

SAFEGUARDING POLICY

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Statement of Purpose

Skylark Plus specialises in the provision of outdoor learning for young people struggling to thrive in mainstream education or Not in Education or Training. Using the local natural environment and community vocational engagement work placements, we stimulate re-engagement with education, society and the workplace.

Our partnership programmes work to deliver nationally recognised qualifications and awards for young people.

Using strategic goal setting, guided by personal education plans and EHCPs, together we will challenge perceptions of what can be achieved and enable young people to shine.

The ethos of Skylark Plus is that through purposeful vocational experiences will:

- Have increased resilience
- Develop greater self-esteem
- Adopt healthier lifestyle choices
- Discover strategies to cope with adversity
- Learn to work and get along with others
- Improve their educational outcomes

- Gain Employment and independence

Skylark will ensure:

- Teaching and learning will be characterised by an active partnership between the instructors and group staff and participants and employers.
- Experiences will be challenging and relevant to participants.
- Evaluation will be provided on a sessional basis and in line with our own policies and practices and local authority guidelines, instructional staff will provide the framework for active reviewing of each activity; to assess whether the session has fulfilled the aims for the group, highlight learning points and recognize achievement.
- Staff will be well informed about current development in relevant fields.

Definitions

Safeguarding is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes Keeping Children Safe in Education (KCSIE), 2016).

Child Protection refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

Introduction

At Skylark Plus safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their

approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Skylark Plus is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn;
- Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by Skylark Plus will be in accordance with:

- Current legislation: Children Act 1989 and 2004; Education Act 2002 and 2011 and Education and Inspection Act 2006

Statutory guidance:

Working Together to Safeguard Children (2015), which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition it sets out the statutory roles and responsibilities of centres.

Keeping Children Safe in Education (2016) is statutory guidance issued by the Department for Education which all centres and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the

teaching profession as part of their professional duties. Key documentation, procedures and guidelines are detailed in Appendix A.

All staff at Skylark Plus has a role and responsibility to safeguard children and young people attending our centre, irrespective of their role within the centre by:

Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. These concerns should be discussed with the centre's Designated Safeguarding Lead. All staff should be aware of the process and Directors for sharing information within the centre. The most important consideration is whether sharing information is likely to safeguard and protect a child. Any staff member who has a concern about a child's welfare should follow the referral processes set out in Appendix B.

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- Whistleblowing
- Code of Conduct for Staff
- Anti-Bullying
- Behaviour
- E-Safety
- Attendance

Overall Aims

This policy will contribute to the safeguarding of pupils/students at Skylark Plus by:

- Clarifying standards of behaviour for staff and pupils/students;

- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the centre, built on mutual respect, and shared values;
- Teaching children about safeguarding, including online, through teaching and learning opportunities, as part of broad and balanced curriculum;
- Alerting staff to the signs and indicators of safeguarding issues;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face by addressing concerns at the earliest possible stage;
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with pupils/students, parents and agencies.

This policy will contribute to supporting the pupils/students at Skylark Plus by:

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

Expectations

All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks,
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse;
- Record concerns and give the record to the DSL.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

Training

In addition to this policy, all staff should read and understand Part One of Keeping Children Safe in Education (KCSIE) (September 2016). All staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Whistle blowing procedures will be covered in whole centre training so that staff know what to do if they have concerns relating to safeguarding practice within the centre. All training will be effective and comply with the law at all times. The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the Relevant Safeguarding Children Board.

Skylark Plus will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line Centre Staffing (England) Regulations 2009.

The designated teacher appointed to promote the educational achievement of children in care will undergo appropriate training.

The DSL will undertake Prevent awareness training and in turn will provide advice and support to staff on protecting children from the risk of radicalisation.

Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach.

Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within the centre.

Details of our DSL and Deputy DSL are available on the Skylark Plus website, notice board in Reception and on posters around the centre.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding child protection remains with the DSL.

The broad areas of responsibility for the DSL are:

Managing referrals to other agencies including the local authority children's social care in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.

Work with others to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multi agency child protection plan; and liaise with the Local Authority Designated Officer (LADO) where there are

concerns about the conduct or an allegation is made against a member of staff or volunteer at the centre (N.B. if there is an allegation against the Head, then the Chair or Vice Chair of Directors will liaise with the LADO).

Undertake Training to ensure the DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role.

Raise Awareness to ensure Skylark Plus safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an annual report to the Board of Directors on safeguarding and child protection activity within the centre.

Manage safeguarding information through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with the relevant Safeguarding Children's Board guidance.

Availability of the DSL (or a deputy) during term time and centre hours needs to be ensured for staff in the centre or college to discuss any safeguarding concerns.

A more detailed description of the role of the DSL is explained in more detail in Keeping Children Safe in Education (2016)–Annex B.

Safeguarding Leadership and Oversight

Skylark will ensure that:

- A safeguarding policy is in place and is kept up to date, in line with the procedures and guidance of the relevant local authority.
- Safer recruitment procedures are followed, and appropriate vetting and background checks are carried out on all new staff and relevant volunteers.

- A member of the Skylarks senior team is appointed as the Designated Safeguarding Lead (DSL), with a Deputy DSL in place to provide cover when needed.
- The DSL and Deputy DSL attend appropriate safeguarding training and refresher courses at least every two years.
- All staff who work with children and young people, including volunteers and sessional workers, undertake regular safeguarding and child protection training.
- Temporary staff and volunteers are informed of the organisation's safeguarding policy and their responsibilities before starting work with children or young people.
- Skylark takes action to remedy any identified safeguarding issues or weaknesses without delay.
- There are clear and effective procedures for dealing with allegations of abuse made against staff or volunteers.
- Safeguarding policies and procedures are reviewed annually by the DSL and senior leadership team, with input from relevant staff.
- A senior staff member is nominated to provide strategic oversight of safeguarding. This person will support the DSL, but will not be involved in the day-to-day management of individual safeguarding concerns.
- The DSL is responsible for compiling an annual safeguarding report and completing the local authority safeguarding audit, ensuring that key findings and actions are shared with the leadership team.
- In the event of an allegation being made against a senior staff member, Skylark will ensure a nominated individual (e.g., a senior manager or external advisor) liaises with the Local Authority Designated Officer (LADO) and relevant safeguarding partners.

Creating a Culture of Safeguarding

Safer Recruitment and Selection

Skylark pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2016) 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 appropriate checks through the Disclosure and Barring Service (DBS). All recruitment materials will include reference to Skylark Plus commitment to safeguarding and promoting the wellbeing of pupils.

Staff Support

It recognised the stressful and traumatic nature of safeguarding and child protection work. Skylark Plus will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate.

Pupil Support

Opportunities will be provided for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. Relevant issues will be supported through the curriculum, specifically in PSHE, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

Whole Centre Approach

All policies which address issues of power and potential harm, for example anti-bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole centre approach.

The safeguarding policy cannot be separated from the general ethos of the centre, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Identification of those at Increased risk, or have Additional Safeguarding Needs Certain groups of pupils within centre are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include children in care, young carers, those living in households where there is domestic abuse, and/or substance misuse, etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs.

What Staff Need to Know

All staff need to be aware of the systems within Skylark Plus which support safeguarding and child protection– this forms part of the induction process but also on-going training which is regularly updated.

All staff should:

Know the DSL and any deputies and how to contact them;

- Know who the Designated Safeguarding Lead (DSL) and Deputy DSL are, and how to contact them.
- Read and understand this policy and revisit it annually or when significantly amended.
- Read Part 1 of Keeping Children Safe in Education (2016);
- Attend safeguarding training;

- Be aware of the centre's procedures in order to identify those pupils in need of early intervention/help and take appropriate action where there are concerns for the welfare and protection of children and young people;
- Adhere to the centre's Code of Conduct and behaviour management policies;
- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation -as this may ultimately not be in the best interests of the child (see Appendix C);
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL; however, if a child is in immediate danger or is at risk of harm a referral should be made to children's social care or the police immediately;
- Be aware of signs of abuse or neglect (see Appendix D);

Be aware of whistleblowing procedures to the senior leadership team if they have concerns about safeguarding practices within the centre. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found in Skylark Plus Whistleblowing Policy
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285—line is available from
- 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out;
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism;
- Report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher. If the concern relates to Head Teacher/Director it should be reported to the Chair of Directors, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required;

Be aware that if staff are employed in provision covered by the Childcare Regulations 2009 and fall within the scope of Disqualification under the Childcare Act 2006, they must complete a self-declaration form in addition to the enhanced DBS.

Key Safeguarding Areas

In addition to the above there are other areas of safeguarding that the centre has a responsibility to address and these include:

Child Sexual Exploitation (CSE) and Trafficking:

Involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the

exploitative relationships develop. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM):

FGM professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. (See Keeping Children Safe in Education Annex A).

Anti Bullying:

Skylark Plus has a separate Anti-Bullying policy (covering all types of bullying).

Forced Marriage:

Forced marriage is not the same as an arranged marriage, as it involves coercion and force as opposed to a marriage based on free choice. It affects both males and females.

Domestic Violence:

Domestic violence, Gender-based violence/violence against women and girls (VAWG) and teenage relationship abuse involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships.

Gangs and Youth Violence:

Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the centre environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.

Drugs:

As part of centre's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Centres) and to support the Government's drug strategy (2010) to provide information, advice and support to pupils via the curriculum.

Fabricated or induced illness:

This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level– individually and jointly – draw up

and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.

Child and Adolescent Mental Health:

Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential.

Faith abuse:

The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.

Radicalisation:

The centre is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology.

We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas.

Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media.

Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials on line at the centre.

Private Fostering:

Is essentially arrangements made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent.

A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Skylark Plus has a responsibility to refer to Children's Services any private fostering arrangement.

Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

Online Sexual Abuse:

The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage

a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

Attendance:

Attendance Centres, including Academies and Free Centres, must monitor pupils' attendance through their daily register. Centres should agree with their local authority the intervals in which they will inform local authorities of the details of pupils who are regularly absent from centre or have missed 10 centre days or more without permission. Centres must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Pupils who remain on a centre roll are not necessarily missing education but centres should monitor attendance and address it when it is poor. Centres also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent centres have a similar safeguarding duty for their pupils.

Modern Slavery:

The severe exploitation of other people for personal or commercial gain. It can take many forms, but the most common are human trafficking, forced labour, debt bondage, slavery of children, forced and/or early marriage.

Procedures

Reporting Concerns

The procedure to respond to a concern about a child is detailed in Appendix B.

Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to make a referral to another agency. However, there may be occasions when the centre will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Multi Agency Working

Staff work in partnership with other agencies in the best interests of the children. If there are child protection concerns, referrals should be made by the DSL (or Deputy DSL) to First Response by phone

(0117 9036444); in less urgent cases, the DSL should use the web form to contact First Response.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

We will cooperate with any child protection enquiries conducted by children's social care: the centre will ensure representation at appropriate inter-agency

meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Where a pupil/student is subject to an inter-agency child protection plan or a multi agency risk assessment conference (MARAC) meeting, the centre will contribute to the preparation, implementation and review of the plan as appropriate.

In situations where a child in care may be put on to a part time timetable, the centre will consult with the relevant local authority.

Exclusions

When the centre is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Board of Directors.

Private Fostering Arrangements

Where centres and colleges have not been involved in making the arrangement but a member of staff or volunteer at a centre or college becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this, in the first instance, with the DSL. The centre or college should notify the local authority of the circumstances, via First Response. Once notified, the local authority will check that the arrangement is suitable and safe for the child.

FGM Reporting Guidance

Mandatory Reporting of known cases:

Phone 101 (999 if the child is in immediate risk of harm). It is also good practice to phone First Response to notify of this.

For suspected cases, the following points need to be considered:

All requests for extended leave or circumstances where a child is known to be going to a practising country of origin for the six week holidays should be reported to First Response. Other points to be aware of are as follows:

- She has a parent from a practising community;
- She and her family have a low level of integration into a community;
- The mother or any sisters have experienced FGM;
- She is withdrawn from her peers and social group;
- She has talked about, or you know about, the arrival of a female family elder;
- She talks about it to other children ;
- She refers to a 'special procedure' or 'special occasion' or 'become a woman';
- She is out of the country for a prolonged period (holidays of 6 weeks to two months or more);
- She is taking a long holiday to her country of origin or another country where the practice is prevalent (parents may talk about it too).

Prior to referring to First Response, the parents will be invited in to consider and discuss the following:

Who is going, where are they going, when are they coming back, who are they going to visit, what is the purpose of the visit?

An explicit conversation with the parent will need to take place about FGM, highlighting that the practice is illegal in this country and is classified as child

abuse. This includes that the law in this country protects British nationals abroad so that it is also illegal to take the girl abroad to perform FGM. Please record the parent's response and reactions to this. Parents should also be notified that First Response will also be contacted. It is good practice to seek consent to share this information. However, if a parent refuses, then you need to notify the parent that this is your professional duty to inform First Response.

What happens next?

First Response will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed.

Concerns Regarding Students Missing from Education (Post-16)

Although Skylark Plus supports students over the age of compulsory education, prolonged or unexplained absence may still be a safeguarding concern. Repeated absence, disengagement, or going missing from education can be indicators of abuse, neglect, exploitation, or other vulnerabilities.

In line with our safeguarding responsibilities, staff must:

- Follow Skylark Plus procedures for unauthorised absence, especially when this occurs repeatedly or without explanation
- Consider the safeguarding implications of a student's absence or withdrawal
- Raise concerns with the Designated Safeguarding Lead (DSL) if there are indicators of risk

Where there is **no current involvement from social care**, and a safeguarding concern is identified, a referral should be made to the **Children's Front Door** (Gloucestershire) or the relevant local authority for the placing student. This includes submitting a **Multi-Agency Referral Form (MARF)** or equivalent, in line with local procedures.

The DSL will ensure that the appropriate action is taken, including:

- Contacting parents/carers and professionals involved
- Initiating an emergency review for students with an EHCP
- Referring to the Local Authority's NEET team, where appropriate
- Liaising with safeguarding partners to ensure a coordinated response

Prevent

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for centres to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. To make a referral, complete the referral form and send it to the Police Prevent Team at:

ChannelSW@avonandsomerset.pnn.police.uk

For advice and guidance in making a referral or about a student causing concern:

Tel. 01179 455536/9–also contact First Response.

Sharing of Information Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss.

Role: Director Name: Sebastian Morgan-Clare Signature:



Date:17/06/24

Prevent Policy

1. Purpose

Ensure an awareness of Prevent within The Skylark Group

Provide a clear framework to structure and inform our response to safeguarding concerns, including a supportive referral process for those who may be susceptible to the messages of extremism

Embed British Values into the curriculum and ways of working

Recognise current practice which contributes to the Prevent agenda

Identify areas for improvement.

2. Who does this policy apply to?

The Prevent Policy applies to everyone working at or attending Skylark Projects. It confers responsibilities on all board members, Skylark staff, students, agency staff and volunteers, contractors, visitors, consultants and those working under self-employed arrangements.

3. Policy Statement

The aim of the Prevent Policy is to create and maintain a safe, healthy and supportive learning and working environment for our students, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students. We further recognise that if we fail to challenge extremist views we are failing to protect our students from potential harm. As such the Prevent agenda, will be addressed as a safeguarding concern.

SKYLARK has adopted the Prevent Duty in accordance with legislative requirements. However, we will endeavour to incorporate the relevant duties so as not to:

Stifle legitimate discussions, debate or student engagement activities in the local community; or

Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.

4. Why do we need this policy?

Background information

Prevent is one of 4 strands of the Government's counter terrorism strategy – CONTEST. The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. Therefore, early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity.

Prevent happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.

The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including Further Education institutes and seeks to:

Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views

Provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support
Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health.

The Government has created a system of 'threat level' which represents the likelihood of a terrorist attack in the near future. The current threat level from international terrorism in the UK is severe, which means that a terrorist attack is highly likely.

Our Prevent Policy has five key objectives:

- To promote and reinforce shared values, including British Values; to create space for free and open debate; and to listen and support the learner voice
- To breakdown segregation among different student communities including by supporting interfaith and inter-cultural dialogue and understanding; and to engage all students in playing a full and active role in wider engagement in society
- To ensure student safety and that THE SKYLARK GROUP is free from bullying, harassment and discrimination
- To provide support for students who may be at risk of radicalisation, and appropriate sources of advice and guidance
- To ensure that students and staff are aware of their roles and responsibilities in preventing violent and non-violent extremism

5. Definitions

The following are commonly agreed definitions within the Prevent agenda:

- An ideology is a set of beliefs

- Radicalisation is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism
- Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity
- Terrorism is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological.
- Vulnerability describes factors and characteristics associated with being susceptible to radicalisation
- Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.

6. Aims\

Leadership and Values

To create and maintain a SKYLARK GROUP ethos that upholds core values of shared responsibility and wellbeing for all students, staff and visitors whilst promoting respect, equality and diversity and understanding.

This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation.
- Building staff and student understanding of the issues and confidence to deal with them through mandatory staff training, specialist tutorials, awareness campaigns and community engagement activities.

Teaching and Learning

To provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of students by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout what we do.
- Promoting wider skills development such as social and emotional aspects of learning.
- Our delivery is adapted to recognise local needs, challenge extremist narratives and promote universal rights.
- Teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
- Use of external programmes or groups to support learning while ensuring that the input supports SKYLARK GROUP goals and values.
- Encouraging active citizenship and learner voice.

Student Support

To ensure that staff take preventative and responsive steps, working with partner professionals, families and communities.

This will be achieved through:

Strong, effective and responsive student support.

- Developing strong community links and being aware of what is happening in the locality, including within THE SKYLARK GROUP's own community.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.

- Recognising factors that may increase risk to a student, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies.
- Ensuring that students and staff know how to access support in THE SKYLARK GROUP and/or via community partners.
- Supporting students with problem solving and repair of harm.
- Supporting 'at risk' students through safeguarding and crime prevention processes.
- Focusing on narrowing the attainment gap between the different groups of students.
- Working collaboratively to promote support for students across all areas of THE SKYLARK GROUP.

7. Roles and responsibilities

Whilst this is a standalone policy, it is integral to our Safeguarding Policy and should be applied as an extension to THE SKYLARK GROUP's current and established safeguarding procedures.

Prevent Lead for SKYLARK GROUP (Sebastian Morgan-Clare)

The Designated Safeguarding Lead is responsible for ensuring that our Prevent Strategy is implemented across SKYLARK GROUP and that any concerns are shared with the relevant organisations, in order to minimise the risk of our students becoming involved with terrorism.

All Staff

All staff at SKYLARK GROUP have a responsibility to:

- create and support an ethos that upholds SKYLARK GROUP's mission, vision and values including British values, to create an environment of respect, equality and diversity and inclusion;
- attend Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns;
- report any concerns around extremism or radicalisation via the safeguarding reporting channels;
- report and remove any literature displayed around SKYLARK GROUP that could cause offense or promote extremist views;
- support the development of staff and student understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials;
- participate in engagement with local communities, schools and external organisations as appropriate.

8. Managing Risks and Responding to Events

SKYLARK GROUP will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following:

- Understanding the nature of threat from violent extremism and how this may impact directly and indirectly on SKYLARK GROUP.
- Identifying, understanding and managing potential risks within SKYLARK GROUP from external influences.
- Responding appropriately to events reported via local, national or international news that may impact on students and communities.
- Ensuring plans are in place to minimise the potential for acts of violent or non-violent extremism within SKYLARK GROUP.

- Ensuring measures are in place to respond appropriately to a threat or incident within SKYLARK GROUP.
- Continuously developing effective ICT security and responsible user policies.
- Ensuring compliance with related policies.

9 Who needs to understand this policy and how will they know about it?

Prevent training for all SKYLARK GROUP staff, students and governors is mandatory and will be delivered by the following methods:

In addition:

- All staff, volunteers and contractors will be provided with appropriate training / updates regarding changes to the Prevent agenda.

10. Policy Summary

Our commitment to meeting the Prevent Duty can be summarised as follows:

P – Promotion of Equality and Diversity and positive relationships between staff and students

R – Referral of any concerns via Safeguarding staff to relevant authorities

E – Embedding British Values and education for students on all courses

V – Vetting teaching staff and guest speakers and removal of any posters or other materials of an extremist nature

E – Environment – a safe and secure learning environment

N – News monitoring for any concerns in the locality

T – Training of staff to raise awareness of the signs and risks

Appendix A: Key Documentation, procedures and guidance

Keeping Children Safe in Education (2016)

What to do if you're worried a child is being abused (2015)

Working Together to Safeguard Children (2015)

Designated teacher for looked after children (2009)

Prevent Duty Guidance for England and Wales (2015).

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015).

The Teachers' Standards (2012)

Mandatory Reporting of Female Genital Mutilation – procedural information (2015)

Listening to and involving children and young people (2014)

Alternative provision (2016)

Behaviour and discipline in centres (2015)

Children missing education (2013)

Parental responsibility measures for behaviour and attendance (2013)

Centre exclusion (2015)

Multi-Agency statutory guidance on female genital mutilation (2016)

Promoting the education of looked-after children (2014)

Supervision of activity with children (2012)

Disqualification under the Childcare Act 2006 (2015)

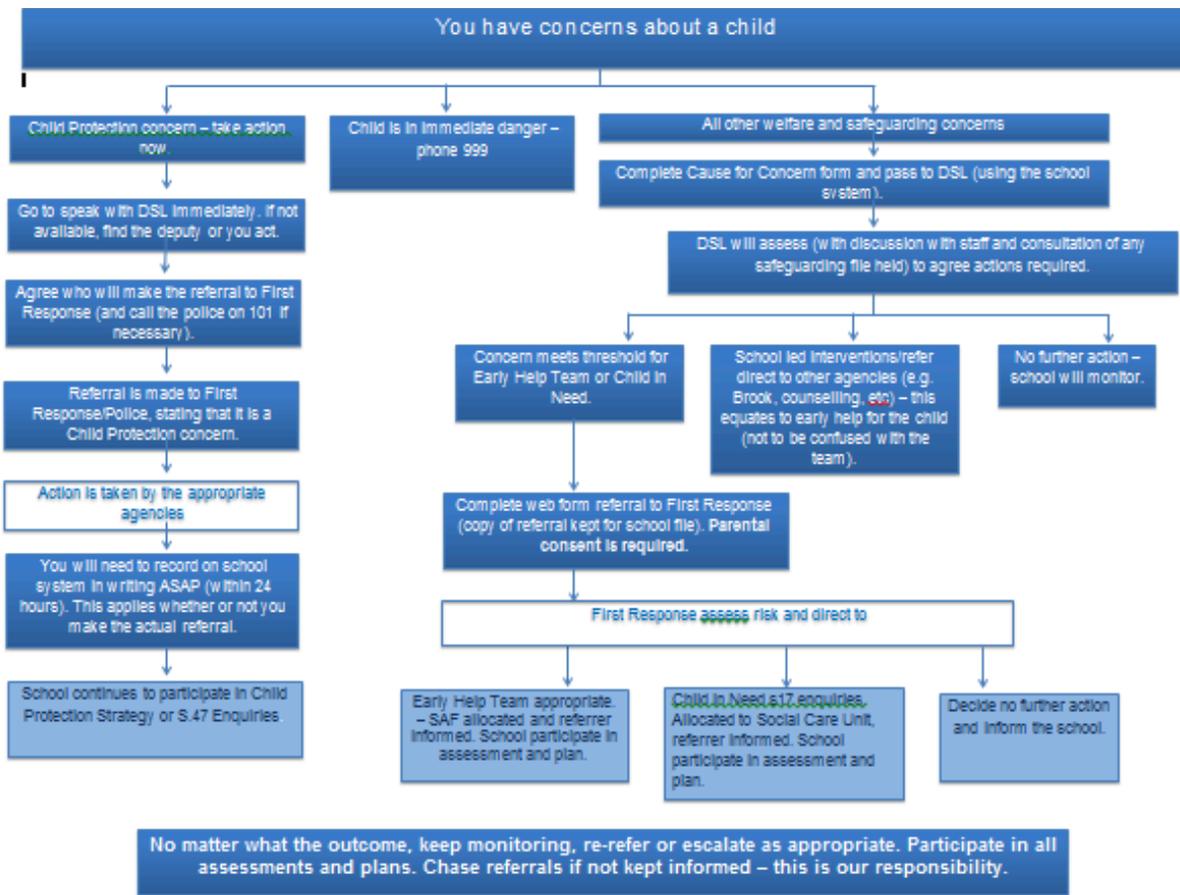
Education for children with health needs who cannot attend centre (2013)

Inclusive centering: children with special educational needs (2001)

SEND code of practice: 0 to 25 years (2015)

Supporting pupils at centre with medical conditions (2015)

Appendix B: Reporting Concerns Flow Chart - (Children living in Bristol)



If you have concerns about a child...

If a child is at immediate risk call the POLICE

POLICE 999

To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response

FIRST RESPONSE
0117 9036444

(Out of Hours Emergency Duty Team 01454 815 185)

To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).

FIRST RESPONSE
<https://www2.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern>

To raise concerns and ask for advice about extremism (also contact First Response).

PREVENT DUTY

0117 9455536

channelsw@avonandsomerset.pnn.police.uk

For advice and guidance about whether to make a referral.

EARLY HELP (N) 0117 3521499
EARLY HELP (E/C) 0117 9415886
EARLY HELP (S) 0117 9037770

For information, advice and guidance in relation to safeguarding policy and procedures.

Schools Safeguarding Advisors

North
Lesley O'Hagan
0117 9223738
07901102852

East/Central
Henry Chan
0117 9224282
07464889157

South
Esther Lambert
0117 9222832
07464889158

If you have concerns about a professional working with a child...

To raise concerns and ask for guidance in relation to the conduct of someone who works with children

Local Authority Designated Officer (LADO) Nicola Laird 0117 9037795

Appendix C: Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must 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 promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- 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.
- 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 all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not the 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.

Recognise – Respond – Reassure – Refer - Record

Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All centre and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2016) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

Adult Safeguarding Policy

We recognise that the welfare of vulnerable adults is paramount and that they have equal rights of protection. We have a duty of care when they are in our charge and will do everything we can to provide a safe and caring environment whilst they attend our activities.

We will:

- treat all vulnerable adults with respect and celebrate their achievements
- carefully recruit and select all staff whether paid or unpaid
- respond to concerns and allegations appropriately

When there are concerns about the welfare of any vulnerable adult all responsible adults in our organisation are expected to share those concerns with the lead for adult safeguarding

He/she/they is/are responsible for:

- monitoring and recording concerns
- making referrals to social care services without delay
- liaison with other agencies
- arranging training for all staff

Their role is also to oversee and ensure that our adult safeguarding policy is fully. These details will be made available to all responsible adults, vulnerable adults and parents/carers by training, poster, leaflet, staff handbook, information in staff areas and enrolment information. This includes ensuring they and all staff receive adult safeguarding training as appropriate. The deputy should be available to support or cover for the nominated lead. He/she/they will also handle any complaints or allegations against the nominated lead if appropriate.

Confidentiality:

In cases of disclosure of abuse by vulnerable adults, parents or carers, we are obliged to share the information and will refer our concerns to social care services, or the police in an emergency.

Staff Allegations:

Concerns about the behaviour of responsible adults in the Centre will be referred without delay to the lead for Adult Safeguarding who will contact social care services, or the police, if a crime may have been committed

In the rare situations that the concerns are about the lead for adult safeguarding, it is important to refer to the deputy person. This may not be appropriate, in which case any member may personally refer directly to the local authority Adult Safeguarding Manager who will liaise with social care services, or the police, if a crime may have been committed.

Adult Safeguarding Record Sheet

A form should only be filled in with information already known, be careful not to ask leading questions. Fill in factually. It should be filled out ASAP, on the same day.

SKYLARK