

Safeguarding & Child Protection Policy
Applegate Tuition. November 2019



Version: November 2019/20

To be reviewed (annually): November 2020

1.0 INTRODUCTION

Safeguarding and promoting the welfare of children is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.
- Children include everyone under the age of 18

This means that Applegate Tuition is committed to safeguarding and promoting the welfare of all its tutees We believe that:

- *Our tutees have the right to be protected from harm, abuse and neglect*
- *That every child has the right to an education and tutees need to be safe and to feel safe in their provision and during tutoring sessions.*
- *Tutees need support that matches their individual needs, including those who may have experienced abuse*
- *Our tutees have the right to express their views, feelings and wishes and voice their own values and beliefs*
- *Our tutees should be encouraged to respect other's values.*
- *Our tutees have the right to be supported to meet their emotional and social needs as well as their educational needs*
- *Applegate Tuition will contribute to the prevention of abuse, victimisation, bullying, exploitation extreme behaviours, discriminatory views and risk taking behaviours*

All adults linked to Applegate Tuition visits and trips have an important role to play in safeguarding tutees and protecting them from abuse.

Applegate Tuition will fulfil their responsibilities as laid out in the following documents:

- *The most recent version of Working Together to Safeguard Children (DfE)*
- *The most recent version of Keeping Children Safe in Education: Statutory guidance for provisions and colleges (DfE Sept 2019)*

- *The Education Act 2011*
- *Sexting in Provisions & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016*
- *General Data Protection Legislation (2018)*
https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

2.0 OVERALL AIMS

This policy will contribute to the protection and safeguarding of our tutees and promote their welfare by:

- Clarifying standards of behaviour for tutors and tutees
- Contributing to the establishment of a safe, resilient and robust ethos of the provision, built on mutual respect and shared values
- Introducing appropriate work within the tuition offer.
- Encouraging tutees and parents to participate;
- Recognising the signs and indicators that all may not be well
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks tutees face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

This means that Applegate Tuition will:

- *Identify individual needs as early as possible; and*
- *Design plans to address those needs*
- *Work in partnership with pupils/students, parents/carers and other agencies.*

Our policy extends to any establishment our provision commissions to deliver education to our tutees on our behalf including alternative provision settings.

Applegate Tuition will ensure that any commissioned agency will reflect the values, philosophy and standards of our organisation. Appropriate risk assessments are completed and ongoing monitoring is undertaken.

3.0 GUIDING PRINCIPLES FOR APPLGATE TUITION

- Have conversations and listen to children and their families as early as possible.
- Understand the child's lived experience.
- Work collaboratively to improve children's life experience.
- Be open, honest and transparent with families in our approach.
- Empower families by working with them.
- Work in a way that builds on the families' strengths.
- Build resilience in families to overcome difficulties.

4.0 EXPECTATIONS

All tutors for Applegate Tuition will:

- Be familiar with this Safeguarding & Child Protection Policy
- Understand their role in relation to safeguarding
- Be alert to signs and indicators of possible abuse
- Record concerns and give the record to the DSL. (Sarah Muddle)
- Deal with a disclosure of abuse from a child in line with guidance.

This means that in our provision,:

Our staff will receive annual safeguarding training and update briefings as appropriate.

All tutors will be subjected to an enhanced DBS check and 'section 128' check.

We will follow Safer Recruitment processes and checks for all staff.

5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is Sarah Muddle

- Safeguarding and Child Protection information will be dealt with in a confidential manner.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each tutee.
- If a tutee moves from our provision, Child Protection and Safeguarding records will be forwarded on to the DSL at the new provision, with due regard to their confidential nature and in line with current government guidance on the transfer of such records.

We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm

We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child/ young person arrives.

6.0 LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

Applegate Tuition has responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Applegate Tuition will: work with the Virtual provision to provide the most appropriate support utilising the pupil premium plus if appropriate to ensure they meet the needs identified in the child's personal education plan.

7.0

Applegate Tuition will:

Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;

- The provision operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers
- The tutors will undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained

8.0 SAFER RECRUITMENT & SELECTION

Applegate Tuition will implement ‘Safer Recruitment’ practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks will be recorded on our Single Central Record.

All recruitment materials will include reference to the provision’s commitment to safeguarding and promoting the wellbeing of pupils.

8.1 Induction

All new staff will be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.

9.0 THE USE OF REASONABLE FORCE

The term ‘reasonable force’ covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain tutees. This can range from guiding a child/young person to safety by the arm, to more extreme circumstances where a child/young person needs to be restrained to prevent violence or injury.

‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a harmful situation.

This means Applegate Tuition:

Will plan positive and proactive behaviour to support the reduction of challenging behaviour so the need to use reasonable force will reduce.

We will write individual behaviour plans for our more vulnerable children/ young people, with support and input from parents/carers and the child/young person.

We will not have a ‘no contact’ policy as this could leave tutors unable to fully support and protect their tutees, especially when out of the home.

10.0 THE PROVISION ROLE IN THE PREVENTION OF ABUSE

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the provision, which should ensure that tutees 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.

This means that in our provision:

We will provide opportunities for tutees to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole provision approach.

11.0 WHAT WE WILL DO WHEN WE ARE CONCERNED - EARLY HELP RESPONSE

Where unmet needs have been identified for a child/ young person but there is no evidence of a significant risk, the DSL will support parents/carers in seeking appropriate Early Help response.

The child/young person's voice must remain paramount within a solution focused practice framework.

Should it be felt that a Social Care response is needed to meet the unmet safeguarding need; the DSL will support parents/carers in initiating a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.

12.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

With effect from 1st July 2015, all provisions are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

This means that our provision:

Values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Tutees and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

12.1 Risk Reduction

The provision will assess the level of risk within the provision and put actions in place to reduce that risk. Risk assessment will include consideration of the tutee's home and location of sessions.

The Provision will ensure that inappropriate sites are not accessed by tutees or staff.

The Provision has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

12.2 Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. 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.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Provisions on The Prevent Duty.

Our provision will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation

13.0 TUTEES WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

With effect from October 2015, all provisions are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

This means we will talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

14.0 CHILDREN MISSING FROM EDUCATION

A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Applegate Tuition will work with the Local Authority and schools to support tutees who are failing to attend provision regularly.

Applegate tuition will ensure that the Local Authority is aware of any tutees deleted from a schools admission register and is being educated by Applegate Home Tuition.

15.0 PEER ON PEER ABUSE

It is important that the provision can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence and harassment.

The provision will recognise the impact of sexual violence and the fact tutees can, and sometimes do, abuse their peers in this way.

This means that in our provision:

We will follow both national and local guidance and policies to support any tutees subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

16.0 Criminal Exploitation & Gang Affiliation

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.

It is important that children who are criminally exploited are seen as victims and not treated as criminals, and treated through safeguarding and child protection procedure.

This means that in our provision we will follow the Criminal Exploitation & Gang Affiliation Practice Guidance issued in 2019

Responding to concerns about a child

In our provision **Applegate Tuition**

Our DSL is Sarah Muddle

CONCERN ABOUT A CHILD:

Record on electronic recording system

OR Record in writing.



DSL will;

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Assessment (EHA).



At any point consider seeking advice:

Children's Advice Support Service

In case of emergency phone police on 999

16.0 INVOLVING PARENTS/CARERS

16.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other provisions or agencies, and will seek their consent to making a referral to another agency. However there may be occasions when the provision will contact another provision or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

16.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through our website

17.0 MULTI-AGENCY WORK

17.1 We work in partnership with other agencies to promote the best interests of our tutees and keep them as a top priority in all decisions and actions that affect them. Our provision will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment.

18.0 OUR ROLE IN SUPPORTING CHILDREN

18.1 Our provision staff will offer appropriate support to individual tutees who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.

18.2 We will ensure the provision works in partnership with parents/ carers and other agencies as appropriate.

19.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

19.1 This procedure must be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- Behaved in a way that has harmed a child/young person or may have harmed a child/young person;
- Possibly committed a criminal offence against or related to a child/young person; or
- Behaved in a way that indicates s/he is unsuitable to work with tutees.

19.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in provision to abuse tutees.

19.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

19.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to Sarah Muddle who will liaise with the Local Authority Designated Officer (LADO) Team who will decide on any action required.

19.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Local Authority Designated Officer (LADO) Team who will decide on any action required.

20.0 CHILDREN WITH ADDITIONAL NEEDS

20.1 Our Provision recognises that all tutees have a right to be safe. Some tutees may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

DEFINITIONS AND INDICATORS OF ABUSE

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 care-givers); 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 provision attendance or often late for provision
- 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 activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from provision
- 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
- 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 KCC. 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)

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 tutees 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 tutees frequently to feel frightened or in danger, or the exploitation or corruption of tutees. 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 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.

6. RESPONSES FROM PARENTS/CARERS

Research and experience indicates 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.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child’s means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child’s finances; or
- Inappropriate invasive procedures.

DEALING WITH A DISCLOSURE OF ABUSE

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him 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 her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his 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 s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has 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 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 education 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

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

ALLEGATIONS ABOUT A MEMBER OF STAFF.

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 pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - Neglect
For example failing to act to protect tutees, 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 child makes an allegation about a member of staff, Sarah Muddle must carry out an urgent initial consideration in order to establish whether there is substance to the allegation but should not carry out the investigation herself or interview pupils.

3. If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns Sarah Muddle will notify The LADO Team. 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 pupil, these should be addressed through the provision's own internal procedures.

4. Where an allegation has been made against Sarah Muddle, then the parents/carers should contact the LADO team.

Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that provision staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis– the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - Personal Crisis– the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - Personal Circumstances– migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - Unmet Aspirations– the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - Experiences of Criminality– which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration

- Special Educational Need– students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all tutees 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.

