

Person(s) Responsible: <b>PRINCIPAL</b>	Principal: <b>JAY LOCKWOOD</b>
Date Approved: <b>11 OCT 16</b>	
Date of Review: <b>ANNUALLY</b>	

## Safeguarding and Child Protection Policy

**This policy has been drawn up as a response to:**

*DFE guidance 'Keeping Children Safe in Education' - September 2016, 'Working Together' – March 2015, Counter-Terrorism and Security Act - July 2015, Prevent and Channel duty guidance - June 2015, IRSC's Document 'Guidance for Safe Working Practice for the Protection of Children & Staff in Education Settings.', The Children Act 1989 defines a child as anyone who has not reached their 18<sup>th</sup> birthday*

**Safeguarding and Child Protection Lead: John Cadogan**

**Safeguarding and Child Protection Deputy: Jay Lockwood**

**Safeguarding Governor:** *to be appointed at the next governors meeting 6 Dec 2016*

Our policy applies to all staff, governors and volunteers working in the school. Safeguarding young people is the legal responsibility of us all. Logic Studio School is determined to ensure that all necessary steps are taken to protect the young people in our community.

There are four main elements to our policy for Safeguarding and promoting the welfare of all young people in our community:

1. Child Protection policy and procedures
2. Child Sexual Exploitation Policy
3. Radicalisation, Extremism and Prevent policy and procedures
4. FGM and Forced Marriages policy and procedures

**The overarching aims of this Policy are:**

- to provide the safest possible environment for young people to enjoy their learning and develop safe practices
- to create a culture which recognises and understands the importance of safeguarding; including listening to and discussing with young people
- to ensure that young people who are suffering or likely to suffer significant harm are identified and appropriate action is taken to make sure they are kept safe.
- to prevent unsuitable people from working with our young people

- to ensure that safe practice is rigorously promoted and any poor practice is investigated and challenged
- to identify instances in which there are grounds for concern about a child's welfare and initiating or taking appropriate actions to keep them safe
- to contribute to effective partnership working between all those involved with providing safeguarding services for young people

**Logic Studio School will ensure that:**

- The welfare of the young person remains paramount
- All our students, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm.
- All our students will be taught about Safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- **All** staff (paid or unpaid) have a duty to keep students safe and to protect them from physical and emotional harm.
- All staff have a duty to report **without delay** any concerns about a person's safety to the Deputy Principal (John Cadogan) who is the designated person for child protection or the Principal (Jay Lockwood). Staff also have a duty to take care of themselves. (Health & Safety At Work Act 1974).
- Where no specific guidance exists, staff make professional judgements about their behaviour in order to secure the best interests and welfare of students and, in so doing, will be deemed to be acting **REASONABLY**.

**Safeguarding and promoting the welfare of all young people in our community**

**Confidentiality:**

- We recognise that all matters relating to child protection are confidential.
- The Deputy Principal named as Safeguarding and Child Protection Lead and/or the Principal will disclose any information about a student to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people.
- All staff must be aware that they **cannot promise a child to keep secrets**.

**Supporting Children**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The School will endeavour to support the student through;

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- Personalised learning provision;

- The school behaviour policy is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and will not be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student such as Children's Services, Child and Adolescent Mental Health Service (CAMHS), education welfare service and educational psychology service and those agencies involved in the safeguarding of children;
- Notifying Children's Social Care immediately there is a significant concern;
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school.

### **Child Protection Policy and Procedures**

All staff should be alert to the signs of abuse and neglect and know to whom they should report concerns or suspicions.

This policy is to be read in conjunction with the general duty – section 175 of the Education Act 2002

The School follows the London Child Protection Procedures latest edition 2015.

The policy outlines those procedures for this School.

As part of this Policy the School will

- ensure that it has a designated senior person for child protection who has received appropriate training and support for the role
- ensure that there is a nominated governor responsible for child protection
- ensure every member of staff and governor knows the name of the designated senior person for child protection and their role

### **Definition**

The term 'abuse' is intended to include any situation where there is grave concern regarding the well-being of a student, including neglect as well as physical, sexual and emotional abuse. All school 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.

**Abuse:** a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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 penetration (for example rape or oral sex) 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.

**Neglect:** 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 or shelter (including exclusion from home or abandonment); protect a child from physical or 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 or, or unresponsiveness to, a child's basic emotional needs.

Please see the Appendix for the flow chart for raising safeguarding concerns about a child.

### **School's Responsibility**

It is part of the School's responsibility of care to be alert to signs of abuse. This may include:

- sudden changes in behaviour
- withdrawal from social relationships
- sudden change in attendance patterns and other causes of concern about
- change in attendance
- change in working patterns
- loss of concentration
- lack of homework
- lack of motivation
- tearfulness, listlessness
- physical bruising

### **Children with special educational needs or disabilities**

Children with special educational needs and disabilities can pose additional barriers when recognising abuse and neglect.

- It is important not to make assumptions that that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability.

- Children with SEN and disabilities are disproportionately impacted by behaviours such as bullying, without actually showing any signs.
- They may find communicating their worries difficult and these barriers need to be considered.

## Procedures

Staff should be receptive to any attempt a student may make to report that s/he, or another student is being or has been abused.

- They should also be observant.
- If someone discloses to you that they are being abused either physically, emotionally or sexually you should:
  - React calmly
  - Reassure the child that they were right to tell and that they are not to blame and take what the child say seriously.
  - Be careful not to be deemed as putting words into their mouths. It is better not to ask questions – leave that to the child protection team.
  - REMEMBER not to promise confidentiality right from the beginning. You should advise the child that you will have to pass information on if there is any suggestion of harm to themselves or somebody else.
  - Inform the child what you will do next
  - Do not delay in passing on the information. This may be verbally initially, but a full and written record of what has been said must be made as soon as possible and passed to the DSL.
- All suspicious observations of staff should be immediately reported to the Designated Person Responsible for Child Protection (John Cadogan) or in their absence to the Principal (Jay Lockwood).
- The Designated Person for Child Protection will, if the student does not dispel suspicions, refer the student to the Child Protection Team. **It is not our responsibility to decide whether abuse has taken place or not, however it is our responsibility to pass on any concerns to the appropriate authority immediately.**
- The Designated Person for Child Protection will inform the parents or guardians, if appropriate, and record responses, statements and observations in connection with the alleged abuse.
- The Education Welfare Officer will also be informed.
- Staff, if appropriate, will be informed of the need to monitor a student in his/her prep group.
- Emergency action – In some cases you may need to protect a child immediately – in these situations dial 999. The police are the only agency with statutory powers for the immediate protection of children.
- The London Child Protection Procedure Handbook is available in the SENCO's office and the Principal's office.

## **Monitoring**

The SLT lead for each year group will keep an 'at risk register' of students in their year and with the help of the Prep Tutor will monitor the progress and well-being of the student within the school. They will discuss students "at risk" regularly during line management meetings with the member of SLT responsible for the year.

The SLT lead or Personal Coach may be asked to attend case conferences. The designated Teacher for Child Protection will hold a whole school register of students "at risk" and students will be discussed at Student in Need Meetings as appropriate to assist the monitoring of their well-being.

## **Staff Issues**

Staff involved cannot promise confidentiality and a student should always be warned that the information will need to be shared with the designated Teacher for Child Protection.

Although staff will feel considerable sympathy for students when disclosing sensitive information, it is inadvisable to touch a student at any time.

Staff will receive training during their Induction programme and through follow up INSED. Staff can up-skill their understanding through accessing an online training programme on annual basis, which covers all forms of safeguarding including radicalisation and FGM.

## **Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Child Protection Officer and to seek further support as appropriate

## **Responsibilities**

Staff must report to a member of the Senior Leadership Team any behaviour by colleagues that gives cause for concern in relation to safeguarding the wellbeing of students.

If any incident occurs which may result in an action being misinterpreted and / or an allegation being made against a member of staff, then the relevant information should be recorded promptly and reported to senior staff. See separate safeguarding policy 'Allegations against Staff'.

## **Parents**

Parents will be informed of the School Policy via the website and hard copies will be available on request from the Principal's PA or your child's Pastoral Mentor.

## **Children Missing from Education**

A pupil missing from education for 10 sessions or more is a potential indicator of abuse and neglect. The Safeguarding Lead will consider further actions / support should it be required. Should a pupil go missing from school (education) the person responsible for attendance will inform Child Protection and Safeguarding Lead, Hazel Hughes, and CME Officer at the LA with all relevant information regarding the child. A child will not be deleted from the school register until the new school is aware or a referral has been acknowledged and advice to remove agreed with the LA. See further guidance *Children Missing Education September 2010*.

### Private fostering

A private fostering arrangement is where a child under the age of 16 (or 18 if disabled) is provided care and accommodation by someone to whom they are not related is that person's home. If a member of staff becomes aware of this arrangement for students they should inform the DSL (Hazel Hughes). The DSL will inform the LA to check they are aware of the arrangement.

### Child Sexual Exploitation Policy

Child sexual exploitation [CSE] is child sexual abuse and child protection procedures should be followed when there are concerns that a child is at risk of CSE or is already the victim of CSE.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where the young person (or third person/s) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation (CSE) can occur through the use of technology without the child's immediate recognition; for example being persuaded to post images on the internet / mobile phones without immediate payment or gain.

Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised by the child's or young person's limited availability of choice as a result of their social, economic or emotional vulnerability.

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation.

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### Grooming

Sexual exploitation is commonly characterised by the grooming of young people. This process is carried out by perpetrators to gain their trust. Perpetrators often target children who are already vulnerable – who may have troubled family histories and/or be bullied outside of the home and socially isolated. Once the young people are thought to be sufficiently emotionally involved, violence and intimidation is often used to ensure compliance. In addition, perpetrators may give drugs and

alcohol to victims and encourage addiction in order to ensure they become dependent on them for the supply of these substances.

### **Vulnerability**

Sexually exploited children come from a range of backgrounds and may have no additional risk factors or vulnerabilities, therefore, professionals should always keep an open mind to the possibility that a child may be at risk of exploitation. However, children can be at increased risk of sexual exploitation if they have any additional vulnerabilities, as perpetrators may target them and try to exploit these vulnerabilities. The following are examples of factors that can make a young person more vulnerable to exploitation:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- A history of abuse (including familial child sexual abuse, physical and emotional abuse and neglect).
- Learning disabilities.
- Bereavement or loss.
- Being lesbian, gay, bisexual or transgender.
- Boys and girls whose gender identity differs from the sex they were given at birth or who question their gender identity [someone who is or feels they may be trans or trans-gender7]
- Having temporary leave to remain or being in the UK illegally.
- There are indications that the child has been trafficked into the UK8.
- Homelessness, including living in a hostel, bed and breakfast accommodation or a foyer.
- Being a young carer.
- Living in residential care.
- Lacking friends from the same age group.
- Having low self-esteem or self-confidence.

### **Never giving up on a child**

The provision of consistent, non-judgemental support will give more confidence to victims to disclose and give evidence. Victims talk about the importance of having a professional who listened and showed that they cared. Our students are part of a small school in which they will be very known to staff who are there to support them.

### **Disclosure**

It is important to be aware that children might disclose indirectly – it is quite common for children to say that the abuse is happening to a friend or someone they know when in fact it is they themselves who are being abused.

If you have any concerns, however vague, you should alert the Safeguarding and Child Protection Lead – or in their absence Jay Lockwood.

## Female Genital Mutilation (FGM) Procedures

***Female Genital Mutilations is child abuse and is illegal. It is the personal duty of staff who identifies FGM or receives a disclosure to make a crime report to the police.***

If a staff member has either been told by a girl that she has had FGM or has observed a physical sign appearing to show that a girl has had FGM, s/he should personally report the matter to the police by calling 101.

If the girl informs you she is at imminent risk or has been recently cut, you should take immediate action which may include calling 999.

If a parent /carer disclose that a girl has had FGM or if you consider the girls to be at risk of FGM take immediate advice from the Safeguarding Lead or Principal.

If you in are ever in any doubt about any form of abuse always ask the Safeguarding Lead.

### Information on FGM

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she is clearly not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

### Forced Marriage

Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen to be in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear that the proposed holiday will result in a forced marriage may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community'.

### **So-called 'honour based' violence**

So-called honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (Hazel Hughes). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HPV, or already having suffered HBV.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see FGM section).

## **Extremism/ Radicalisation / Prevent Policy and Procedures**

### **Definition of extremism**

The government has defined extremism as:

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

### **The Prevent strategy**

Terrorist groups seek to radicalise and recruit people to their cause. The aim of Prevent is to stop people becoming or supporting terrorists by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions.

The Prevent Strategy sets out the following responsibilities for staff. They should:

- Understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it.
- Be aware of what the government means by the term 'extremism' and the relationship between extremism and terrorism.
- Know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it.
- Understand how to obtain support for people who may be being exploited by radicalising influences.

The school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We actively challenge prejudice, and discrimination. We do not tolerate the expression or promotion of extremist views of any kind from any member of the school community (students, staff, parents/carers

or governors), or from external the external community, such as external agencies or visitors to the school.

We recognise that extremism and exposure to extremist materials and influences can lead to poor educational outcomes and life chances and can involve serious risks for young people. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. We therefore address such issues as a safeguarding concern as set out in this policy. If we fail to challenge extremist views we are failing to protect our students.

### **Our Approach**

We aim to protect our students from being vulnerable to extremist views and radicalisation by:

- Building a cohesive community. Our ethos is one of mutual respect and consideration. Our curriculum promotes respect, tolerance and diversity.
- Equipping young people with the knowledge and skills to challenge and debate in an informed way. Through our focus on developing speaking and listening students are encouraged to share their views in a respectful, considered way.
- Encouraging students to be inquisitive, explore their identities and express their views through our extended project work. Teachers provide a safe space for students to be able to take place in discussions which may include controversial issues.
- Valuing and promoting diversity and equal opportunities. We encourage students to understand and show empathy for others. We aim to ensure that students feel a sense of belonging in a community and wider society in which the diversity of people's backgrounds and circumstances is appreciated and valued. In which strong and positive relationships are built.
- Supporting students' character development through our 'Logic Attitude'
- Ensuring that students are taught in a way that is consistent with the UK law and the British values of tolerance, democracy and liberty. We take extremely seriously our key role in preparing all our young people for life in modern Britain and the wider world. We promote awareness of human rights and the responsibility to uphold and defend them, to develop the skills of participation and responsible action.
- Enabling students to explore issues like terrorism and the use of violence in a considered and informed way, facilitating understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. Students see the school as a safe place where they can explore controversial issues safely.
- Making it clear that violent extremism is not part of any faith. Our curriculum prepares students to live and work in a diverse society. It supports students in gaining knowledge and understanding of a range of religious beliefs and encourages them to understand and respect the cultures, faith and backgrounds of others.
- Ensuring that staff have an awareness of students' circumstances and backgrounds, including an understanding of the local context.
- Training staff to identify children who are at risk and to know where and how to refer children at risk. Assessing whether any students are at risk of being drawn into terrorism.
- Checking that visiting speakers are suitable (and seeing presentations ahead of time).

- Teaching students about E-safety, how to protect themselves online and having a robust E-Safety Policy.
- Protecting all students from harm through the implementation of a rigorous Safeguarding Policy.

### **Responsibilities of Staff**

It is not the responsibility of staff to investigate concerns, disclosures or allegations of potential extremism or radicalisation. Staff have a duty to recognise concerns and maintain an open mind. Any concerns matter, concerns about extremist views or radicalisation should be recorded and reported immediately to the Safeguarding Lead, or in their absence, a member of SLT.

Where a student is thought to be vulnerable or at risk of significant harm, and/or where investigations need to be carried out, the Safeguarding Lead will make a referral to Channel. Social services may also be contacted in line with the School's Child Protection Policy.

If a staff member becomes aware that a parent/carer or visitors to the school has expressed extremist views, he/she must report it immediately to the Safeguarding Lead.

At the point of referral, agencies such as PREVENT (part of the government's counter-terrorism strategy) may become involved.

### **Procedures**

Procedures to follow if a member of staff has concerns about a student being vulnerable to extremist views/radicalisation:

The member of staff should:

- a) Write up an objective account of the concern. Any notes taken should be kept safe and confidential
- b) Contact the Safeguarding Lead
- c) Pass your written notes to the Safeguarding Lead
- d) Maintain confidentiality and do not discuss the issue further with other members of staff or outside of the Academy

The Child Protection and Safeguarding Lead will make a referral to Channel and/or contact and take advice from the Prevent Officer for Hounslow, depending on the level of concern.

If there concerns about imminent danger to life then 999 should be called.

### **Channel Referral**

#### **Email the Prevent Engagement Officer Angela Rusby PC 165so**

**Email: [angela.rusby@met.pnn.police.uk](mailto:angela.rusby@met.pnn.police.uk) putting Channel Referral as the subject**

Angela's mobile 07769 934659

The Counter Terrorism Officer is Gary McGinn Constable

Email: [gary.McGinn@met.pnn.police.uk](mailto:gary.McGinn@met.pnn.police.uk)

Gary's mobile 07879 493035

Local Authority Prevent Lead: Mrs Joan Conlon

Email: [joan.conlan-GCSX@hounslow.gscx.gov.uk](mailto:joan.conlan-GCSX@hounslow.gscx.gov.uk)

Joan's mobile 07817 079190

### **Complaints or Concerns expressed by Students, Parents, Staff or Volunteers**

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

**APPENDIX: FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**

