuse will be promptly investigated and treated in accordance to its gravity, which may include a referral to children's social care or the police. If staff are in doubt what to do, they should consult the DSL- Jade Sloan. The students host school will also be informed of such behaviour and act accordingly.

Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs via mobile devices or over the internet. Sexting is a child protection issue. Even if explicit material is sent or elicited without, malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. We take any incident of sexting extremely seriously and will deal with them in accordance with child protection procedures including reporting to the Police.

Up-skirting

Up-skirting is now a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intent of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Radicalisation and Extremism

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Prevent Single Point of Contact (SPOC) at the child's host school and call the national police Prevent advice line on 0800 011 3764.

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

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately. **Staff should be alert to new online content risks, which explicitly include misinformation, disinformation (including fake news), and conspiracy theories, as these can be significant safeguarding harms.** We will work with other partners including the Channel Panel. The DSL- Jade Sloan is appropriately trained and be able to offer advice, support and information to other staff. We will ensure safe internet filters are in place.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to the property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The Prevent Strategy

The Prevent Strategy forms one of four strands of the UK Government's counter-terrorism strategy. The UK faces a continuing threat from both international and domestic terrorism. The Prevent Strategy aims to disrupt extremist organisations from operating within our communities. Violent extremism can emerge from any community and can be inspired by a wide range of causes. Whilst Al- Qaeda inspired Islamist extremism still undoubtedly poses a threat to the UK, Prevent also seeks to combat extremism motivated by the extreme right wing, as well motivated by single issues such as animal rights. Accordingly, Prevent does not stigmatise any community. Similar to strategies in child protection and combating racism, Prevent is driven by a multitude of groups with influence at the local level. Each of these groups has an instrumental role to play in monitoring the resilience of our local communities to the threat posed by extremism, as do members of the public.

Potential extremist activity can take many forms. The following list provides some possible examples. This list is not exhaustive and is intended for illustrative purposes only:

- Distributing leaflets or displaying posters that carry a violent extremist message.
- Accessing violent extremist forums or websites in internet cafes.
- Extremist groups meeting at community centres.
- Viewing terrorist/violent extremist promotional videos.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. We value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which

freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Response

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should immediately speak with the Prevent Single Point of Contact (SPOC) at the child's host school.

Depending on the nature and urgency of the concern, staff must follow the appropriate reporting route:

For general advice and concerns about radicalisation: Call the National Police Prevent Advice Line (ACT Early Support Line) on 0800 011 3764 in confidence.

For local non-emergencies: Contact the local police on 101.

To report suspicious activity or an immediate threat to national security: Call the UK Anti-Terrorist Hotline on 0800 789 321.

In an absolute emergency or if there is an immediate threat to life or property: Always call 999.

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

Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. The full procedures for dealing with allegations against staff can be found in **Keeping Children Safe in Education (DfE, 2025)**.

Appendix 1

Child Protection Procedures

Designated Lead: Jade Sloan

Deputy Designated Lead: Sarah Wilson

Important - If you have a concern regarding a child/disclosure

Share information with DSL then record in writing (via the form found at the end of this policy.) Do not delay in passing ANY information on - it must be done IMMEDIATELY

Guidelines for Child Protection - There are four 'categories' of abuse:

- Physical
- Emotional
- Neglect
- Sexual

Lists of signs and symptoms cannot provide a definite 'diagnosis' of abuse and it is worth remembering that many children (if not all) at some time in their life may exhibit one or more of them. However, such signs and symptoms may suggest abuse if a child exhibits either several of them, perhaps within a short space of time, or an extreme form of a particular sign or symptom, or if a pattern of signs and symptoms emerges.

It is important that ALL STAFF are aware of the signs and symptoms and, whilst they may be indicative of some other problem or issue, the possibility that the child is being abused should not be discounted. Please refer to the signs and symptoms of abuse. It is important that this be done IMMEDIATELY. It is also important that we have a written record at an early stage so that details are correctly shared, or if symptoms persist or become more acute, there is an accurate date to the start of the assessment.

A disclosure -

If the child discloses any information about an unusual incident-

Listen carefully to what is said. If you are shocked by what you are told, try not to show it. Stay calm and re-assure the child they have done the right thing in talking to you. Gather the facts, Ask only open questions such as

- Tell me what has happened?
- Explain what has happened?
- Describe what has happened?
- When and who was there?
- Anything else you wish to tell me?

Let the child talk as much as he/she wishes. However -

- Do not ask any questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse.
- Do not force the child/person to repeat what he/she has said in front of another person.
- Do not promise to keep the information secret, breaking a child's' confidence would be inappropriate, therefore, it is better to say that you might have to tell someone if what is said is very important.
- Note briefly the details using the child's words where possible. Date, time and sign your record.
- Support the child as much as possible.

A referral

A referral should be made the same working day as a disclosure is made and should be made as early as possible in the day to allow further checks to be made. A telephone call must be made to the Host School and the CIAT Team - 01325 406222 to inform them of the disclosure. As much information must be given as is possible regarding the child and the circumstances. Follow the advice given to you by the social worker on the phone.

Non-Accidental Injury/Child protection

Staff must always be vigilant for any injuries to children which are not satisfactorily explained, and suspicions must be reported. Accurate factual written records of the injuries and the children's explanations or lack of them should be kept and duly dated and signed.

Appendix 2

Safeguarding: Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- And taking action to enable all children to have the best life chances

Child Protection: is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Definitions of abuse and neglect (Working Together to Safeguard Children 2023)

What is abuse: 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Abuse may be committed by adult men or women and by other children and young people.

Definition: Abuse may take the form of:

- Physical
- Emotional
- Sexual
- Failure to thrive / neglect

Physical Abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Recognised by unusual marks or bruises on the body (see body outline sheets) and regular occurrence of such marks and injuries; explanations from parents that do not tally; over keenness on the part of parents/guardians to explain injuries on children.

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

- Any bruising to a non-mobile baby, pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)

- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks: Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over three cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

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

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

Fractures: Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

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

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far 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. It may feature age or developmentally inappropriate expectations being imposed on a child. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger or the exploitation or corruption of children. Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" - difficulty relating to others

Sexual abuse: This involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may include 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. It may also involve non-contact activities, such as involving the child at looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Sexual abuse can be committed by adult males, woman and other children. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Changes in behaviour
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder) and self-mutilation
- An anxious unwillingness to remove clothes e.g. for sports events (this may be cultural norms or physical difficulties)
- Wetting and soiling
- Unusual patterns of language and play.
- Unusual pictures or unusual references to home in written work or conversation.
- Incidental information given to teacher in general conversation.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes

- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

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

Neglect: This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of child's health or development. It may involve a parent or carer failing to provide: adequate food, shelter and clothing; failing to protect a child from physical and emotional harm or danger; failing to ensure adequate supervision (including the use of adequate care givers); or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Mental health, Self-harm and wellbeing

All instance or concerns for wellbeing or self-harm should be referred to the DSL- Jade Sloan who will assess the situation, complete a risk assessment and liaise with relevant professionals and parents.

Link to guidance

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>

Appendix 3

INDICATORS OF VULNERABILITY TO RADICALISATION

(i) Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

(ii) Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

(iii) Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

1. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
2. Seek to provoke others to terrorist acts;
3. Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
or
4. Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Terrorism is defined by Government as "The use of violence in order to accomplish political, religious or social objectives". Terrorism is a criminal act that influences an audience beyond the immediate victim. Effectiveness is not the act itself but the impact on Government and the public. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

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

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

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 4

BLACKBIRD CREATIVE ARTS

SAFEGUARDING REPORT FORM

Your Name:	Your Position:
Place of Work:	Contact Phone Number:

The Child's Details

Name:

Address/Phone Number:

Date of Birth:

Other relevant details about the child: (eg: family circumstances, physical and mental health, any communication difficulties.)

Parent/Guardian/Carers Details:

Details of The Allegations/ Suspensions

Are you recording:

- ☒ Disclosure made to you directly by the child.
- ☒ Disclosure of a suspicion from a third party.
- ☒ Your suspicions/concerns.

Date and Time of Disclosure:

Date and Time of Incident:

Details of the allegation/suspicion- (State exactly what you were told/observed and what was said. Use the persons own words as much as possible.)

Action Taken so far:

Signed:

Date:

NOTE: Confidentiality must be maintained at all times. Information must only be shared on a "need to know" basis i.e. only if it will protect the child/vulnerable adult. Do not discuss this incident with anyone other than those who need to know.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites, School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- abuse (DfE advice for practitioners)
- bullying including cyberbullying (DfE advice for headteachers, staff and governing bodies)
- criminal exploitation of children and vulnerable adults county lines (Home office guidance) and Annex A
- children missing education (DfE advice for schools) and Annex A
- child missing from home or care (DfE statutory guidance)
- child sexual exploitation advice for practitioners (DfE advice for practitioners) and Annex A
- domestic abuse (Home Office advice) and Annex A
- drugs (DfE and ACPO advice for schools)
- fabricated or induced illness (DfE, Department for Health and Home Office statutory guidance)
- faith based abuse (national action plan)
- female genital mutilation (multi agency statutory guidance) and Annex A
- female genital mutilation (Home Office advice)
- forced marriage (Foreign and Commonwealth Office and Home Office advice) and Annex A
- gangs and youth violence (Home Office advice)
- gender based violence/violence against women and girls (Home Office strategy)
- gender-based violence/violence against women and girls (Home Office information)
- hate (educate against hate website)
- mental health (DfE advice for schools)
- missing children and adults (Home Office strategy)
- private fostering (28 days or more- Children Act 1989- statutory guidance for local authorities)
- preventing radicalisation (Home Office Statutory Prevent guidance) and Annex A
- protecting children from radicalisation (DfE Prevent advice for schools)
- relationship abuse (disrespect nobody website)
- sexual violence and sexual harassment between children in schools and colleges (DfE advice for schools and colleges)
- sexting (UK Council for Child Internet Safety advice for schools and colleges)
- trafficking and modern slavery (DfE and Home Office guidance)

Taken from KCSIE 2025

A flowchart setting out the actions taken where there are concerns about a child

Figure 1



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).