

# SAFEGUARDING AND CHILD PROTECTION POLICY

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# **SAFEGUARDING AND CHILD PROTECTION POLICY**

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## SECTION A

### 1. INTRODUCTION

- 1.1 Joseph Chamberlain College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and vulnerable adults receiving education and training at the College. The College's responsibility to safeguard and promote the welfare of children and vulnerable adults is of paramount importance.

This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004; The Education Act 2002 and in line with government publications including 'Working Together to Safeguard Children' 2013, Revised Statutory Guidance 2 'Framework for the Assessment of Children in need and their Families' 2000, 'What to do if you are Worried a Child is Being Abused' 2003 and it reflects 'Keeping Children Safe in Education' 2015.

All staff believe that the College should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

- 1.2 Joseph Chamberlain College is committed to safeguarding and promoting the welfare of all its students. We believe that:

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

- 1.3 Joseph Chamberlain College will fulfil their local and national responsibilities as laid out in the following documents:

- The most recent version of **Working Together to Safeguard Children (DfE)**
- The most recent version of **Keeping Children Safe in Education; Statutory guidance for schools and colleges (DfE)**
- **The Procedures of Birmingham Safeguarding Children Board**
- **The Education Act 2002 S175/S157**
- **Mental Health and Behaviour in Schools; Department Advice (DfE 2014)**

## 2. DEFINITIONS

2.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children’s 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.

2.2 Throughout these policies and procedures, reference is made to “children and vulnerable young people”. This term is used to mean “those under the age of 18”. The Governing Body recognises that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults. All children and young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

2.3 A child is legally defined as ‘*any person who is under the age of 18 years*’. Further education providers are required to safeguard and promote the welfare of children. The broad definition of a vulnerable adult is ‘*a person who is 18 years of age or over, and who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation*’.

2.4 The main categories of people covered by this definition of vulnerable adult include people:

- who have a learning disability
- who have physical or sensory impairments
- who have a mental illness including dementia
- who are old and frail
- detained in custody or under a probation order
- who are considered vulnerable and who may experience abuse due to problems with alcohol or drugs (or be vulnerable due to other circumstances such as being an asylum seeker).

2.5 Children and vulnerable adults will include those who: are in care; have been previously ‘looked after’ by Social Services; are living independently and are under the age of 18; have had (or are still experiencing) mental health issues; have disabilities; are children that are also carers; have suffered abuse (as defined by the government).

## 3. OVERALL AIMS

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

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;

- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their students face;
- Addressing concerns at the earliest possible stage and
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation or victimisation

3.2 This policy will contribute to supporting our students by :

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

3.3 This policy will contribute to the protection of our students by :

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

#### 4. KEY PRINCIPLES

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

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

4.2 In addition the Board has identified the following key safeguarding messages for schools and colleges

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

- 4.3 All staff should be aware of the guidance issued by Birmingham Safeguarding Children Board in Right Service Right Time.

## 5. EXPECTATIONS

- 5.1 All staff and visitors will:

- Be familiar with this safeguarding policy in an appropriate manner
- Be subject to Safer Recruitment processes and checks, where they are new staff, supply staff, contractors, volunteers;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix one for current definitions and indicators)
- Record concerns and give the record to the Designated Safeguarding Lead
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two – you must inform the Designated Safeguarding Lead immediately and provide a written account as soon as possible.

## 6. TYPES OF ABUSE

### 6.1 Physical Abuse

Physical abuse may involve:

- Hitting, shaking, throwing, biting, scalding, burning, drowning or suffocating.
- Giving of poisonous substances, inappropriate drugs and alcohol

Physical harm may also be caused when a parent feigns the symptoms of, or deliberately causes ill-health to a child whom they are looking after. This is referred to as fabricated or induced illness (used to be known as Munchhausen Syndrome by Proxy).

### 6.2 FGM (Female Genital Mutilation)

Female genital mutilation is a form of physical abuse. It is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

### 6.3 Forced Marriage

Forced marriage – is a separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

In both Forced Marriage and Female Genital Mutilation there is the ‘One Chance’ rule. It is essential that college takes action **without delay**.

### 6.4 Neglect

Neglect is the persistent failure to meet a child’s basic physical, emotional and psychological needs. It is the persistent failure to protect from: cold, starvation, danger including leaving a child unsupervised or the use of inadequate care-takers. Neglect may occur in pregnancy as a result of maternal substance abuse.

It is the failure to provide adequate clothing or shelter including exclusion from home or abandonment. It is the failure to access appropriate medical care or treatment. Neglect is different from deliberate or malicious failure to meet a child's needs which is done in the full knowledge of the potential effects on the child or parents/careers are reckless as to whether harm is caused to the child. That is serious physical and/or emotional abuse.

Neglect may arise from a lack of knowledge, lack of ability to meet child's needs, competing priorities, stress or deprivation.

#### 6.5 **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. It includes:

- actual or likely sexual exploitation of a child by adults, adolescents, or other children able to exercise dominance
- activities with physical contact either penetrative or non-penetrative
- non-contact activities such as involving children in looking at or in the production of pornographic material or watching sexual activities
- encouraging children to behave in sexually inappropriate way

#### 6.6 **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause persistent and severe adverse effects on the child's emotional development. It may involve conveying to children that they are unwanted, ugly, worthless, guilty, inadequate or unloved or valued only insofar as they meet the needs of another person. It is caused by threats, verbal attacks, taunting, constant lack of love and affection.

It may feature age or developmentally inappropriate expectations being imposed on children. This may include interactions that are beyond the child's development 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 person. It may involve causing children frequently to feel frightened or in the danger or the exploitation or corruption of children.

### 7. **CHILDREN AND YOUNG PEOPLE WHO ABUSE OTHERS**

- 7.1 Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Practitioners should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;

- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
  - Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case
- 7.2 The needs of the victim and the needs of the alleged perpetrator **must** be considered separately.
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children.
  - Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes.
  - The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children.
- 7.3 There is no clear boundary between incidents which should be regarded as abusive and incidents which are properly dealt with as bullying, sexual experimentation etc.
- 7.4 In order to give priority to then, issues relating to the safety of victims and potential victim must be discussed first and completely separately from any issues relating to the alleged perpetrator.
- 7.5 **Physical abuse**  
If one child or young person causes harm to another, this should not necessarily be dealt with under these procedures: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:
- There is a large difference in power (eg age, size, ability, development) between the young people concerned; or
  - The perpetrator has repeatedly tried to harm one or more other children; or
  - There are concerns about the intention of the alleged perpetrator.
- 7.6 Staff should also be aware that the abuse could be related to:
- **Sexual activity**
  - **Group behaviour** – there may be evidence suggesting that two or more abusers have acted together and/or that more than one child has been abused.
  - **Cyberbullying** – potential uses of information technology for bullying and abusive behaviour between young people.
  - **Victims of crime** – there is the added vulnerability of children and young people who have been the victim of violent crime, including the risk that such young people may respond to this by abusing other, younger or weaker children.
  - **Gangs** – children and young people may be vulnerable to abuse by other young people because of gang activity in the area.

## 8. SAFEGUARDING STUDENTS VULNERABLE TO RADICALISATION

*(A list of Indicators of Vulnerability to Radicalism is contained in Appendix 4)*

- 8.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 8.2 The College values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both 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.
- 8.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in an activity in support of terrorism. The normalisation of extreme views may also make young people vulnerable to future manipulation and exploitation. This exploitation and radicalisation should be viewed as a safeguarding concern and that protecting young people from the risk of radicalisation is part of the College's safeguarding duty.
- 8.4 The College seeks 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.
- 8.5 The Governing Body, the Principal and the Designated Safeguarding Lead (Prevent) will assess the level of risk within the College and put actions in place to reduce that risk. The risk assessment will include consideration of the College curriculum, the use of school premises by external agencies, integration of students by gender, the College's anti-bullying policy.
- 8.6 The Single Point Of Contact for the College is the Assistant Principal (Students and Quality). *The responsibilities of the SPOC are described in Appendix Five.*
- 8.7 Staff will be alert to changes in a student's behaviour or attitude which could indicate that they are in need of help or protection. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or to the Designated Safeguarding Lead.

- 8.8. The College recognises its duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015). The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

## **9. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING**

- 9.1 Our safeguarding policy, the Equality Policy and the College's values, ethos and behaviour policy, provide the structure to ensure students are given the support to respect themselves and others, stand up for themselves and protect each other.
- 9.2 The Designated Safeguarding Lead knows where to seek and get advice as necessary and keeps up to date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 9.3 As part of Safeguarding training staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.
- 9.4 As part of the tutorial and enrichment programmes the College brings in local organisations with relevant expertise and uses specialist material to support the work we do.
- 9.5 Should a member of staff discover or suspect that an act of FGM appears to have been carried out on a girl aged under 18, that information should be passed to the DSL. If the act has occurred the member of staff and the DSL have a statutory duty to report it to the police.

## **10. STUDENTS WHO GO MISSING FROM EDUCATION**

A student going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. The College Attendance Officer will be alert to these safeguarding concerns when a student goes missing for an extended period, or on repeat occasions. Such concerns will be reported immediately to the Birmingham MASH or the police as appropriate.

## **B ROLES & RESPONSIBILITIES**

**Designated Personnel with responsibility for Child Protection are:**

**Designated Safeguarding Lead (DSL) for Child Protection:** Elly Tobin (Principal)

**Deputy Designated Safeguarding Lead (DSL) for Child Protection:** David Blower (AP)

**Chair of Governing Body:** Sue Anderson

**Governor with responsibility for Safeguarding and Child Protection issues:** Wendy Sharples

### **1. THE DESIGNATED SAFEGUARDING LEAD**

- 1.1 Our Designated Safeguarding Lead on the senior leadership team is Elly Tobin, Principal. The Principal has lead responsibility and management oversight and accountability for child protection and with the Assistant Principal will be responsible for coordinating all child protection activity.
- 1.2 The Deputy Designated Safeguarding Lead will have regular case monitoring reviews of vulnerable students. These reviews must be evidenced by minutes and recorded in case files.
- 1.3 When the college has concerns about a student, the Deputy Designated Safeguarding Lead will decide what steps should be taken and should advise the Principal.
- 1.4 Safeguarding information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual student and or family. A written record will be made of what information has been shared with whom and when.
- 1.5 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 1.6 Information will not be disclosed to a parent if this would put the young person at risk of significant harm.
- 1.7 If a student moves from our college, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school/college, employer or training organisation with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact with the school may be necessary, especially on transfer. We will record where and to whom the records have been passed and the date.

- 1.8 If sending by post, student records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 1.9 The DSL will ensure the College adheres to the BSCB procedures with regard to referring a child or vulnerable young adult if there are concerns about possible abuse keeping written records of all concerns about a child or vulnerable young adult even if there appears to be no need to make an immediate referral ensuring that all such records are kept confidentially and securely until the child’s 25<sup>th</sup> birthday and are separate from the child’s/vulnerable adult’s other records. The DSL will also ensure that an indication of further record keeping is marked on the child’s/vulnerable adult’s main records (file).
- 1.10 The DSL will ensure that advice and support are provided to other staff on issues relating to safeguarding and child protection along with appropriate training in safeguarding and child protection procedures
- 1.11 The DSL will ensure that parents of children and vulnerable young people within the College are aware of the College’s Safeguarding and Child Protection Policy and will receive a copy of the policy on request.
- 1.12 The DSL will ensure that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker’s Social Care Team.
- 1.13 The DSL will provide an annual report to the Governing Body of the College setting out how the College has discharged its duties. He/she is responsible for reporting deficiencies in procedure or policy identified by the BSCB (or others) to the Governing Body at the earliest opportunity. The Safeguarding and Child Protection Policy will be reviewed and updated annually and will be endorsed by the Governing Body

## **2. THE GOVERNING BODY**

- 2.1 The Governing Body is committed to ensuring that the College:
  - provides a safe environment for children and young people to learn in
  - identifies children and young people who are suffering, or likely to suffer, significant harm.
  - takes appropriate action to see that such children and young people are kept safe, both at home and at the College (working to agreed local policies and procedures in full partnership with other local agencies).
- 2.2 In pursuit of these aims, the Governing Body will approve and annually review policies and procedures with the aim of:
  - raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for the children and young people learning within the College
  - aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns
  - establishing procedures for reporting and dealing with allegations of abuse against members of staff
  - promotes safer recruitment of staff

- 2.3 In order to protect our children and young people the College aims to
- create an environment where everyone can feel secure, valued and listened to
  - recognise signs and symptoms of abuse
  - respond quickly and effectively to cases of suspected abuse
  - monitor and support those at risk
  - use the curriculum to raise their awareness, build confidence and skills
  - work closely with parents / carers and support external agencies
  - ensure that all adults within our College who have access to children have been checked as to their suitability
- 2.4 In developing the policies and procedures, the College will consult with, and take account of, guidance issued by The Department for Education and other relevant bodies and groups. The procedures have been developed in cooperation with the Birmingham Safeguarding Children Board (BSCB).
- 2.5 The College will refer concerns that a child or young person might be at risk of significant harm to the relevant Children's Social Services Department of the area in which the young person's home address is located.
- 2.6 All staff have a duty to safeguard children and a responsibility for the active protection of children from harm. We will ensure that arrangements are in place for all persons working at this college to be made aware of this policy and to receive appropriate training so that they can carry out this duty as required.
- 2.7 The Governing Body will nominate a Governor to take lead responsibility for Child Protection issues. The nominated Governor will receive appropriate training approved by the BSCB.

### **3. THE NOMINATED CHILD PROTECTION GOVERNOR**

- 3.1 The Nominated Governor is responsible for liaising with the DSP regarding child protection issues, including:
- ensuring that the College has procedures and policies which are consistent with the BSCB's procedures
  - ensuring that the Governing Body considers the College Policy on Child Protection each year
  - ensuring that each year the Governing Body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.
- 3.2 The Designated Governor is responsible for overseeing the liaison between agencies such as the police and social services – as defined by the BSCB in connection with allegations against the Principal. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

#### **4. OTHER DESIGNATED STAFF MEMBERS**

4.1 Other designated members of staff with responsibility for safeguarding issues are:

- Debbie Byrd (Course Coordinator (Art))
- Both Pastoral Managers

4.2 These designated staff members will:

- report to the DSL with lead responsibility
- know how to make an appropriate referral
- be available to provide advice and support to other staff on issues relating to safeguarding and child protection
- have particular responsibility to be available to listen to children and vulnerable young people studying at the College
- deal with individual cases, including attending case conferences and review meetings as appropriate.
- have received training in safeguarding and child protection issues and inter-agency working, as required by the BSCB, and will receive refresher training at least every 2 years

#### **5. THE ROLE OF ALL STAFF AND OTHER PERSONS WITHIN THE COLLEGE**

All staff have a duty to safeguard children and vulnerable adults. To carry out this duty they need to be:

- trained and aware of potential indicators of abuse
- open to hearing concerns from children and others, without seeking to investigate these concerns
- informed on how to report any concerns to their DSP
- informed on how to report any concerns relating to staff to the College Principal
- informed on how to report any concerns relating to their College Principal

#### **6. TRAINING**

The DSL will receive training at level 3 in Safeguarding and Child Protection issues and inter agency working as required by the BSCB and will receive level 3 refresher training at least every two years. Other staff will receive appropriate Safeguarding and Child Protection training at level 2 at least every three years. The DSL will keep a record of all Safeguarding and Child Protection training completed.

#### **7. SAFER RECRUITMENT AND SELECTION**

7.1 The College pays full regard to “Keeping Children Safe in Education”.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

7.2 All recruitment materials will include reference to the college’s commitment to safeguarding and promoting the wellbeing of students.

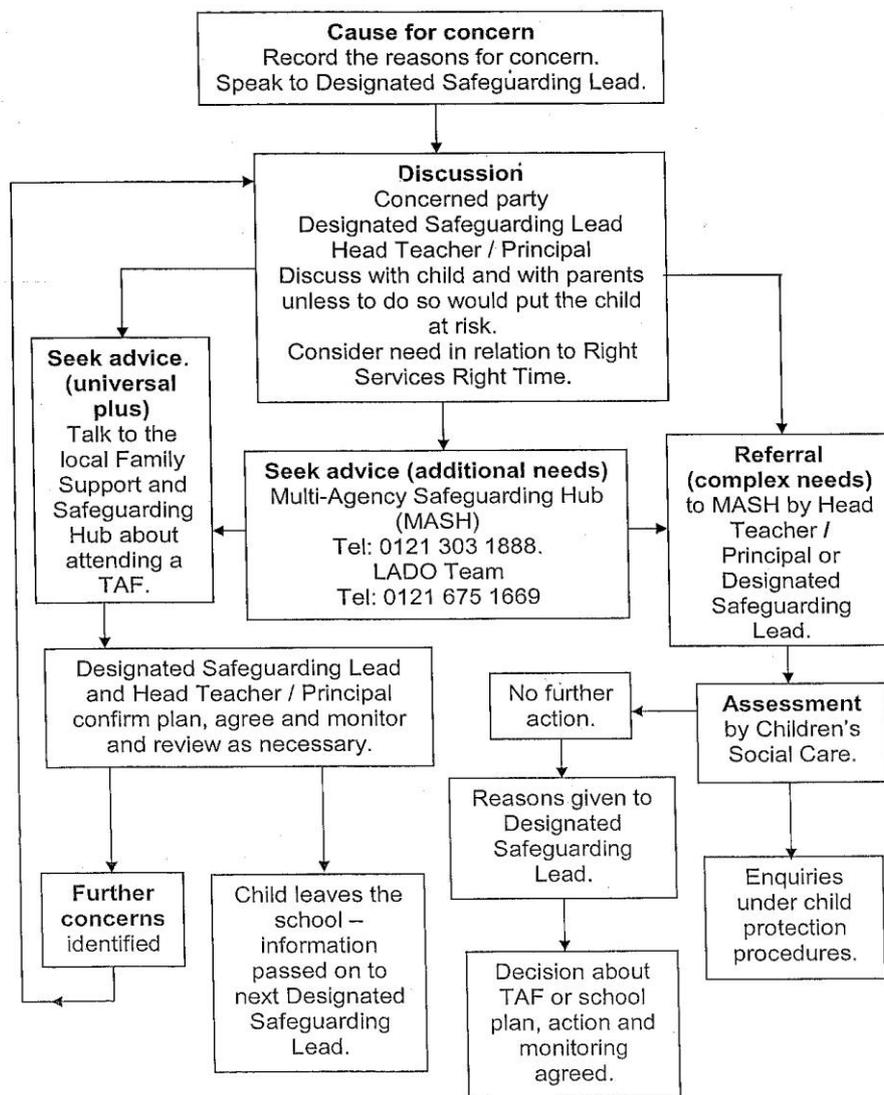
7.3 All members of the Senior Designated Lead team will have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel.

**8. STAFF SUPPORT**

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

**C KEY PROCEDURES IN DEALING WITH DISCLOSURE OF ABUSE AND PROCEDURE FOR REPORTING CONCERNS**

1. It is important to remember that safeguarding incidents could happen anywhere and all staff should be alert to possible concerns being raised in College.



## 2. WHAT TO DO IF A LEARNER TELLS A MEMBER OF STAFF ABOUT POSSIBLE ABUSE:

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the learner. Tell her/him you are pleased that s/he is speaking to you
- Never into a pact of secrecy with the learner. Assure her/him that you will try to help but let them know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the learner that it is not her/his fault.
- Encourage the learner to talk but do not ask “leading questions” or press for information.
- Listen and remember
- Check that you have understood correctly what the learner is trying to tell you
- Praise the learner for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the learner that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the learner may retract what s/he had told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation in the learner’s own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB: It is not staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children’s social care without delay by the Principal or the Designated Safeguarding Lead.

Any additional notes should be signed, dated and attached to the **INCIDENT REPORT FORM**. This should be completed as soon as possible and passed to the DSP or Deputy DSP. Incident Report Forms are available on G: Drive (staff resources): Child Protection **or** from the Personal Assistant to the Assistant Principals.

Note the main points carefully:

- The name of the complainant, and where different, the learner who has allegedly been abused
- When and where the alleged incident(s) took place, including date(s) and time(s)
- Who was present
- The account of what is alleged to have happened
- A description of any injuries observed
- Your name, signature and date

**Never:**

- ask leading questions
- ask the child or vulnerable young person to write down their account
- investigate with or without others
- take photographs of marks
- attempt any medical judgement
- arrange a medical examination
- tape or video record an interview
- ask a child or vulnerable young person to remove any clothing

Staff should always be aware of their own vulnerability and should take steps to minimise the risk to themselves whilst supporting the child or vulnerable young person.

We recognise that all matters relating to safeguarding and child protection are confidential. The DSP will disclose any information about a learner to other members of staff only on a need-to-know basis.

All concerns will be received by the DSP who will seek advice / make a judgement as to whether a referral to Social Care Services or any other action is necessary. This includes situations where any professional feels that a young person has abused another child or young person. (See Section D)

### **3. NOTIFYING PARENTS**

The College will normally seek to discuss any concerns about a child or vulnerable young person with their parents/carers. This must be handled sensitively and the DSP will make contact with the parents/carers in the event of a concern, suspicion or disclosure. **However**, if the College believes that notifying parents/carers could increase the risk to a child or vulnerable young person, or even exacerbate the problem, then advice will first be sought from local Children's Social Care Department.

### **4. REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES**

Staff should follow the reporting procedures outlined in this policy. **However**, they may also share information directly with children's social care, police or the NSPCC if the situation is an emergency and the DSP, the deputies and the Chair of Governor's are all unavailable.

### **5. SUPPORTING STAFF**

We recognise that staff working in the College who have become involved with a child or vulnerable young person who has suffered harm or who is likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSP and to seek further support as appropriate.

## **D. REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF**

- 1.1 In rare instances, staff of education institutions have been found responsible for safeguarding or child abuse. Because of their frequent contact with children and vulnerable young people, staff may have allegations of child abuse or a safeguarding issue made against them. The College recognises that an allegation of child abuse or any other safeguarding allegation made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigation is thorough and not subject to delay.
- 1.2 The College recognises that the Children's Acts of 1989 and 2004 state that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way. This is also supported by the Safeguarding Vulnerable Groups Act of 2006.

### **2. RECEIVING AN ALLEGATION FROM A CHILD OR VULNERABLE YOUNG PERSON**

- 2.1 A member of staff who receives an allegation about another member of staff from a child or vulnerable young person should follow the guidelines in Part C for dealing with disclosure.
- 2.2 The allegation should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Chair of Governors. The Principal (or designated person if the allegation is against the Principal) should:
- Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Principal (or designated person).
  - Record information about times, dates, locations and names of potential witnesses.

### **3. WHISTLE-BLOWING**

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the College, they should speak in the first instance, to the Local Authority Designated Officer (LAD) following the Whistle-blowing Policy.

Whistle-blowing re the Principal should be made to the Chair of the Corporation.

#### 4. INITIAL ASSESSMENT BY THE PRINCIPAL (OR DESIGNATED PERSON)

- 4.1 The Principal (or designated person) should make an initial assessment of the allegation, consulting with the Designated Governor and the BSCB. **Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the BSCB.**
- 4.2 It is important that the Principal (or designated person) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.
- 4.3 Other potential outcomes are:  
The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child or vulnerable young person. The matter should be addressed in accordance with the College disciplinary procedures.  
The allegation can be shown to be false because the facts alleged could not possibly be true.

#### 5. ENQUIRIES AND INVESTIGATIONS

- 5.1 Child protection and vulnerable adult enquiries by social services or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection and safeguarding agencies, including the police, have no power to direct the College to act in a particular way; however, the College should assist the agencies with their enquiries.
- 5.2 The College shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.
- 5.3 If there is an investigation by an external agency, for example the police, the Principal (or designated person) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or designated person) is responsible for ensuring that the College gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Principal (or designated person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.
- 5.4 Subject to objections from the police or other investigating agency, the Principal (or designated person) shall:
- inform the child/children/vulnerable adult or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
  - ensure that the parents/carers of the child/vulnerable adult making the allegation have been informed that the allegation has been made and what the likely process will involve.
  - inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.

- inform the Chair of Governors and/or the designated governor of the allegation and the investigation.
- 5.6 The Principal (or designated person) shall keep a written record of the action taken in connection with the allegation.

## **6. SUSPENSION OF STAFF**

- 6.1 Suspension should not be automatic. In respect of staff other than the Principal, suspension can only be carried out by the Principal. In respect of the Principal, suspension can only be carried out by the Chair of Governors (or in his/her absence, the Deputy Chair).
- 6.2 Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.
- 6.3 Suspension should only occur for a good reason. For example:  
where a child/vulnerable adult is deemed to be at risk.  
where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.  
where necessary for the good and efficient conduct of the investigation.
- 6.4 If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.
- 6.5 Prior to making the decision to suspend, the Principal (or Chair or Deputy Chair of Governors) should interview the member of staff. This should occur with the approval of the appropriate agency from the BSCB. In particular, if the police are engaged in an investigation the officer in charge of the case should be consulted.
- 6.6 The member of staff should be advised to seek the advice and/or assistance of his/her trade union and should be informed that they have the right to be accompanied by a friend. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.
- 6.7 During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief.
- 6.8 If the Principal (or Chair or Deputy Chair of Governors) considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible, and ideally within one working day.

- 6.9 Where a member of staff is suspended, the Principal (or Chair or Vice Chair of Governors) should address the following issues:
- the Chair of Governors should be informed of the suspension in writing.
  - the Governing Body should receive a report that a member of staff has been suspended pending investigation, the detail given to the Governing Body should be minimal
- 6.10 Where the Principal has been suspended, the Chair or Vice Chair of Governors will need to take action to address the management of the College
- 6.11 the parents/carers of the child making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension.
- 6.12 Senior staff who need to know of the reason for the suspension should be informed depending on the nature of the allegation, the Principal should consider with the nominated Governor whether a statement to the learners of the College and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity
- 6.13 The Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The BSCB and external investigating authorities should be consulted.
- 6.14 The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.
- 6.15 The suspension should remain under review in accordance with the College disciplinary procedures.
- 7. THE DISCIPLINARY INVESTIGATION**
- 7.1 The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.
- 7.2 The member of staff should be informed of:  
the disciplinary charge against him/her.  
his/her entitlement to be accompanied or represented by a trade union representative or friend.
- 7.3 Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.
- 7.4 The child/children or vulnerable adult(s) making the allegation(s) and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff (if suspended).
- 7.5 The Principal (or designated person) should give consideration to what information should be made available to the general population of the College.

## **8. ALLEGATIONS WITHOUT FOUNDATION**

- 8.1 Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the BCSB in order that other agencies may act upon the information.
- 8.2 In consultation with the designated Governor, the Principal shall:
- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration will be given to offering counselling/support.
  - inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
  - where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.
  - prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

## **9. RECORDS**

- 9.1 It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.
- 9.2 If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform the Secretary of State for Education under the "List 99" procedures.

## **10. MONITORING EFFECTIVENESS**

- 10.1 Where an allegation has been made against a member of staff, the nominated Governor, together with the DSP should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the BSCB. Consideration should also be given to the training needs of staff.

## **E OTHER POLICIES**

This policy links to:

Staff Code of Conduct, Learner Behaviour Policy; Consensual Relationships between Staff and Learners Policy, E-Safety Policy and to the college Anti-bullying and Harassment Policy as well as the Health and Safety Policy.

## **F FLOWCHART**

1. Allegation of Abuse is made
  - a. make notes of what is said by learner
  - b. do not question the learner and try to investigate yourself
2. Is allegation against the Principal? If Yes – go to step 4; If No – go to step 3

3. Report to DSP
  - a. DSP counter-signed the report from the member of staff reporting the allegation
  - b. DSP makes notes
  - c. DSP informs parents/carers (if considered safe to do so)
  - d. DSP contacts relevant agencies including the police and BSCB
  - e. DSP informs the member of staff of the allegation against them (if a member of staff is involved)
  - f. DSP decides whether or not a staff suspension is required
  - g. DSP keeps record of what actions have been taken
  - h. DSP decides if further disciplinary actions are required
  - i. DSP informs staff (who is facing allegation) of their rights
4. If the allegation is against the Principal
  - a. The Nominated Governor should be informed
  - b. The Nominated governor will carry out steps 3a – 3f above

## APPENDIX 1

Report Number: \_\_\_\_\_

## SAFEGUARDING AND CHILD PROTECTION INCIDENT REPORT FORM

*If anything worries you or concerns you, report it straight away.*

## CHILD PROTECTION INCIDENT REPORT

**THIS FORM MUST BE COMPLETED, DATED AND SIGNED BY MEMBERS OF THE STAFF WHO IDENTIFY POSSIBLE CHILD PROTECTION CONCERNS.**

(See College Policy)

1. All child protection concerns **must be reported immediately** to the Designated Senior Person for Child Protection.
2. **Record facts and do not make judgements** (state dates, times, places, actual words used, what was observed, who was present, questions asked etc.).
3. If support is needed filling in this form **do not delay**, the DSP will help.
4. Any **concerns about staff** should be reported directly to the Principal/Deputy Principal. Concerns about the Principal should be reported directly to the Chair of the Corporation.

The Designated Safeguarding Lead for Child Protection is:

**Elly Tobin, Principal****David Blower, Assistant Principal**

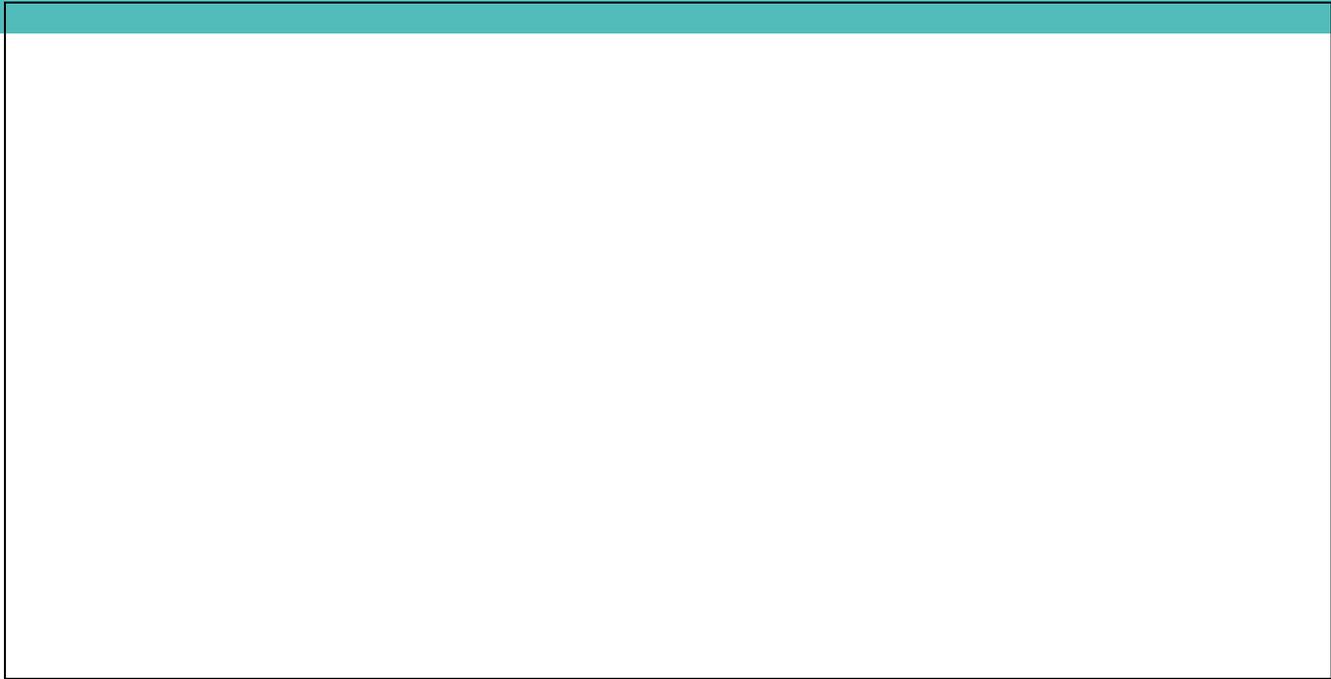
If they are not available contact:

Pastoral Managers :

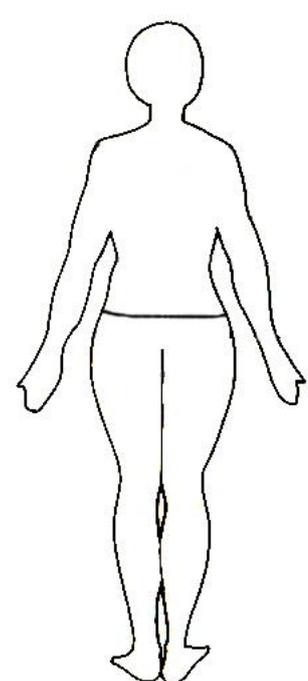
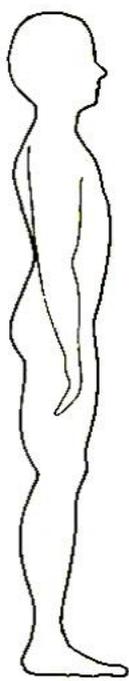
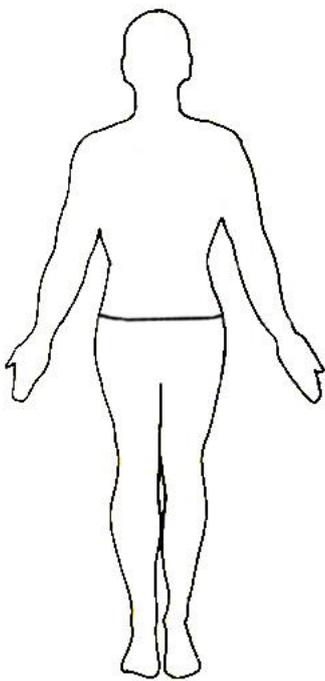
**Details of Incident:** \_\_\_\_\_

Student Name: _____	Tutor Group: _____
Date of Incidents/ Concern: _____	Roll Number: _____

Signed: _____	Date: _____
(Sign and attach any additional pages if needed)	



**INDICATE ON THE GRAPH BELOW POSITION OF ANY MARKS OBSERVED**



**Action taken by the Designated Senior Person/Principal**

Reasons for Decision:

Signed

\_\_\_\_\_

Date:

\_\_\_\_\_

## APPENDIX 2

### INDICATORS OF ABUSE

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSP.

**Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain and discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- having difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

Circumstances and occurrences that may point to FGM happening:

- Talking about getting ready for a special ceremony
- Family taking a long trip abroad
- 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)

Signs that may indicate a child has undergone FGM:

- Prolonged absence from college or other activities
- Behaviour change on a return from a holiday abroad
- Bladder or menstrual problems
- Finding it difficult to sit

- Mentioning something the somebody did to them that they are not allowed to talk about
- Secretive behaviour
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Indicators that Forced Marriage has taken place:

- Whistle-blowing from younger siblings
- Changes in adolescent behaviours

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

## APPENDIX 3

### SUMMARY OF CHILD PROTECTION INFORMATION FOR VISITORS AND VOLUNTEERS

Joseph Chamberlain College is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our College will support all children by:

- promoting a caring, safe and positive environment within the College
- encouraging self-esteem and self-assertiveness
- effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At Joseph Chamberlain College in order to protect our children, we aim to:

- create an atmosphere where all our children can feel secure, valued and listened to
- recognise signs and symptoms of abuse
- respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.

**ELLY TOBIN, Principal**

**If this person is not available please contact, then**

**David Blower, Assistant Principal**

Everyone working with our children, their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse
- They should not attempt to investigate once the initial concern is raised
- They should involve the Designated Senior Person (DSP) immediately
- If the DSP is not available, the Deputy DSP should be contacted (see above)
- Disclosures of abuse or harm from children may be made at any time

## APPENDIX 4

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / 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;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations;
  - Significant changes to appearance and / or behaviour; and
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Appendix 5

### PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

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