



Policy for Safeguarding

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HENLOW CHURCH OF ENGLAND ACADEMY SAFEGUARDING POLICY



Introduction

Henlow Church of England Academy's policy on safeguarding children has been written to comply with the following legislation: Children Act 1989 S17, S27, S47 and Children Act 2004.

Guidance is set out in Working Together to Safeguard Children March 2015, Keeping Children Safe in Education July 2015 and the June 2015 briefing for Ofsted inspections and the update to keeping children safe in education from September 2016. In addition, the school regularly refers to and complies with the following: 'What to do if you're worried a child is being abused' March 2015, and information published on the Bedfordshire LSCB website. [Return to contents.](#)

Rationale

The Governors and staff believe Henlow Church of England Academy promotes the health, safety, welfare and guidance of every student. [Return to contents.](#)

Policy

The purpose of the school's Safeguarding policy is to ensure that we:

- a) Promote an ethos in which students feel secure, their viewpoints valued, where they are encouraged to talk and they are listened to and self-esteem is built.
- b) Provide suitable support and guidance so that all students have appropriate adults who they feel confident to approach if they are in difficulties.
- c) Work with parents and carers to build an understanding of the school's responsibility to ensure the welfare of all students, and recognising that this may occasionally require cases to be referred to investigative agencies as a constructive helpful measure.
- d) Exercise vigilance in cases of suspected abuse, recognising the signs and symptoms, have clear procedures where teachers may report such cases to the school's designated teacher.
- e) Monitor students who have been identified as at risk, keeping in a secure location clear records of student's progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences, as appropriate.
- f) Provide safeguarding children training regularly to school staff (a minimum of every two years) and the designated teacher (every two years) to ensure that their skills and expertise are up to date.

- g) Contribute to an inter-agency approach to safeguarding children by developing effective and supportive liaison with other agencies.
- h) Use the curriculum to raise students' awareness and to build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. [Return to contents.](#)

Guidelines:

Organisation

A senior member of staff, Mr S Carrington has been designated to have responsibility for coordinating action within Henlow C E Academy and liaising with other agencies. In his absence this role is passed to Mr I Lee. [Return to contents.](#)

All members of staff are familiar with safeguarding children procedures and all cases of child abuse are reported immediately to the designated teacher or their deputies. Mr S Carrington or Mr I Lee.

- a) The designated teacher for Henlow C E Academy has responsibility for referring suspected child abuse to the appropriate agencies.
- b) A Governor, Mr M Clark, has been nominated to have responsibility for safeguarding children matters. Safeguarding children issues are a regular item on the agenda for Governors.
- c) The Local Authority Designated Officer (LADO) is Rosemary Webster, she can be contacted on 0300 300 4833.
- d) Live cases are discussed at regular pastoral meetings.
- e) The designated teacher works closely with other agencies to safeguard students including social workers, the police, school nurse etc.
- f) All staff wear an identity badge which is colour coded, "green" for members of staff, "Yellow" for visitors who have been DBS checked and "Red" if a visitor needs constant supervision. Visitors' badges include a statement on safeguarding. [Return to contents.](#)

Staff Recruitment

- a) All job advertisements contain a statement that an enhanced disclosure check from the DBS is a requirement of the post. All applicants are asked to declare any convictions, cautions or reprimands, warnings or bind-overs which they have incurred.
- b) All new person specifications and job descriptions will include a statement on safeguarding.
- c) Comprehensive information on employment history is obtained from applicants prior to interview and any discrepancies or anomalies or gaps in employment are satisfactorily resolved before a job offer is made.
- d) Independent professional and character references to help assess an applicant's suitability to work with young people are obtained and

considered prior to appointment. One of these references will be the most recent or current employer.

- e) A face-to-face interview that explores a candidate's suitability to work with young people is always conducted. Safeguarding questions are asked at the interview to assess the applicant's suitability to work with young people and that their standards and ethics fit with the school ethos and values. This is part of the selection process.
- f) On appointment the applicant's identity is verified with photographic proof as well as documentary evidence of home address.
- g) Academic or vocational qualifications are always verified on appointment with actual certificates photocopied and maintained in personnel files.
- h) Three members of the Senior Leadership Team, including the Headteacher, have completed the safer recruitment course.
- i) Details of all appointments and vetting checks are held in a Single Central Record kept by the Business Manager, Mrs M Salzen. The Single Central Record is monitored by the Headteacher.
- j) New staff are not allowed to commence work until the school has received Disclosure and Barring Service (DBS) clearance, including barred list checks and prohibition checks as appropriate to their role in school (guidelines outlined in Keeping Children Safe in Education March 2015 Part 3 – Safer Recruitment).
- k) All new staff will receive an induction which includes information about school policies and procedures in relation to safeguarding and promoting the welfare of young people.
- l) The Cover Manager will check with supply agencies that all staff used by Henlow CE Academy have undertaken DBS checks. [Return to contents.](#)

Training

- a) The training of individual staff is recorded in a safeguarding training log to ensure that all staff are trained and that their training is current and within the two year period.
- b) Members of staff receive training and updated annual guidance in dealing with a disclosure and the guidance is published in the staff room for reference.
- c) Members of staff are provided with documentation and annually updated guidance on recognition of abuse: signs and symptoms, dealing with a disclosure, monitoring and recording abuse, general principles of confidentiality, allegations of abuse against staff and safer working practices.
- d) Annual staff training provides updates on key areas of concern highlighted

in the current 'Keeping Children safe in Education' guidance, such as Child Missing from Education, Child Sexual Exploitation, Preventing Radicalisation and Female Genital Mutilation (not an exhaustive list).

- e) Additional training is provided for pastoral staff e.g. drug abuse, self-harm, bullying (including cyberbullying), mental health (not an exhaustive list). [Return to contents.](#)

Visitors and School Security

All visitors must report to reception where they will be issued with a visitor's pass. If members of staff are expecting visitors, they should inform reception. All visitors must wait in reception until collected by the member of staff they are visiting (the host). All visitors are the responsibility of their host. It is the responsibility of the host to ensure that visitors adhere to the safeguarding procedures set out below:

- a) DBS: A DBS check will be required for any visitor who will have regular, repeated, extended or unsupervised access to students. Members of staff are asked to bear in mind that a DBS is not usually portable between organisations and can take several weeks to obtain. Members of staff who are arranging an activity with a visitor who is likely to have regular, repeat or unsupervised access to students must refer to Business Manager at the earliest opportunity to assess what steps should be taken.
- b) Regular/repeat: Three times per term or more
- c) Extended: Three days or longer
- d) Unsupervised: Access to students and will not be in the same room as a member of staff with safeguarding training. [Return to contents.](#)

Exceptions

1. This does not apply to a student's known family contacts who may be visiting the school for meetings.
2. Maintenance staff visiting the site regularly are not required to be escorted at all times.
3. Staff from external agencies who are meeting with students, e.g. CAMHS CHUMS, Children's Services, Brook Sexual Health, Plan B/CAN YP. Staff new to the school will be required to show identification. [Return to contents.](#)

Emergency procedures

The staff host is responsible for evacuating their visitor to the assembly point.

Signing-in:

All visitors must sign in at reception. All visitors must wear a visitor's badge'

All visitors must be collected from reception by their host.

It is our policy that we will do everything within our power to prevent inappropriate access to students while those students are in our care. [Return to contents.](#)

Monitoring and Recording Abuse

- a) The designated teacher for Safeguarding children for the Academy will be responsible for maintaining the Safeguarding children file.
- b) The designated teacher for the Academy is responsible for completing and submitting the referral to Children's Services, and maintaining the chronology.
- c) Local Authority (LA) Procedures relating to monitoring and recording are followed.
- d) The Headteacher will monitor and evaluate the work of the designated teachers. [Return to contents.](#)

General Principles of Confidentiality

- a) Staff should note that personal information about a student and his/her family is confidential and should only be given to appropriate persons.
- b) If abuse is suspected, accurate information should be given only to the designated teacher immediately, other staff need know only enough information to enable them to act sensitively to the distressed student.
- c) The student will be kept informed of who knows and why they know.
- d) On no account should members of staff remove a student's clothing. They should only note those marks that they have noticed or those that have been brought to their attention by the student. NO further examination should be carried out.
- e) If members of staff hear worrying information about students from parents or other students, this should be passed to the designated teacher. [Return to contents.](#)

Monitoring, Evaluation and Review

- a) Henlow C E Academy's safeguarding policy and procedures are monitored, evaluated and reviewed annually by the Deputy Headteacher, the Senior Leadership Team and the Governing Body.
- b) A nominated Governor will have a link role between the Academy and the Governing Body, including the production of an annual link Governor report. [Return to contents](#)

Dissemination of the Policy

This policy is available on the school website, on request to parents and carers, the Local Authority and Ofsted through the Headteacher. [Return to contents.](#)

Other policies and guidance documents that are relevant:

- Attendance
- Anti-bullying Policy
- Behaviour for Learning Policy
- Staff Code of Conduct Policy
- Whistleblowing Policy
- Keeping Children Safe in Education 2016

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

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 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 3 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
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

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:

- Developmental delay
- 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

Recognising Signs of Sexual Abuse

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:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

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

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

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.

If an act appears to have been inappropriate, there may still be a need for some form

of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience

- Knowledge of society's standards for what is being proposed

- Awareness of potential consequences and alternatives

- Assumption that agreements or disagreements will be respected equally

- Voluntary decision

- Mental competence

- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

- A child seen to be listless, apathetic and irresponsive with no apparent medical cause

- Failure of child to grow within normal expected pattern, with accompanying weight loss

- Child thrives away from home environment

- Child frequently absent from school

- Child left with adults who are intoxicated or violent

- Child abandoned or left alone for excessive periods

Child Sexual Exploitation (CSE)

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity

- inappropriate sexual or sexualised behaviour

- sexually risky behaviour, 'swapping' sex
 - repeat sexually transmitted infections
 - in girls, repeat pregnancy, abortions, miscarriage
 - receiving unexplained gifts or gifts from unknown sources
 - having multiple mobile phones and worrying about losing contact via mobile
 - having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
 - changes in the way they dress
 - going to hotels or other unusual locations to meet friends
 - seen at known places of concern
 - moving around the country, appearing in new towns or cities, not knowing where they are
 - getting in/out of different cars driven by unknown adults
 - having older boyfriends or girlfriends
 - contact with known perpetrators
 - involved in abusive relationships, intimidated and fearful of certain people or situations
 - hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
 - associating with other young people involved in sexual exploitation
 - recruiting other young people to exploitative situations
 - truancy, exclusion, disengagement with school, opting out of education
- altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
 - mood swings, volatile behaviour, emotional distress
 - self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
 - drug or alcohol misuse
 - getting involved in crime
 - police involvement, police records
 - involved in gangs, gang fights, gang membership
 - injuries from physical assault, physical restraint, sexual assault

Appendix 2

Forced Marriage (FM)

This is an entirely separate issue from arranged 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.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1 Clitoridectomy – partial / total removal of clitoris

Type 2 Excision – partial / total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom / tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- 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
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings / schools / colleges take action without delay.

Appendix 3

Extremism

We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children / young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means especially on line and through social media. The school recognises that social media is increasingly a child's or young person preferred method of communication which can increase their risk to exposure to radicalisation.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into a School by staff, governors, or volunteers.

Research has identified helpful lists of indicators based on actual UK case studies which would identify how a child or young person is vulnerable to radicalisation. The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff in being able to exercise their judgement in raising any concern and reporting to the appropriate leads within the school.

We understand the following concerns as some indicators of vulnerability in children / young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity Crisis - distance from cultural/religious heritage and uncomfortable with their place in society around them;
- Personal Crisis - family tensions, sense of isolation, adolescence, low

self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging;

- Personal Circumstances - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience racism, discrimination or aspects of government policy;
- Unmet Aspirations - perceptions of injustice, feeling of failure, rejection of civic life;
- Criminality - experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential diagnostic Indicators identified in the CHANNEL Guidance which include:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

We also understand these critical risk factors which indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet & access to websites with a social networking element.
- Narrow/limited religious or political view.
- Attendance at certain meetings e.g. rallies and articulating support for.
- "Them" and "us" language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel.

We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. This School recognises we are in an important position to identify risks within our local context.

We will use our Child Protection/Safeguarding Report form used to raise safeguarding concerns in the school on an individual pupil and a risk assessment if the concern is a Prevent concern. If the concern is a Prevent concern we will use the guidance and assessment as prescribed by the local authority.

We will try and help our pupils to keep safe on line and consider the impact of social
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media networking sites with additional consideration to the threat of exposure to extremism and radicalisation.

We are aware of the increased risk of on-line radicalisation and how terrorist groups seek to radicalise young people on line.

We will use appropriate levels of filtering and consult with the relevant IT providers and provide training where necessary. (add/cross reference to the schools e safety policy)