



# SMARTT Safeguarding & Prevent Policy

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# February 2017

## Policy Date

This policy was agreed on 26 February 2017 and will be reviewed annually or when there are substantial organisational changes/changes in legislation.  
Policy review date: 25 February 2018

## Aim

This document is the Safeguarding Policy for SMARTT which will be followed by all members of the organisation and followed and promoted by those in the position of leadership within the organisation.

## Principles

Safeguarding adults is about reducing or, ideally, preventing the risk of significant harm from abuse and exploitation, and simultaneously supporting people to take control of their own lives by making informed choices. We all have a part to play in securing this for the adults in our care, particularly for those who are especially vulnerable.

The UK Government has set out some [principles of safeguarding](#) that help us to understand how we can act to protect people. The principles are:

- empowerment – people should be supported to make their own decisions based on the best possible information
- prevention – it is better to take action before harm occurs
- proportionality – what we do should be proportionate to the risk: we don't want to be over-protective if the risk is low, as this in itself can disadvantage people and deprive of them of the opportunity to make their own decisions
- protection – those in greatest need require our support and protection
- partnership – safeguarding is about different people, professions, groups and communities working together to cover all the angles in preventing, detecting and reporting neglect and abuse
- accountability – as in all our activities as health care assistants, we need to be accountable for what we do in safeguarding.

## Key Definitions;

### Young People

Children and young people under the age of 18, that is, up until his/her 18th birthday.

### Adults at Risk

Anyone over 18 years of age who:

Is at *risk* of harm is *defined* as someone who has needs for care and support, and is experiencing, or at *risk* of, abuse or neglect and is unable to protect themselves.

*“The Safeguarding Adults Board defines an Adult at Risk as:*

*Someone aged 18 or over, who is or maybe eligible for community care services and whose independence and well-being would be at risk if he/she did not receive appropriate health and social care support.”*

## Safeguarding Policy

### 1. Introduction and aim

This document is the Safeguarding Policy for SMARTT which will be followed by all members of the organisation and followed and promoted by those in the position of leadership within the organisation.

1.1 SMARTT aims to adopt the highest standards and take all reasonable steps in relation to the safety and welfare of children, young people and vulnerable adults in respect of its learning services

1.2 There are many areas of potential overlap with a range of other policies. These can be referenced in the relevant paragraphs. When working within schools the checklist is not exhaustive, but serves as an example of how schools can challenge and monitor procedures and gather evidence of SMARTT effectiveness in safeguarding.

1.3 The **Local Safeguarding Children Board (LSCB)** is the key statutory mechanism for agreeing how relevant organisations will co-operate to safeguard and promote the welfare of children and ensure the effectiveness of what they do.

1.4 This document is an overview of safeguarding work. In the case of any serious incident SMARTT will always make reference to formal LSCB guidance. Procedures can be accessed through liaison with the relevant Local Authority's Child Protection Officer and the School/organisation.

## 2. Procedures

### 2.1 "Every Child Matters"

When the government published "[Every Child Matters](#)" it raised 5 key issues that were deemed essential to the complete development of each and every child. These issues stated that every child must:

- " be and stay safe
- " be healthy
- " be able to enjoy and achieve
- " be able to achieve economic well-being
- " make a positive contribution

There was a clearly stated need that, while each area of society has an important part to play in child development, schools/organisations must embrace the document both individually and collaboratively.

## 3. Awareness and Prevention

3.1 The government has published a policy "Safeguarding Children and Safer Recruitment in Education" (Departmental of Children Schools and Families - 2006) and SMARTT has used this in formulating its own safeguarding statement.

3.2 The definition of Safeguarding Children that schools/organisations work to is:

*'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'* ([Reference Stay Safe Action Plan DCSF 2008](#))

This definition covers the full spectrum of safeguarding:

- **Universal safeguarding** – Working to keep all children and young people safe and create safe environments for all Children
- **Targeted safeguarding** – Some groups of children and young people are more at risk than others, and it is important to target policies

and services to these groups, to help keep them safe from harm. This group includes children with additional needs or children in need as defined by the Local Safeguarding Children's Board Policies and Procedures

- **Responsive safeguarding** – Unfortunately, no matter what we do; there will always be some children and young people who suffer harm. We need to respond quickly and appropriately when this happens to support the child(ren) and deal with those who harm them. The children in this group are children in need of protection. ([Reference Stay Safe Action Plan DCSF 2008](#))

#### **4. Support within Agencies**

Practitioners and support staff should raise all child safeguarding concerns with their line manager. Line managers must be informed of all child protection issues, including those that have been notified to the Designated or Named Officer. If the line manager is not available, the manager covering their responsibilities must be informed. If no-one is available, advice must be sought direct from Children's Social Care. If staff are in any doubt they must always seek guidance.

#### **5. Recognition of Abuse or Neglect**

Signs of abuse can often be difficult to detect. This at a glance briefing aims to help people who come into contact with people with care and support needs to identify abuse and recognise possible indicators. Many types of abuse are also criminal offences and should be treated as such.

Types of abuse:

- Physical abuse
- Domestic violence or abuse
- Sexual abuse
- Psychological or emotional abuse
- Financial or material abuse
- Modern slavery
- Discriminatory abuse
- Forced marriage
- Child Sexual Exploitation
- Female Genital Mutilation

Abuse and neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children or young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

*In all cases reporting should be carried out in accordance with our **whistle blowing policy***

### **5.1 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 or young person.

### **5.2 Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child or young person such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children or young people. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child or young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children or young people 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 ill treatment of a child though it may occur alone.

### **5.3 Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **5.4 Domestic violence or abuse**

incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases it is experienced by women and is perpetrated by men.

### **5.5 Financial abuse**

It is related to, or also known as, financial abuse, which is the illegal or unauthorised use of a person's property, money, pension book or other valuables (including changing the person's will to name the abuser as heir), often fraudulently obtaining power of attorney, followed by deprivation of

money or other

### **5.6 Modern slavery**

- forced to work – through coercion, or mental or physical threat;
- owned or controlled by an 'employer', through mental or physical abuse or the threat of abuse;
- dehumanised, treated as a commodity or bought and sold as 'property';
- physically constrained or have restrictions placed on their freedom of movement.

### **5.7 Forced Marriage**

Forced marriage is a marriage in which one or more of the parties is married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of their parents or a third party (such as a matchmaker) in identifying a spouse.

### **5.8 Female Genital Mutilation (FGM)**

FGM is the deliberate mutilation of female genitalia. This is often the removal or cutting of the labia and clitoris. The World Health Organization describes FGM as any procedure that injures the female genital organs for non-medical reasons.

### **5.9 Child Sexual Exploitation**

All children and young people are at risk of being sexually abused and exploited, regardless of age, gender or where they live

### **5.10 Children in Need of Protection**

Some Young People are in need because they are suffering or likely to suffer 'significant harm'. Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person.

### **5.11 Children in Need**

Children and Young People and Adults at Risk who are defined as being 'in need' under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

### **5.12 Neglect**

Neglect is the persistent failure to meet a child's or young persons 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)
- ensure access to appropriate medical care or treatment

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

Individuals within the organisation need to be alert to the potential abuse of children or young people both within their families and also from other sources including abuse by members of that organisation.

The organisation should know how to recognise and act upon indicators of abuse or potential abuse involving children or young people and where there are concerns about a child's welfare. There is an expected responsibility for all members of the organisation to respond to any suspected or actual abuse of a child or young person in accordance with these procedures.

### 5.13 Significant Harm

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

*NOTE; in all cases reporting should be carried out in accordance with our **whistle blowing policy***

## 6. Procedure

### 6.1 Responding to a Disclosure

If someone reports that they, or someone they know, is being abused SMARTT will;

- Believe what the person is saying and take it seriously.
- Reassure the person who has made the disclosure to you that they have done the right thing.
- Give the child or young person time to talk and do not probe or ask



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leading questions. Investigation is not your responsibility.

- not promise to keep secrets. All allegations of harm or potential harm must be acted upon.
- Explain to the child or young person that you will share this information with a Senior Management member of the school or organisation who will ensure the appropriate procedures will be followed.
- Record the event in accordance with school/organisation policy procedure.
- the timing of referrals must reflect the perceived risk, and should normally be within an hour of recognition. If, for any reason, we cannot contact the designated or named officer, we should go ahead and contact Children's Social Care.
- under no circumstances should we speak to or confront the abuser. Do not share suspicions or information with any other person other than Senior Management, Children's Social Care and the Police. Information given to Children's Social Care or the Police will be taken seriously, handled sensitively and shared only on a 'need to know' basis, wholly to protect the child or young person. However, in order to ensure that children are safeguarded on the basis of proper evidence, the source of the referral cannot be kept anonymous.

### **7. Support for Learners who may have suffered abuse and neglect**

The SMARTT will endeavour to support children or young people through: -

- Supporting the appropriate assessment of their needs.
- The schools/organisations ethos, which promotes a positive, supportive and secure environment and gives children or young people a sense of being valued.
- The school/organisation behaviour policy. SMARTT will ensure that learners know that some behaviour is unacceptable and will also ensure that targeted help is given to learners in managing their conduct.
- The schools/organisations Anti-Bullying Policy is also aimed at protecting vulnerable learners who may have been victims of abuse
- Liaison with other agencies that support the child or young person such as, Children's and Family Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service

#### **7.1 Acting on Concerns Regarding an Adult's Behaviour**

If there are any concerns about an adult's behaviour towards children or young people (not an employee or volunteer working for the agency): SMARTT will endeavor to;

- not ignore it and take any concerns very seriously.
- Discuss concerns with the designated or Named Officer or School/organisation Management, who will support in liaising with the statutory agencies should any child protection matter arise.
- confront the adult, but seek the advice of the Named Officer or School/organisation Management. If they are not available seek advice from Children's Social Care.

## **7.2 Acting on Allegations against any Employee or Volunteer Working for your Agency**

- If we believe there to be a Child or young person Protection issue directly relating to an employee or volunteer working for SMARTT the designated or Named Officer for child protection must be informed. All such allegations or concerns should be referred to and discussed with the person with specialist responsibility for child protection and safeguarding. They will refer on to the Children's Social Care Duty Team. In most cases, a child protection strategy meeting will be called to discuss how to proceed with regard to police investigation, child protection enquiries and/or disciplinary investigation.
- All allegations, even those that appear less serious, need to be followed up and examined objectively by someone independent of the organisation concerned. All allegations will be considered by the Local Authority Designated Officer, who acts for the LSCB agencies to monitor allegations and ensure that the actions in response to the allegation are in accordance with the Child Protection Procedures.

## **8. The Health and Safety Policy**

8.1 SMARTT adopts to the school/organisation Health and Safety Policy. This is monitored at each school/organisation by the relevant Senior Management. A copy of such policies can be viewed by arrangement at school offices.

8.2 Risk Assessment is undertaken for activities, visits and trips (Risk Assessments are shown on request). Please refer to our Health and Safety Policy

## **9. First Aid**

9.1 In schools/organisation there are trained members of staff who oversee first aid. All SMARTT staff are First Aid trained. There are first aid kits situated around schools/organisations. When a child or young person is poorly, or has suffered an accident on the school/organisations site there is a protocol for staff to follow:

- a person trained in first aid is consulted.
- the incident is logged in the accident book.
- for head injuries a note to parents or carers is issued.

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- if there is any doubt at all a parent or carer is contacted.
- we comply with the DCSF guidelines on administering medicines.

9.2 For matters of an intimate nature, staff are instructed to deal with a child or young person with utmost sensitivity and always to seek guidance from the Head Teacher, Deputy or Assistant Head or Senior Management. In rare circumstances the appropriate emergency service will be contacted as a matter of urgency before the parent. In accordance with our First aid at Work policy

### **10. Staff Conduct**

The following guidelines apply to all employees and volunteers whether acting in a paid or unpaid capacity:

- always avoid unnecessary physical contact.
- wherever possible avoid taking a child or young person alone in a car, however short the journey.
- do not take a child or young person to the toilet unless another adult is present or only if another adult is aware.
- if you find you are in a situation where you are alone with a child or young person make sure that others can clearly observe you.
- Maintain appropriate relationships with a child or young person or vulnerable adult.
- do not divulge personal contact details such as email address or telephone number.
- do not make suggestive or inappropriate remarks to or about a child or young person, even in fun, as this could be misinterpreted.
- if a child or young person or vulnerable adult makes any kind of accusation regarding a member of staff, you should report this immediately to the Designated or Named Officer.
- Participate in any training which is available to you to support you in your work with children or young person
- Remember that those who abuse children or young people and vulnerable adults can be of any age (including other children or young person and vulnerable adults), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting children or young people and vulnerable adults as individuals, and the adult modelling of appropriate conduct - which would exclude bullying, aggressive behaviour, racism, sectarianism or sexism.
- except in the case of an emergency, no employee should be alone with an individual attendee.

## 11. Training

All Staff and Sub-contractors have responsibility for child protection training and SMARTT DSL will monitor attendance at relevant training to ensure all relevant staff and sub-contractors are aware of the procedures and have received relevant training. Attendance at training will be reported to the LSCB and staff will sign to say they have read and agree with this policy and have attended relevant training. In accordance with our **Quality Improvement plan (QIP)** and [keeping children safe in education](#)

## 12. E-Safety

Children and young people can be vulnerable to exploitation or abuse through the medium of Information Technology. It is important that staff and volunteers are alert to potential risks children or young people may be exposed to, and that steps have been taken to mitigate the risk of this occurring, with specific reference to:

- **Content** – e.g. exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, hate or intolerance) and illegal material (including images of child abuse);
- **Contact** – e.g. grooming using communication technologies leading to inappropriate behaviour or abuse;
- **Commerce** – e.g. exposure to inappropriate advertising, online gambling, identity theft and financial scams;
- **Culture** – e.g. bullying via websites, mobile phones or other communication technologies, or inappropriate downloading of copyright materials (i.e. music, films, images); exposure to inappropriate advertising, online gambling and financial scams;

Addressing these issues through training for staff and volunteers, and awareness raising with service users, or members of the community, will be undertaken by the service. If there is any indication that a child or young person is experiencing difficulties in this area (for instance if they are reported to be spending long periods of time using a PC on their own or if they appear unnecessarily defensive, secretive or anxious about their PC use), then this must be taken seriously.

## THE MANAGEMENT OF SAFEGUARDING

### Working Together

SMARTT North East Ltd contribute to inter-agency work in line with statutory guidance [Working Together to Safeguard Children](#). This includes a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency assessments and plans to provide additional support to children subject to child protection plans. Access is allowed from the host local authority, and where appropriate, from a placing local authority. Fears

about sharing information are not allowed to stand in the way of the need to promote the welfare and protect the safety of children.

We take into account the procedures and practices of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB, and co-operate with all relevant partners and other organisations who are engaged in activities relating to the welfare and safeguarding of children.

### **The role and responsibilities of the Designated Safeguarding Lead (DSL)**

It is apparent from the procedures outlined throughout this policy that great reliance is placed upon all staff sharing information and referring their concerns to the DSL. This, in turn, puts great reliance on the DSL to carry out their role thoroughly and diligently.

As a member of the Senior Leadership Team, the DSL must ensure they have appropriate status, authority, time, funding, training, resources and support to fulfil their responsibilities. They must consult the Head/Principal, and if necessary the nominated governor, if they feel that this is not the case. There must always be cover for the DSL role, in the form of a deputy DSL, who must be trained to the same level as the DSL. Though *activities* may be delegated to the Deputy DSL, the ultimate responsibility remains with the DSL.

The DSL's role and responsibilities must be explicitly recorded in their job description.

The duties and objectives of the DSL include:

- providing advice and support to staff on child welfare and child protection matters
- for 'looked after' children, ensuring that appropriate staff have relevant information about care needs and contact arrangements
- gathering and collating information on alleged safeguarding incidents, seeking clarification from alleged perpetrators or victims
- managing the referral process (see more below)
- keeping parents informed (wherever possible) and sharing with them any reports concerning their child
- undergoing their own training updates (see more below)
- raising awareness of safeguarding matters generally (see more below)
- consulting on the design of the PSHEE policy and relevant curriculum components of welfare and safeguarding.
- liaising with the LADO(s) and other local agencies in line with [Working Together to Safeguard Children](#)
- in conjunction with the governors, ensure the safeguarding policy is reviewed annually for effectiveness and for compliance with latest legislation, or updated sooner where necessary

### **Managing referrals**

In particular the DSL is expected to:

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- Be aware of the early help process and the referral threshold criteria of the relevant [Local Safeguarding Children's Board](#) (LSCB).
- Refer all cases of suspected abuse to the local authority children's social care and:
  - The designated officer(s) for child protection concerns (all cases which concern a staff member),
  - [Disclosure and Barring Service](#) (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - Police (cases where a crime may have been committed).
  - the Channel programme where there is a radicalisation concern
- If the referrals listed above are made by other staff, the DSL should support those staff in the process
- Keep detailed, accurate, secure written records of concerns and referrals.
- Liaise with the Head of centre to inform them of issues especially ongoing enquiries under section 47 of the [Children Act 1989](#) and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Prevent Policy**

Protecting Children and adults from Extremism and Radicalisation

Childcare providers have a vital role to play in protecting children and young people from the risks of extremism and radicalisation. This role is underpinned by the Counter Terrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy, published by the Government in 2011 is part of an overall counter terrorism strategy CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism activity. This has raised a specific need to safeguard children, young people and families from violent extremism and terrorism. Nationally, there have been situations in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views. Such views include justifying political, religious, sexist or racist violence, or to steer individuals into a rigid and narrow ideology that is either vocal or active opposition to fundamental British values including embracing diversity and mutual respect and tolerance of different faiths and beliefs.

**Childcare/Out of School Provider Name** is fully committed to safeguarding and promoting the welfare of all children and young people who we work with. As a childcare provider we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

**Childcare/Out of School Provider Name** values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Children, young people and all childcare workers 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/or 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.

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. **Childcare/Out of School Provider Name** is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

**Childcare/Out of School Provider Name** seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, Far Right, Neo Nazi or White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups or extremist Animal Rights movements.

### **Links to other policies**

Policy Statement links to the following policies:

- Safeguarding
- Equality and Discrimination Policy
- Anti-Bullying Policy
- Positive Behaviour Policy

### **Aims and Principles**

To ensure all childcare staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or at risk of being radicalised by working alongside other professional bodies and agencies to ensure that individuals are safe from harm.

### **The principle objectives are that:**

- All staff working or volunteering within a childcare/out of school setting will:
- Have an understanding of what radicalisation and extremism are and why we need to be vigilant in a childcare setting.

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- Know what the childcare/out of school provider policy is on safeguarding from radicalisation and extremism and will follow the policy when issues arise.
- All parents will know that the childcare/out of school provider has policies in place to keep children and young people safe from harm and that the childcare provider regularly reviews its systems to ensure they are appropriate and effective.

### Definitions

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremism leading to terrorism (**Appendix 1**).
- **Extremism** is defined by 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. Also include in the definition of extremism calls for the death of members of our armed forces (**Appendix 1**).
- **Terrorism** is defined by Government as “The use of violence in order to accomplish political, religious or social objectives”.
- Terrorism is a criminal act that influences an audience beyond the immediate victim. Effectiveness is not the act itself but the impact on Government and the public.

### Procedures for referrals

Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

Although serious incidents involving radicalisation have not occurred at **Childcare/Out of School Provider Name** and although the risk is minimal in County Durham, it is important for us to be vigilant and remain informed about the issues which affect risks to the provision. All staff are reminded to dispel belief that instances of radicalisation ‘could not happen here’.

When any member of staff has concerns that a child or young person may be at risk of radicalisation or involvement in terrorism, they should speak with the childcare/out of school provider’s Single Point of Contact (SPOC) for safeguarding pupils from radicalisation and involvement in terrorism. They will be responsible for contacting the Police Prevent Team who will assess whether the child or young person may be at risk of radicalisation, and where relevant, the Police Prevent Team will refer them to the Local Authority Channel Panel (**Appendix 2**).



The SPOC for ***Childcare/Out of School Provider Name*** is ***Name***

Durham Police Prevent Team - Telephone 0191 3752234 – Email:  
[HQspecialbranch@durham.pnn.police.uk](mailto:HQspecialbranch@durham.pnn.police.uk)

### **Risk reduction**

The childcare provider Management Team, Board of Governors and the Designated Safeguarding Lead will assess the level of risk within the childcare/out of school setting and put actions in place to reduce any identified risks.

Children and young people are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

### **Staff Training**

The childcare/out of school provider will ensure that staff have 'due regard to the need to prevent people from being drawn into terrorism'. They are aware of the threats, risks and vulnerabilities that are linked to radicalisation and they understand the signs that someone may be vulnerable to radicalisation. Training may be undertaken via a briefing, e-learning or a face to face workshop to raise awareness of Prevent (WRAP) session

### **British Values**

At SMARTT North East Ltd we uphold and teach pupils about British Values which are defined as:

- mutual respect
- rule of law
- democracy
- individual liberty
- tolerance of those of different faiths and beliefs

These values are taught through Personal, Social, Health and Emotional (PSHE). We also teach British Values through planning and delivering a broad and balanced curriculum.

We also actively promote British values through ensuring that our curriculum planning and delivery includes suitable opportunities for exploring these values.

#### **Mutual Respect:**

Our ethos and behaviour policy is based around the core values of mutual respect and a sense of responsibility for others.

**The Rule of Law:**

The importance of laws and rules are consistently reinforced. Our system for behaviour is aligned to an agreed set of codes and if Children/adults are given verbal warnings this is always set against the agreed school behaviour code. Children/adults are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood. Children/adults are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Visits from authorities such as the police help to reinforce this message.

**Democracy:** Democracy is an important value at SMARTT North East.

Children/adults have the opportunity to have their voices heard through a variety of opportunities.

**Individual Liberty:**

Children/adults are actively encouraged to make choices at our establishment,

**Tolerance of Those of Different Faiths and Beliefs:**

This is achieved through enhancing Children/adults' understanding of their place in a culturally diverse society. We use opportunities to invite visitors and others to visit and talk to the Children/adults about their celebrations (eg: Chinese New Year), their countries and their life and work experiences.

## Appendix 1

### 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. Children and young people 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 all childcare provider staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:

**Identity Crisis** – the child or young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

**Personal Crisis** – the child or young person 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 child or young person’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 child or young person may have perceptions of injustice; a feeling of failure; rejection of civic life;

**Experiences of Criminality** – this may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

**Individual Needs** – child or young person may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children or young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Appendix 2

### Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for **Childcare/Out of School Provider Name** is **Name** who is responsible for:

- Ensuring that staff are aware that you are the SPOC in relation to protecting children and young people from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children and young people from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **Childcare/Out of School Provider Name** in relation to protecting children and young people from radicalisation and involvement in terrorism;
- Raising awareness within the organisation of safeguarding processes relating to protecting children and young people from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the organisation for case discussions relating to children and young people who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable children and young people into the Channel\* process via the Police Prevent Team\*; and
- Attending Channel meetings, where necessary, to support assessment and intervention.

**\*The Police Prevent Team** will carry out an initial assessment to ascertain whether the child or young person may be at risk of radicalisation, and where relevant, will refer them to the Local Authority Channel Panel.

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

- Establish an effective multi-agency referral and intervention process to support 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.

### **Links to further information on specific safeguarding topics**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

- child missing from education

<https://www.gov.uk/government/publications/school-attendance>

- child missing from home or care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- child sexual exploitation (CSE)

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

- bullying including cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- domestic violence

<https://www.gov.uk/domestic-violence-and-abuse>

- drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

- fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- female genital mutilation (FGM)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

- forced marriage

<https://www.gov.uk/forced-marriage>

- gangs and youth violence

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

- gender-based violence/violence against women and girls (VAWG)

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

- mental health

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<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

- private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- preventing radicalisation

<https://www.gov.uk/government/publications/channel-guidance>

- sexting

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

- teenage relationship abuse

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

- trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

## Appendix A

### Background Papers

'What to do if you're worried a child is being abused', December 2006, HM Government

<http://www.everychildmatters.gov.uk/files/34C39F24E7EF47FBA9139FA01C7B0370.pdf>

'Working Together to Safeguard Children', April 2006, HM Government  
<http://www.everychildmatters.gov.uk/files/AE53C8F9D7AEB1B23E403514A6C1B17D.pdf>

'E safety guidelines'

[http://schools.becta.org.uk/index.php?section=is&catcode=ss\\_to\\_es\\_pys\\_02U](http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_pys_02U)



## Appendix B

Developed by the Durham Local Safeguarding Board (LSCB), the Early Help and Neglect Strategy outlines a partnership commitment to deliver early timely help to children, young people and their families in County Durham. Early Help is a key principle in a broad range of partnership work and has many cross cutting themes and objectives. It can be defined as intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems

### Main Contacts

SMARTT North East Safeguarding Officer

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If not available

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Phone; 07900906060

**Social Care** - County Durham 03000 267979  
**Durham LSCB** - 03000 265 770  
**Forced Marriage** - 02070080151  
**Child sexual exploration – Durham Police** - 999/101  
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