Safeguarding, Child Protection & Prevent Policy

September 2024

PQMS TRAINING LTD

Reviewed by SDSL – Sam O'Hare – 1st September 2023

To be reviewed annually – September 2025

Updated due to updates to KCSIE September 2024 v1

Signed: Date: 1st September 2024

Sue Fielding – Safeguarding Governor

Signed off by:

Dave Hudson – CEO   Date: 1st September 2024

Signed off by:

Julie Gibson – Chair of Governors   Date:

Safeguarding and Child Protection Policy

1. Background

In September 2024, the Department for Education and Skills updated the statutory guidance document "**Keeping Children Safe in Education**". https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf
Which now applies to Post 16 Education as set out in the Education and Training Welfare of Children Act 2021. This document focuses on the safeguarding and promoting the welfare of children under the provisions of the Children Act 1989 and 2004 and following publication of Section 175 of The Education Act 2002 (as amended) and 2011. Section 175 places a duty of care on Local Education Authorities, and on governing bodies of schools and further education institutions to make arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

In accordance with the Counterterrorism and Security Act 2015, there is a statutory duty on Independent Learning Providers to "have due regard to the need to prevent people from being drawn into terrorism". This is known as the Prevent duty.

To fulfil this duty PQMS liaises closely with the local area, prevent lead to receiving updates regarding local concerns and to refer Learners of concern to the Channel process. To further safeguard our Learners in regard to the threats of terrorism PQMS has also implemented a procedure in the case of critical incidents based on the Run Hide Tell guidance 2015.

Safeguarding and promoting the welfare of children covers more than child protection. The requirements for PQMS are for policies and procedures that cover arrangements not just for meeting the welfare and safeguarding needs of children, but also the needs of vulnerable adults and young people as well as ensuring appropriate practices for staff recruitment and selection and providing a safe and secure environment in which to study. PQMS and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance **Working Together to Safeguard Children 2018** (updated 2023) and the advice given on "What to do if you are Worried a Child is Being Abused" - Advice for Practitioners.
https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of PQMS, which should ensure that Learners are treated with

respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.
Safeguarding issues will be addressed through all areas of the curriculum.

The definition of 'safeguarding and promoting the welfare of children has been updated to reflect February 2024 changes in '**Working together to safeguard children'.**
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

2. Definitions

- Children and young people - those aged under 18 years.
- Vulnerable adults – anyone aged 18 years of above who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care of unable to protect him or herself against significant harm or exploitation.
- Providing help and support to anyone aged 18 years of above to meet the needs as soon as problems emerge
- Protecting anyone aged 18 years of above from maltreatment, inside or outside the home, including online.

3. Scope

3.1. The Safeguarding and Child Protection Policy applies to all staff, learners including freelance staff, volunteers, and governors.

3.2. The policy applies to all learners on apprenticeships, and students on any PQMS organised on/off site activity.

3.3. The policy applies to working arrangements with other agencies to support PQMS's Safeguarding and Child Protection Policy, including the police, local education authorities, support agencies and employers.

4. Intent

The intent of the Safeguarding and Child Protection Policy is to ensure that:

4.1. A safe environment is provided for learners at all times.

4.2. Learners who are at risk of and/or likely to suffer significant harm are identified, and appropriate action is taken. This includes the risk of radicalisation as noted in Prevent duty.

4.3. There are safe recruitment practices in checking the suitability of staff and volunteers to work with or in proximity to learners. PQMS's Safe Recruitment Policy covers these in more detail.

4.4. Staff are made aware of issues relating to the welfare of Learners (more detail of specific safeguarding issues is included in the Safeguarding Procedures)

4.5 There are policies in place to ensure reasonable adjustments are implemented to support disabled learners and learners with additional learners needs, these are aligned with the safeguarding principles. (Part 2 KCSIE – Sept 24)

5. Confidentiality, sharing information and Keeping records

5.1. Once a disclosure and referral have been made, the incident should be considered confidential – unless the information indicates that the person is at risk of harm from others or to themselves. Then the information will be shared with the DSL (or Safeguarding Team) and/or other agencies/professionals who are able to take protective action

5.2. All information regarding child protection issues will be the password protected in an electronic file (My Concern).

5.3. PQMS is obliged to work and share information with external agencies charged with the protection of children and young people. This includes Social Services, the police, local schools, based on the 'need to know' principle.

5.4. PQMS commits to sharing information with Social Services and allows access to learners on-site if required.

5.6. PQMS works closely with the area Prevent team and through them refers to the Channel process when necessary.

5.7 All concerns, discussions and decisions made including the reasons are recorded in writing on MyConcern, records include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved, and
- A note of any action taken, decisions reached and the outcome.

5.8. Note: 'confidentiality' is often misunderstood. An over emphasis on confidentiality can leave young people or vulnerable adults in danger of harm. If something is confidential, this does not mean that it cannot be shared. GDPR should be no barrier to information sharing about a person in need, as long as appropriate protocol is followed. However, it is important to:

- Share only what is necessary to share to protect a young person or a vulnerable adult.
- Record what you shared, and with whom.
- Record your reasons for sharing (for further information refer to; Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers.
- Inform the individual making the disclosure that information they provide will be shared, why and with whom.

6. Roles and Responsibilities – Managing Safeguarding

The board of Governors, CEO and Senior Leadership team have a strategic leadership responsibility for PQMS's safeguarding arrangements and must ensure they comply with their duties under this legislation.

The Board of Governors & CEO

The board of Governors and the CEO should ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures are in place, are effective and support the delivery of a robust whole approach. This training must be regularly updated.

The board of Governors and CEO should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and their local multi-agency safeguarding arrangements.

The board of Governors and the CEO should consider the age, number of children, and how often they access the IT system and the proportionality of costs versus safeguarding risks.

The board of Governors and the CEO should ensure PQMS have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

The Senior Designated Safeguarding Lead should ensure that policies and procedures agreed by the board of Governors are understood and followed by all staff.

6.1.1. The Senior Designated Safeguarding Lead (SDSL) with lead responsibility for child protection and safeguarding issues is: **Sam O'Hare**
6.1.2. The SDSL has a key duty to take lead responsibility for raising awareness amongst staff of issues relating to the welfare of young people and vulnerable adults, and the promotion of a safe environment for the Learners learning at PQMS.
6.1.3**. Michelle Tennant (Centre Manager) (DSL)** will take operational responsibility for Safeguarding and Prevent (SPOC) *See App 5*
and will also act as Deputy DSL.
Responsibility for safeguarding and child protection, as set out above, remains with the Senior Designated Safeguarding Lead. This responsibility cannot be delegated.
6.1.4. The SDSL will oversee the referral of alleged harm or abuse to the relevant investigating agencies in line with local authority safeguarding procedures.

The SDSL is also responsible for ensuring that:

- Advice and support to staff on issues relating to safeguarding and child protection, including e-safety, is provided.
- A proper record of any child protection referral, complaint or concern is maintained (even where that concern does not lead to a referral).
- Ensuring that parents of young people and vulnerable adults within PQMS are aware of the Safeguarding and Child Protection policy. This will be published on our website www.pqmstraining.co.uk
- PQMS liaises with local authorities and other appropriate agencies.
- Staff receive initial safeguarding training at induction and are updated on an annual basis. Staff are made aware of the safeguarding and child protection procedures during their monthly team meetings.
- PQMS Safeguarding team meets a minimum every month.
- A safeguarding compliance checklist is prepared and reviewed annually and forms part of the Operational Plan and is therefore subject to Governor scrutiny.
- Ensure that PQMS has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. **(Part 2 KCSIE – Sept 24)**

6.1.6. The SDSL will provide a quarterly report to the Governors setting out how PQMS has discharged its duties*.*

6.1.7. PQMS has a designated governor for safeguarding **(Sue Fielding)** who will link regularly with the SDSL. The designated governor will also be involved in any strategic changes to service.

6.2. Designated Staff Members for Safeguarding (Designated Safeguarding Officers – DSO)

6.2.1. PQMS will appoint an appropriate number of Designated Safeguarding Officers. Appropriate training and support will be provided to enable the designated staff members to fulfil their role.

Designated Safeguarding Officers are:

Michelle Tennant (Deputy DSL & SPOC) – Bedworth

Hazel Hall – Bury

Samantha Taylor - Pulborough

Gillian Goodlet – Livingston (Scotland)

6.2.2. The Designated Safeguarding Officers (DSO):

- Report to the Senior Designated Safeguarding Lead (Sam O'Hare)
- Will know how to make an appropriate referral.
- Will be available to provide advice and support to other staff on issues relating to Safeguarding.

- Have particular responsibility to be available to listen to young people studying at PQMS.
- Will deal with individual cases, including attending case conferences and review meetings as appropriate.
- Will follow procedures as outlined in Area Safeguarding Partnership Guidance for Practitioners "Right Help Right Time.
- Will keep abreast of all local safeguarding information through Area Safeguarding Partnerships
- In addition to working with the safeguarding team all staff members should be aware that they may be asked to support social workers to take decisions about individual cases.

Staff, and volunteers

6.2.3 All staff including temporary staff, freelance staff and volunteers and visitors will have responsibility to provide a safe environment in which children can learn.

All staff must:
- Be familiar with this Safeguarding & Child Protection Policy and understand that the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- Understand their role in relation to safeguarding including allegations against staff and volunteers and share any low-level safeguarding concerns regarding unprofessional behaviour by staff *(App 3)*
- Be alert to signs and indicators of possible abuse *(App 2 for current definitions and indicators)* and maintain an attitude of **"It could happen here"**
- Record concerns *on "MyConcern"*
- Reduce the additional barriers faced and provide a safe space for children who are LGBT to speak out or share their concerns with members of staff. Any concerns including homophobic, biphobic and transphobic bullying and abuse must be recorded on *"My Concern"* *(KCSE 2024 part 2)*
- Reassure victims that they are being taken seriously and will be supported and kept safe.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the SDSL/DSO if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication *(KCSE Part 1 Sept 24)*
- Deal with a disclosure of abuse from a child in line with the guidance *(Appendix 1)* - you must inform the DSO immediately and provide a written account on *"MyConcern"* as soon as possible.

- Be involved, where appropriate, in the implementation of individual PQMS-focused interventions, Early Help assessments and Our Family Plans, Child In Need Plans and inter-agency Child Protection Plans

7. INVOLVING PARENTS/CARERS

7.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the SDSL.

7.1.2 However there may be occasions when DSO's will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

7.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy including online policy and acceptable use policy through our website www.PQMSTraining.co.uk

7.3 Communication with parents will be used to reinforce the importance of children being safe online. Our online policy and acceptable use policy will include information on our system to filter and monitor online use and make them aware of what their children are being asked to do online, including a list of sites they will asked to access and who from PQMS (if anyone) their child is going to be interacting with online
(KCSE – Sept 24 part 2)

8. Procedures To underpin this policy,

PQMS has a number of related procedures and processes. These include:

- Safeguarding Procedures, including referrals to Channel for Prevent issues (Appendix 1)
- Human Resource procedures include safer recruitment, whistleblowing, grievance, and discipline.
- Staff Code of conduct including low level concerns policy
- Data Protection procedures (GDPR)
- Visiting Speakers
- DBS Procedures
- Online Policy
- Learner Acceptable Use policy
- SEND Policy

9. Monitoring and Review

9.1. This policy will be reviewed annually unless any changes occur before the review date.

9.2. The SDSL will monitor and review this policy annually unless changes occur before the review date.

9.3. The SDSL will prepare a quarterly report for the Governing Body, which reviews how the duties have been discharged.

9.4. Any significant deficiencies or weaknesses in regard to safeguarding and child protection arrangements will be remedied without delay and will be brought to the attention of the Senior Leadership Team and the Governing Body.

9.5. This policy should not be read in isolation and should be cross-referenced with all relevant company employment and learner policies and procedures.

10. Staff Training

10.1. All new staff will undergo safeguarding and child protection training including on-line safety and Prevent training at induction.

10.2. All staff will receive regular safeguarding and child protection updates including on-line safety through email bulletins and monthly staff meetings (All staff meetings will have safeguarding on the agenda)

10.3. All staff will be given the opportunity to contribute and shape PQMS's safeguarding arrangements and the policy.

10.4. All learners will be offered safeguarding and prevent training as part of their curriculum. Safeguarding and prevent training for staff including on-line safety and child on child abuse will be integrated, aligned, and considered as part of PQMS's safeguarding approach, wider staff training and curriculum planning.

10.5. Staff training will include a staff code of good practice including the reporting of low-level concerns.

11. Teaching of Safeguarding and Prevent

11.1. Safeguarding, Prevent and on-line safety will be included in all curriculums.

11.2. All learners will be taught about safeguarding and on-line safety through a personalised and contextualized approach.

12. Linked policies

- Safer recruitment and Selection Policy
- Staff Code of Conduct including low level concerns policy (Staff behaviour Policy)
- Equality, Diversity, and Inclusion Policy
- Data Protection Policy (GDPR)

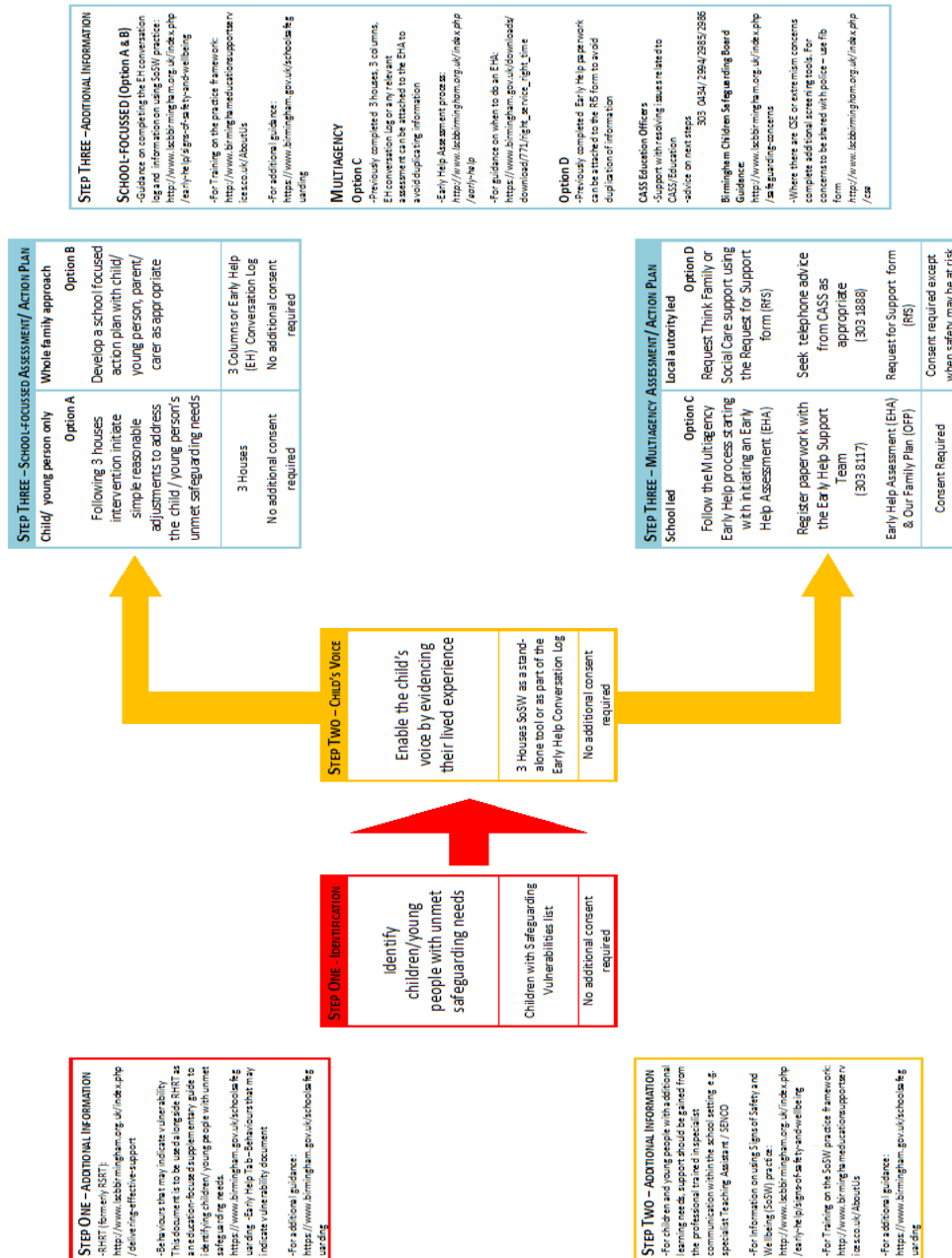- Health, Safety and Wellbeing Policy
- On-line safety
- SEND Policy

APPENDIX 1

THE KEY PROCEDURES

IF A CHILD IS SUFFERING OR IS LIKELY TO SUFFER FROM HARM, TELEPHONE CASS ON 303 1888 (OUT OF HOURS 675 4806). IF AT IMMEDIATE RISK OF SIGNIFICANT HARM CONTACT THE POLICE ON 999

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

STEP ONE - IDENTIFICATION

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

STEP ONE – ADDITIONAL INFORMATION
-RHRT (formerly RSRT):
http://www.lscbbirmingham.org.uk/index.php/delivering-effective-support

-Behaviours that may indicate vulnerability
This document is to be used alongside RHRT as an education-based supplementary guide to identifying children/ young people with unmet safeguarding needs.
https://www.birmingham.gov.uk/schools/safeguarding -Early Help Tab- Behaviours that may indicate vulnerability document

-For additional guidance:
https://www.birmingham.gov.uk/schools/safeguarding

STEP TWO – CHILD'S VOICE

Enable the child's voice by evidencing their lived experience

3 Houses SoSW as a stand-alone tool or as part of the Early Help Conversation Log

No additional consent required

STEP TWO – ADDITIONAL INFORMATION
-For children and young people with additional learning needs, support should be gained from the professional trained in specialist communication within the school setting e.g. specialist Teaching Assistant / SENCO

-For information on using Signs of Safety and Wellbeing (SoSW) practice:
http://www.lscbbirmingham.org.uk/index.php /early-help/signs-of-safety-and-wellbeing

-For Training on the SoSW practice framework:
http://www.birmingham.org/education-supportserv icesco.uk/AboutUs

-For additional guidance:
https://www.birmingham.gov.uk/schools/safeguarding

STEP THREE – SCHOOL-FOCUSED ASSESSMENT/ ACTION PLAN

Child/ young person only	Whole family approach
Option A	**Option B**
Following 3 houses intervention initiate simple reasonable adjustments to address the child / young person's unmet safeguarding needs	Develop a school focused action plan with child/ young person, parent/ carer as appropriate
3 Houses	3 Columns or Early Help (EH) Conversation Log
No additional consent required	No additional consent required

STEP THREE – MULTIAGENCY ASSESSMENT/ ACTION PLAN

School led	Local authority led
Option C	**Option D**
Follow the Multiagency Early Help process starting with initiating an Early Help Assessment (EHA)	Request Think Family or Social Care support using the Request for Support form (RfS)
Register paperwork with the Early Help Support Team (303 8117)	Seek telephone advice from CASS as appropriate (303 1888)
Early Help Assessment (EHA) & Our Family Plan (OFP)	Request for Support form (RfS)
Consent Required	Consent required except when safety may be at risk

STEP THREE – ADDITIONAL INFORMATION

SCHOOL-FOCUSSED (Option A & B)
-Guidance on completing the EH conversation log and information using SoSW practice:
http://www.lscbbirmingham.org.uk/index.php /early-help/signs-of-safety-and-wellbeing

-For Training on the practice framework:
http://www.birmingham/education-supportserv icesco.uk/AboutUs

-For additional guidance:
https://www.birmingham.gov.uk/schools/safeguarding

MULTIAGENCY
Option C
-Previously completed 3 houses, 3 columns, EH conversation Log or any relevant assessment can be attached to the EHA to avoid duplicating information

-Early Help Assessment process:
http://www.lscbbirmingham.org.uk/index.php /early-help

-For guidance on when to do an EHA:
https://www.birmingham.gov.uk/downloads/download/771/right_service_right_time

Option D
-Previously completed Early Help paperwork can be attached to the RfS form to avoid duplication of information

CASS Education Officers
-Support with resolving issues relate to CASS/ Education
-advice on next steps
303 0434/ 2394/ 2985/ 2986

Birmingham Children Safeguarding Board Guidance
http://www.lscbbirmingham.org.uk/index.php /safeguarding-concerns

-Where there are CSE or extremism concerns complete additional screening tools. For concerns to be shared with police – use Rib form
http://www.lscbbirmingham.org.uk/index.php /cse

Birmingham City Council

Three Steps to Delivering Early Help in Education – September 2018

APPENDIX 2

EARLY HELP ASSESSMENT

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs
• Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
• Has a mental health need
• Is a young carer
• Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• Is frequently missing/goes missing from care or from home
• Is at risk of modern slavery, trafficking, sexual or criminal exploitation
• Is at risk of being radicalised or exploited
• Has a family member in prison, or is affected by parental offending
• Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• Is misusing alcohol and other drugs themselves
• Has returned home to their family from care
• Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
• Is a privately fostered child, and
• Is persistently absent from education, including persistent absences for part of the day.
• Is frequently missing/goes missing from education, home or care
• Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
• Has a parent or carer in custody or is affected by parental offending.

For more information, please access the Local Safeguarding Children Partnership website:
 https://www.mygov.scot/report-child-abuse

https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/raise-a-concern-about-a-child/

https://burysafeguardingpartnership.bury.gov.uk/

https://www.coventry.gov.uk/lscb

DEFINITIONS AND INDICATORS OF ABUSE, NEGLECT AND EXPLOITATION

1. NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather.
- Poor attendance or often being late.
- Poor concentration
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activities that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred.
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted.
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Witnessing the ill-treatment of others
- See, hear or experience domestic abuse and its effects
- Isolation from peers

3. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness, or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

4. SEXUAL EXPLOITATION

Child Sexual Exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Missing for periods of time (CSE and County Lines)

NB. This can happen inside or outside of PQMS and on-line

5. EMOTIONAL ABUSE

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes
- Delayed physical, mental, or emotional development.
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics, and twitches.
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as

- drug taking
- alcohol misuse,
- Deliberately missing education, unexplainable and/or persistent absences from education
- deliberately missing lessons and
- consensual and non-consensual sharing of nudes and semi-nudes' images and/or videos can be signs that children are at risk.

Other safeguarding issues all staff should be aware of include:

6. Peer on Peer Abuse (child on child abuse)

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school or college and online.

It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports at PQMS it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse (child on child abuse), they should speak to their Senior designated safeguarding lead (or deputy) and report on "**MyConcern"**

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse (child on child abuse) is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi nude's images and or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regards to peer-on-peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

7. Child on child sexual violence and sexual harassment
(Part 5 KCSIE – Sept 24)

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that staff ensure all **victims are reassured that they are being taken seriously and that they will be supported and kept safe.**

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours.
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

8. Criminal Exploitation

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into

- taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.
- CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include:

- children being forced or manipulated into transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting or pickpocketing.
- They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

- They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed to or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE is a form of child sexual abuse.

Sexual abuse may involve:

- physical contact, including assault by penetration (for example, rape or oral sex)
- nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing.

It may include non-contact activities, such as:

- involving children in the production of sexual images,
- forcing children to look at sexual images or watch sexual activities,
- encouraging children to behave in sexually inappropriate ways.
- grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year old's who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship

9. FGM (FEMALE GENITAL MUTILATION)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on staff.

If a staff member, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, staff must report this through "MyConcern" to the designated safeguarding Lead who will then report it to the police.

10. Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from lessons
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

   All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent having experienced child maltreatment and having been involved in offending, such as theft or robbery.

11. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by reporting on "MyConcern", and speaking to the designated safeguarding lead or a deputy.

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

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavor to reduce the additional barriers faced and provide a safe space for children who are LGBT to speak out or share their

concerns with members of staff. Any concerns including homophobic, biphobic and transphobic bullying and abuse must be recorded on "My Concern."

13 Domestic Abuse

All staff must be aware that domestic abuse can be psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

These changes reflect the general increased awareness of the wider impact of domestic abuse, and come at a time following the pandemic when, according to the Office for National Statistics, domestic abuse victim services saw "an increase in demand", particularly as lockdown measures eased.

RESPONSES FROM PARENTS/CARERS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

DEALING WITH A DISCLOSURE OF ABUSE

When a student tells you about abuse, they have suffered, what should you remember?

- Stay calm.
- Reassure the victim that they are being taken seriously and will be supported and kept safe
- Do not communicate shock, anger, or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them 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 child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty, or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record in writing all you have heard, though not necessarily at the time of disclosure.
- 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 on "My Concern" of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

NB - it is not the 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 after a Disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported on "My Concern" without delay,

The SDSL/Deputy or DSO will decide on the appropriate options

- Managing any support for the child internally through our own pastoral support processes
- Undertake an early help assessment (see appendix 1)

- Understanding intra familial harms and any necessary support for siblings following incident *(KCSE 2022 – Part 5)*
- Make a referral to statutory services (If the child might be in need, is in need or suffering or is likely to suffer harm)

Learners making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL/DSO

Safeguarding concerns and allegations made about staff, including freelance staff, volunteers, and contractors

1.   Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
  For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.

- **Emotional**
  For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.

- **Sexual**
  For example, sexualised behaviour towards, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.

- **Neglect**
  For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.

- **Spiritual Abuse**
  For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2.   If a student makes an allegation about a member of staff, Governor, visitor or volunteer the SDSL/Deputy must be informed immediately. The SDSL must carry out urgent initial consideration in order to establish whether there is substance to the allegation and inform the CEO/HR Manager. The SDSL should not carry out the investigation themselves or interview learners.

3.   The SDSL should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the SDSL will notify The local Designated Officer (LADO) Team[1] The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within the Children's Trust to address the needs of children likely to have been affected.

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[1] In other authorities the LADO service is referred to as the Position of Trust Team (POT)

- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the learner. These should be addressed through PQMS's own internal procedures.
- If the SDSL/HR Manager decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. <u>The allegation should be removed from personnel records.</u>

4. Where an allegation has been made against any Senior Leader or SDSL, then the CEO takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on **Allegations against Staff and Volunteers** in the local Safeguarding Children Partnership site

5. Where the allegation is against the CEO, the referral should be made to the LADO Team directly by the Senior Designated Safeguarding Lead. (SDSL)

6. **Low level Concerns** *(KCSE 2022 – Part 4)*
   The SDSL/HR Manager will ensure that the staff code of conduct including the low-level concerns policy ensures that:

- staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic, or concerning behaviour, in themselves and others
- staff are empowered to share any low-level safeguarding concerns with the designated safeguarding officers (see below)
- Management will address unprofessional behaviour and support the individual to correct it at an early stage
- Handle and responding to such concerns sensitively and proportionately when they are raised, and
- Staff will help identify any weakness in PQMS's safeguarding system.
- Governors and the management team create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

SAFER RECRUITMENT

(Part 3 - KCSIE – Sept 22)

It is vital that the governing body and CEO create a culture that safeguards and promotes the welfare of children at PQMS. As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in PQMS.

Governing bodies and the CEO should ensure that at least one person who conducts an interview has completed safer recruitment training.

PQMS will include the following information when defining the role (through the job or role description and person specification):

- the skills, abilities, experience, attitude, and behaviours required for the post; and the safeguarding requirements, i.e. to what extent will the role involve contact with children and will they be engaging in **regulated activity** relevant to children.
- PQMS's commitment to safeguarding and promoting the welfare of children and makes clear that safeguarding checks will be undertaken.
- the safeguarding responsibilities of the post as per the job description and personal specification.
- whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Application forms

Where a role involves engaging in regulated activity relevant to children, PQMS will include a statement in the application form or elsewhere in the information provided to applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

PQMS will require applicants to provide:

- personal details, current and former names, current address, and national insurance number.
- details of their present (or last) employment and reason for leaving
- full employment history, (since leaving school, including education, employment, and voluntary work) including reasons for any gaps in employment.
- qualifications, the awarding body and date of award.
- details of referees/references

- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

Shortlisting

Shortlisted candidates will be asked to complete a **self-declaration** of their criminal record or information that would make them unsuitable to work with children.

- whether they are included on the barred list.
- whether they are prohibited from teaching.
- information about any criminal offences committed in any country in line with the law applicable in England and Wales, not the law in their country of origin or where they were convicted.
- if they are known to the police and children's social care.
- Have they been disqualified from providing childcare?
- any relevant overseas information.

This information should only be requested from applicants who have been shortlisted. The information should not be requested in the application form to decide who should be shortlisted.

Applicants will be asked to sign a declaration confirming the information they have provided is true.

The purpose of a self-declaration is so that candidates will have the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received.

PQMS will:

- ensure that at least two people carry out the shortlisting exercise (it is recommended that those who shortlist carry out the interview for a consistent approach).
- consider any inconsistencies and look for gaps in employment and reasons given for them.
- explore all potential concerns including those identified through online platforms **(Part 2 KCSIE – Sept 24)**

Employment history and references

PQMS will

- obtain references before interview, this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview.
- not accept open references e.g. to whom it may concern.
- not rely on applicants to obtain their reference.
- ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.

- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer.
- always verify any information with the person who provided the reference.
- ensure electronic references originate from a legitimate source.
- contact referees to clarify content where information is vague or insufficient information is provided.
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate.
- establish the reason for the candidate leaving their current or most recent post.
- ensure any concerns are resolved satisfactorily before the appointment is confirmed.

When asked to provide references PQMS will ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding allegations but should not include information about allegations which are unsubstantiated, unfounded, false, or malicious.

References are an important part of the recruitment process and should be provided in a timely manner and not hold up proceedings.

Selection
PQMS will use a range of selection techniques to identify the most suitable person for the post.
Those interviewing should agree structured questions. These will include:
- finding out what attracted the candidate to the post being applied for and their motivation for working with children.
- exploring their skills and asking for examples of experience of working with children which are relevant to the role.
- probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.
The interviews will be used to explore potential areas of concern to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include:
- implication that adults and children are equal.
- lack of recognition and/or understanding of the vulnerability of children.
- inappropriate idealisation of children.
- inadequate understanding of appropriate boundaries between adults and children.
- indicators of negative safeguarding behaviours.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case.

Learners will be involved in the recruitment process in a meaningful way.

Pre-Appointment Checks
All information considered in decision making will be clearly recorded along with decisions made.
Pre-appointment vetting checks, will be recorded in **"SENTRY"**

All offers of appointment will be conditional until satisfactory completion of the mandatory pre-employment checks as below:
PQMS will:

- **Verify a candidate's identity**, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate,
- **Carry out an enhanced DBS check** (including children's barred list information, for those who will be engaging in regulated activity with children), as required by their funding agreement. NB: DBS checks for volunteers are free
- Not allow an individual to start work in regulated activity until they obtain an enhanced DBS plus barred list check.
- **Verify the candidate's mental and physical fitness to carry out their work** responsibilities. (A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role)
- **Verify the person's right to work in the UK,** including EU nationals.
- If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- **Verify professional qualifications**, as appropriate

Linked policies
- Safer recruitment and selection policy
- DBS Policy

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

5.   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.

6.   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 PQMS staff are able to recognise those vulnerabilities.

7.   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–** Learners/ may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7.   This list is not exhaustive, nor does it mean that all children/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
- Family members convicted of a terrorism act or subject to a Channel intervention
- 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 6

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

The SPOC for **PQMS** is (*Michelle Tennant),* who is responsible for:

- Ensuring that staff of PQMS are aware that you are the SPOC in relation to protecting learners from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing Learners/learners from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Ensuring all staff receive training on Prevent at induction and refresh as part of our annual training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- Ensuring all curriculums include tutorials on Safeguarding and Prevent
- The appropriateness of any filters and monitoring systems are a matter for the centre and will be informed in part, by the risk assessment 37 required by the Prevent Duty.38
- Raising awareness about the role and responsibilities of PQMS in relation to protecting learners from radicalisation and involvement in terrorism.
- Raising awareness within PQMS about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism.
- Ensuring visitors to PQMS are made aware of our safeguarding and child protection policies on arrival and are given information about what to do if they are concerned about any aspect of child welfare.
- Undertaking due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to learners without a member of staff being present. *(See Visiting Speakers policy and procedure)*
- Acting as the first point of contact within PQMS for case discussions relating to learners who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable learners into the Channel[2] 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.

- To carry out an annual risk assessment as required by the Prevent Duty to include a discussion with our IT consultants on the appropriateness of any filters and monitoring systems *(KCSE part 2 -Sept 22)*

The Curriculum

We are committed to ensuring that our learners are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain.

We understand that extremists use the internet, including social media, to share their messages.

Our filtering systems block inappropriate content, including extremist content. Where staff, learners or visitors find unblocked extremist content they must report it to a senior member of staff, who must then report to the SPOC

Our on-line safety policy and Student Acceptable Use Agreement is sent out to all learners and parents at the beginning of their programme and refers to preventing radicalisation and related extremist content and how learners and staff can report internet content that is inappropriate or of concern.

We are aware that children and young people have access to unfiltered internet when using their mobile phones. Learners are discouraged from using their phones during lessons.

Regular newsletters are sent to learners on how to keep safe when using the internet.

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[2] 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.

Cost of Living Crisis – Addendum – September 2022

How is the cost of living Crisis defined:
A situation in which the cost of everyday essentials like groceries and household bills are rising faster than average household incomes.

As part of PQMS safeguarding policy, it is important to recognise the affects the cost of living crisis is having on young people and their families

- Increased anxiety about making choices ie paying for heating or feeding the family
- Lack of sleep
- Depression
- Mental health issues
- Feeling of isolation, due to not going out and socialising
- Low moods and panic attacks
- Poor attendance at work or training sessions (this may be due to lack of money for transport)
- Risk of abuse (see main safeguarding policy)

It is important that we recognise the signs and offer support where we can

- If you feel there is a safeguarding concern, then report it immediately on MyConcern
- Raise a concern on MyConcern requesting support from the Mental Health First Aiders
- Sign post the learner to support links so that they know where to find out about financial support on offer and tips on how to deal with their concerns
- If the concern is affecting the learner's health, ask them to contact their local GP as soon as possible

Local Authorities have a page on their website to help with cost of living support, to include accessing grants and debt advice, support getting money you're entitled to, or simply want to know more about the government's recent support measures.

https://www.buryvcfa.org.uk/

https://www.coventry.gov.uk/costofliving

https://www.westsussex.gov.uk/leisure-recreation-and-community/cost-of-living/

https://costofliving.campaign.gov.scot/

The Mental Health Foundation has some advice on:
- Finance
- Housing, food and energy costs
- Debt
- Health
- Eating on a budget
- Sleep
- Loneliness
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https://www.mentalhealth.org.uk/explore-mental-health/blogs/cost-living-and-your-mental-health