



1066 Kids Club

Child Protection and Safeguarding Policy and Procedure

Equalities Statement

We work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equality Policy.

Role	Name Contact Details
Designated Safeguarding Lead	Fran Dando 1066kidsclubhastings@gmail.com
Deputy Designated Safeguarding Leads	Zara Scrace, Tara Skinner, Krystyna Margiotta

Local Authority Designated Officer (LADO and Assistant LADO) Referrals into Early Help and Social Care Single Point of Advice	SPOA 01323 464222 Via the children's portal
Emergency Duty Service (after hours, weekends and public holidays)	Out of hours 01273 335906

Introduction

1066 Kids Club is a community and all those directly connected, staff, volunteers, parents, families and children, have an essential role to play in making it safe and secure. All staff/ volunteers must recognise the important role they play in keeping children safe from harm/abuse. Safeguarding is not an isolated activity which is undertaken by a select few within only certain areas of our practice. Safeguarding children is everyone's responsibility and everyone at our club who has contact with children and families must play an active role in keeping children safe from harm.

Our club will provide a caring, positive and stimulating environment that promotes the social, physical, emotional development of the individual child, and where children feel safe. We always take a child centered approach to our work and ensure that we listen to the voice of the child so that all children feel heard and understood. When children talk to an adult about a concern they may have they will always be taken seriously, they will always be supported and kept safe.

In line with the law, this policy defines a child as anyone under the age of 18 years. Safeguarding and promoting the welfare of children is defined as

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children to have the best outcomes

This policy applies to all adults engaged in any activity at the school, including all permanent, temporary and support staff, volunteers, contractors and external service or activity providers.

Within this document the term 'staff' will be used to denote those adults, specified within the previous sentence.

ROLES AND RESPONSIBILITIES

The schools lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). At our club the DSL is Fran Simpson To ensure that there is cover for this role we have 2 deputy DSL's Krystyna Margiotta and Zara Watson.

We will ensure that all staff members, volunteers and external providers have received training so that they know how to recognise potential safeguarding concerns, how to respond to children who disclose concerns and what to do if they are concerned about a child. All new staff will be provided with a copy of this policy as part of their induction. Existing staff are expected to read the policy at least annually, to familiarise themselves with any updated practice.

SUPPORTING CHILDREN

Our Club will support all pupils by:

- taking a child centred approach to all aspects of our work;
- ensuring a comprehensive response across to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly at school and at home;
- filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material . We also provide a largely ' tech free' environment where children do not access laptops, phones etc.

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- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring that all staff have a clear understanding of the needs of the children they are working with and understand that whilst all children need to be protected some groups of children are potentially at greater risk of harm through additional vulnerabilities or circumstances.

Additional vulnerabilities and circumstances can include:

- Looked after children
- Previously looked after children
- Children who are disabled or have certain health conditions and have specific additional needs
- Children who have special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Children who have a mental health need
- Children who are young carers
- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Children

frequently going missing from care or from home

- Children at risk of modern slavery, trafficking, sexual or criminal exploitation
- Children in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- Children with a family member in prison, or who is affected by parental offending
- Children at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Children misusing drugs or alcohol themselves;
- Children who have returned home to their family from care;
- Children showing early signs of abuse and/or neglect;
- Children at risk of being radicalised or exploited;

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- Privately fostered children
- Children who are persistently absent from education, including persistent absences for part of the school day
- Unaccompanied and accompanied children seeking asylum and children who are refugees

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation or bullying/cyberbullying (including prejudice based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Children who have a social worker due to safeguarding or welfare needs may be vulnerable to further harm due to experiences of adversity and trauma, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and positive mental health. Our school will identify the additional needs of these children and provide extra monitoring and pastoral/academic support to mitigate these additional barriers. We recognise that even when social care intervention has ended, these additional barriers may persist, therefore so too will our additional monitoring and support. Any concerns raised in our club for these children will be shared with the social worker and we ask that named professionals are included on the registration form.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and education. Therefore, we will endeavor to create a positive, welcoming and supportive environment for all but especially these children. We will promote children's emotional wellbeing with parents on social media to support our work in this area.

Designated Safeguarding lead is also responsible for wider safeguarding such as first aid incidents, health and safety and good team management. Ensuring these are to a high standard will contribute to a culture where safeguarding children remains a high profile priority.

REPORTING CONCERNS AND RECORD KEEPING

The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.

Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome
- records of challenge and escalation

The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance. The DSL may share these reports with a child's school or other community organizations to share information in the best interests of the child .

ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

Our club has safer recruitment procedures to help prevent unsuitable people from working with children. All individuals working in any capacity at our school will be subjected to safeguarding checks including 2 references, ID, DBS check. All professional visitors will be asked to sign in and be accompanied by our staff at all times. If they have a have suitable DBS this will also be asked to be evidenced.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder. DSL F Simpson has completed safer recruitment training.

Any allegations made will be taken seriously and dealt with, with a prompt response. SPOA and the LADO will be notified and Ofsted notifications made where relevant. Staff may be suspended from duties whilst investigations are pending. Detailed accounts will be taken and shared with all relevant agencies to ensure the investigations are timely.

STAFF INDUCTION, TRAINING AND DEVELOPMENT

All new members of staff will be given an induction which includes the following:

- Issue and explain the safeguarding and child protection policy
- Issue and explain the behaviour policy
- Issue and explain the staff behaviour policy/code of conduct
- Issue and explain the policy/guidance which includes the safeguarding response to children who go missing from education
- Explain the role of the DSL and share the identities of the DSL and all DDSLs

- Child protection and safeguarding training
- All new members of staff are expected to read the above-mentioned documents and to sign an acknowledgement of this.

The safeguarding induction and ongoing safeguarding training of staff will be revisited often.

- Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
- When concerned about the welfare of a child, staff should always act in the best interests of the child.
- Staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Staff understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour and positive mental health and that these barriers may persist even when the social care intervention ceases.
- Staff understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour and education.
- Staff understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- Staff understand that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- Staff to be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online.
- Staff know how to respond to a child who makes a disclosure of abuse or harm. • If staff are unsure, they should always speak to the DSL or deputy DSL.
- If staff have any concerns about a child's welfare, they should act on them immediately.
- Staff should not assume a colleague or another professional will take action.

The DSL will undergo updated safeguarding and child protection training every two years. In addition to this their knowledge and skills will be updated regularly, and at least annually, to keep up with developments relevant to the role.

All staff members of the school will receive appropriate safeguarding and child protection training annually.

CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

We recognise that all matters relating to safeguarding and child protection are confidential.

All staff members are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

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11 INTER-AGENCY WORKING

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in safeguarding practice reviews (previously known as serious case reviews), other reviews and file audits as and when required to do so by the ESSCP. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light. We check the identity of all visitors and volunteers coming into club. Visitors are expected to sign in and be accompanied at all times. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

Online Safety

We want children to have the tools to use the internet safely. We are predominantly a 'tech free' club children are not permitted to bring devices such as phones or tablets. We will support positive online safety

messages via social media with families and promote this with children. No staff are allowed their phone on site and this supports keeping children safe. If children raise issues or make comments about games, apps other media which is not age appropriate this will be raised in parents and advice given. Any technology which is on site eg laptop to play a film children will not be permitted to use this and will be password protected

15 WHISTLEBLOWING AND COMPLAINTS

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues (including low level concerns) in line with the Trust Whistleblowing Policy. If necessary, they will speak with the DSL, Deputy DSL or with the Local Authority Designated Officer (LADO). Should staff not feel able to raise concerns with any of the aforementioned they can contact the NSPCC helpline on 0800 028 0285 or via help@nspcc.org.uk or [Whistleblowing Advice Line NSPCC](#)

THE LEGAL FRAMEWORK

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools, academies and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area. Under section 14B of the Children Act 2004, the East Sussex Safeguarding Children Partnership (ESSCP) can require a school, college or early years provider to supply information in order to perform its functions. This must be complied with. Under section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and schools providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage.

APPENDIX A

Child Protection and Safeguarding Procedure

A CATEGORIES OF ABUSE

Abuse: a form of maltreatment of a child. Somebody 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 from 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

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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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (which is classed within a broader range of issues known as peer on peer abuse) in education and all staff should be aware of it and of the school policy and procedures for dealing with it. The school response to peer on peer abuse is detailed within Appendix C of this policy.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

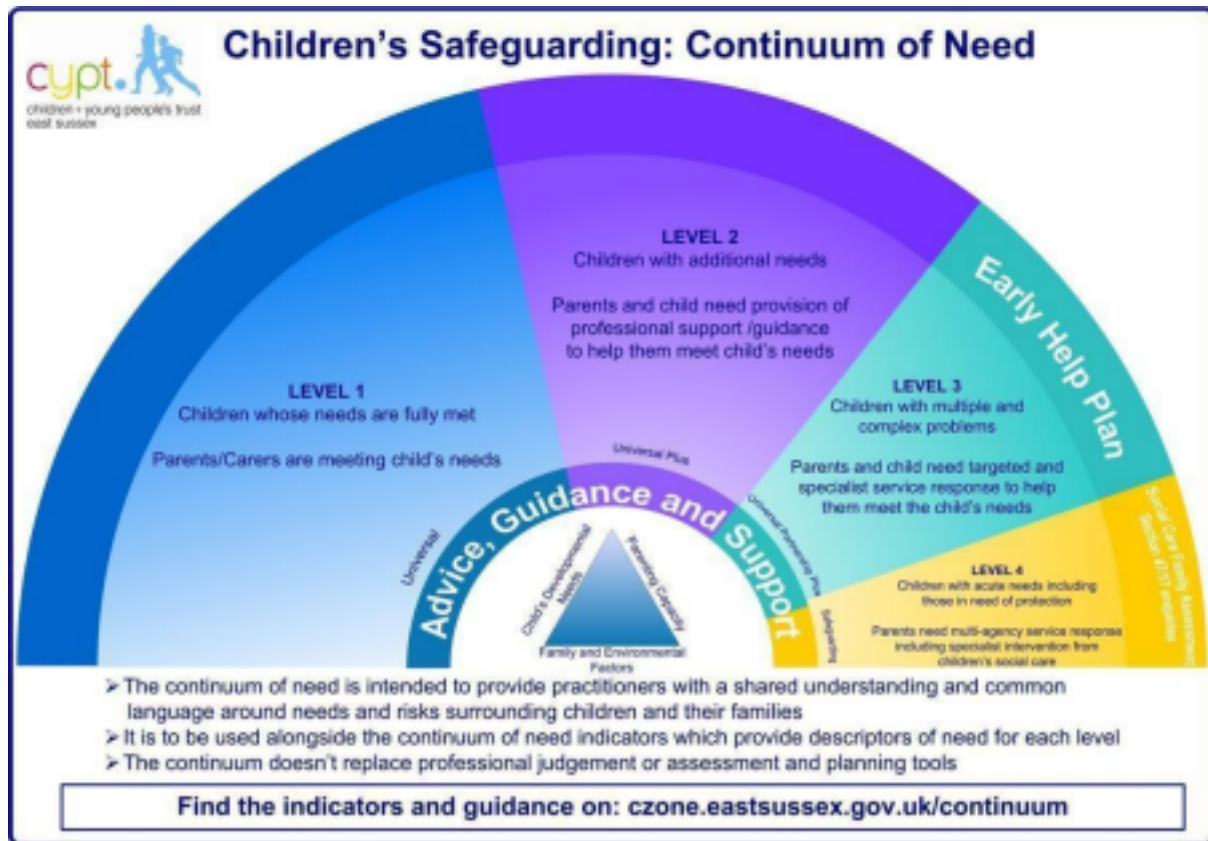
Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Depending on the age and capacity of the child, staff should be aware of possible self-neglect, e.g. where a child may not be following medical guidance or taking medication as prescribed. Where this is the case this should be raised as a safeguarding concern.

SAFEGUARDING CHILDREN CONTINUUM OF NEED

The Safeguarding Children Continuum of Need has been developed so that everyone working with

children in East Sussex has a common language for understanding the needs and risks surrounding children and their families. It is important that the DSL's have good knowledge and all staff are aware of the document and its purpose. The Continuum of Need shows that a child's or family's additional needs can be in a range from one to four, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



4.3 The Continuum of Need identifies four levels of need.

Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college or NHS community services such as Health Visiting

Level 3:

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection

- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

When assessing cases of possible neglect the ESCC Neglect Matrix will be used. This tool mirrors the Continuum of Need, but with greater focus upon potential indicators of neglect mapped across each of the four levels of need.

5 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

When concerned about the welfare of a child, staff should always act in the best interests of the child. Staff should always speak to the DSL or deputy DSL about any concern with a child. If staff have any concerns about a child's welfare, they should act on them immediately. Staff should not assume a colleague or another professional will take action.

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to another DSL and/or take advice from SPoA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible. At our club all concerns should be reported to the DSL. Records will be kept electronically and staff will be asked to write a report.

DEALING WITH A DISCLOSURE MADE BY A CHILD

If a child discloses that he or she has been abused or experienced harm in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
 - Only ask questions when necessary to clarify.
 - Accept what is being said.
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- Allow the child to talk freely – do not put words in the child's mouth.
 - Reassure the child that what has happened is not his or her fault.
 - Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
 - Stress that it was the right thing to tell.
 - Do not criticise the alleged perpetrator.
 - Explain what has to be done next and who has to be told.
 - Inform the DSL without delay.
 - Complete the child protection incident/welfare concern form and pass it to the DSL.
 - Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD

In general we will always discuss any concerns the school may have with the child's parents. They need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation. If we make a decision not to discuss our concerns with the child's parents or carers this will be recorded in the child's safeguarding file with a full explanation for our decision. It is important to consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare. When talking to children, we will take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

How we talk to a child will also depend on the substance and seriousness of the concerns. We may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised. If concerns have arisen as a result of information given by a child, we will reassure the child but not promise confidentiality. We will discuss our concerns with the parents and seek their consent to making a referral to Children's Social Care, unless we consider that this would place the child at increased risk of significant harm.

PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF

Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event but, when they occur, they are distressing and difficult for all concerned. We also recognise that some allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our club are safe to work with children. If an allegation is made or information is received about an adult who works in our school which indicates that they have:

- behaved in a way that has harmed a child, or may have harmed a child and/or; • possibly committed a criminal offence against or related to a child and/or; • behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

the member of staff receiving the information will inform the DSL immediately. Should an allegation be made against the DSL, this will be reported to the deputy DSL. This will be documented and raised with SPOA and the LADO.

Supporting people:

- The club together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate. • The DSL will ensure that the child and family and alleged staff are kept informed of the progress of the investigation. Where directed to do so by the LADO, police and/or children's social services, the club will support any safeguarding investigation of a

Specific Safeguarding Concerns

- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation (FGM) and Forced Marriage)
- Preventing radicalisation, the Prevent duty and the Channel process
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
 - Peer on peer abuse
- The response to a report of sexual violence or sexual harassment

Staff will be made aware of these specific safeguarding concerns. Any concerns regarding these should be shared in the same way with the DSL.

PREVENTING EXTREMISM AND RADICALISATION

Prevent Duty acknowledges that Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is all part of our whole approach to safeguarding. When approaching this area of work our school uses the following accepted Governmental definitions of extremism, radicalisation and terrorism:

- **Extremism** is the 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. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no place for extremist views of any kind in our club, whether from internal sources, pupils, staff or governors, or external sources - school community, external agencies or individuals.

Any prejudice, discrimination, or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for pupils and the staff expectations. We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage attendees to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

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We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. As part of our whole school safeguarding responsibilities school staff will be alert to:

- Disclosures by attendees of their exposure to the extremist actions, views, or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
 - Graffiti symbols, writing or artwork promoting extremist messages or images.
 - Pupils accessing extremist material online, including through social networking sites.
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance.
 - Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
 - Pupils voicing opinions drawn from extremist ideologies and narratives.
 - Use of extremist or 'hate' terms to exclude others or incite violence.
 - Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
 - Attempts to impose extremist views or practices on others.
 - Anti-Western or Anti-British views.
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- All concerns will be reported to the DSL and then to SPOA.
 - All concerns will be fully investigated and responded to from a safeguarding perspective, alongside, where needs be, the Behaviour Policy/Code of Conduct.
 - Parents/carers will be contacted, and the concern discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident.
 - If a crime has been committed then the police will be contacted.