



SAFEGUARDING and CHILD PROTECTION POLICY

Who is responsible	VLT Board
Statutory policy	Yes
Review timescale	Annually
Last review	January 2018
Approval date	January 2018
Next review	January 2019

Designated staff members:	Axe Valley Academy – Jonathan Scott
	Holyrood Academy – Samantha Davison
Designate Board of Trustees lead:	Michael Weston

This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers within the Trust and it's Academies to share this commitment.

Vector Learning Trust SAFEGUARDING and CHILD PROTECTION POLICY

1. Introduction

- a. This policy has been developed in accordance with the principles established by:-
 - i. The Children Acts 1989 and 2004;
 - ii. The Education Act 2002; and
 - iii. The government publications “Keeping Children in Safe in Education September 2016” and “Working together to Safeguard Children 2015”.
 - iv. This also complies with the guidance and the procedures set out by our local safeguarding children board
- b. The Board of Trustees take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work with other agencies to ensure adequate arrangements within the Academies within our Trust to identify, assess and support those students who are suffering harm.
- c. The Academy recognises that all adults, including temporary staff¹, volunteers, Trustees and Governors, have a full and active part to play in protecting our students from harm, and that the child’s welfare is our paramount concern.
- d. We all believe that our Trust will provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual student within our Academies.
- e. The aim of this policy is to:-
 - i. Support the student’s development in ways that will foster security, confidence and independence.
 - ii. Provide an environment in which students feel safe, secure, valued, respected, feel confident and know how to approach adults if they are in difficulties with the belief that they will be listened to.
 - iii. Raise awareness of all teaching and non-teaching staff of the need to safeguard the students and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 & 2).
 - iv. Provide systematic means of monitoring students known or thought to be at risk of harm and ensure that each academy contributes to assessments of need and support packages for those children.
 - v. Emphasise the need for good levels of communication between all members of staff in each academy.
 - vi. Develop structured procedures within each academy followed by all members of the academy community in cases of suspected abuse.
 - vii. Develop and promote effective working relationships with other agencies to include but not limited to the Police, Health Care professionals and Social Care.
 - viii. Ensure that all staff working within our academies, that have substantial access to our students, have been appropriately checked as to their suitability, including verification of their identity, qualifications, prohibition checks, section 128 checks and a satisfactory

¹ Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with students etc. and Trustees

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DBS check (according to guidance)² and that a central record is kept for audit monitored by the individual Local Governance Committees on behalf of the Board of Trustees.

2. Safe Academy, Safe Staff

We will ensure that:-

- i. All members of the Board of Trustees and Local Governance Committees understand and fulfil their responsibilities, in addition to a specific Trustee (named on the front of the policy) who will take leadership responsibility for the Trust's safeguarding arrangements and a safeguarding governor for each Local Governance Committee who will monitor each academy's safeguarding arrangements, namely to ensure that:
 - There is a Child Protection and Safeguarding policy along with other related policies/procedures, that will be regularly reviewed and updated, to ensure delivery of the duties within the policy such as –
 - Staff conduct
 - Safer recruitment
 - Allegations against staff
 - Health & Safety
 - Behaviour
 - Anti-bullying
 - Attendance
 - Equality
 - Medical conditions
 - Off-site visits and activities
 - E-safety
 - Sex Education
 - A senior leader in each Academy is the Senior Designated Person for Safeguarding (DSL) and has undertaken relevant training that will be updated every 2 years. They will take the lead responsibility for safeguarding and child protection.
 - An alternate member of staff within each academy will be identified to act as a deputy DSL (DDSL) in the absence of the DSL to ensure there is always cover for the role and they will be trained to the same standard as the designated safeguarding lead.
 - All other academy staff will undergo relevant and appropriate training that is regularly updated.
 - Any identified weaknesses in Child Protection and Safeguarding are remedied immediately.
 - A Governor, from the Local Governance Committee, is nominated to liaise with the relevant Local Authority (LA) on Child Protection issues and in the event of an allegation of abuse made against the Headteacher of the Academy. The designated safeguarding lead on the Trust board will liaise with the LA for the Trust in the event of an allegation of abuse made against the CEO/EP
 - The Child Protection and Safeguarding policy will be reviewed annually and will be available on the Trust and Academies within the Trust websites.

² Guidance as updated by the protection of Freedoms Act 2012

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- The Local Governance Committees on behalf of the Board of Trustees will ensure that all students in academies within the Trust are taught about safeguarding through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).
- All Trustees and Governors have enhanced DBS checks in place.
- ii. The Lead DSL will be a member of the Senior Leadership Team. There are other members of staff trained to CPO level. All these officers have received the relevant training.
- iii. Those members of staff involved in recruitment and at least one member of the Board of Trustees or Local Governance Committee who will be involved in any staff recruitment, have completed online safer recruitment training that will be renewed every 5 years.
- iv. New members of staff and volunteers are provided with child protection awareness information at induction and will be made aware of those members of staff that they contact to discuss concerns.
- v. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- vi. All other staff and Trustees have child protection awareness training updated by the DSL as appropriate in order to maintain their understanding of the signs and indicators of abuse.
- vii. All members of staff, volunteers, Governors and Trustees know how to respond to a student who discloses abuse.
- viii. Parents and carers are made aware of the responsibilities of staff members with regard to child protection and safeguarding procedures by the publication of this policy on the Trust and academy websites and reference to it within induction packs.
- ix. The lettings policy will seek to ensure the suitability of adults working with children on academy sites at any time.
- x. We will ensure that child protection type concerns or allegations against adults working in each of the academies within the Trust are referred to the relevant Child Protection/Safeguarding body at the relevant Local Authority for advice. That members of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of substantiated allegation, in the case of a volunteer.

3. Responsibilities

DSLs are responsible for:

- Referring a student if there are concerns about possible abuse to the relevant authority, and acting as a focal point for staff to discuss concerns. Referrals will be made in writing, after a telephone call, using - the appropriate form for each Local Authority
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from student records, although an indication of the existence of this file will be marked in the student's record. That copies of all such records will be forwarded on to the student's next college or school.
- Liaising with other agencies and professionals.

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- Making sure that they or a relevant/appropriate staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Make sure that any student, with a current child protection plan, who is absent from their academy without explanation for 2 days is referred to the appropriate agencies.
- Organising child protection and safeguarding induction and update training annually for all academy staff.
- Provide the Local Governance Committee for their Academy an annual safeguarding report detailing training undertaken by DSLs, academy staff and governors, along with the number and type of incidents/cases and the number of children on the child protection register.³ The Trust will use the annual reports to each LGC to inform their own annual report across the Trust that will also detail any training undertaken by Trustees.

4. Supporting Children

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that our academies may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Our academies will support all students by:-
 - Encouraging self-esteem and self-assertiveness via the curriculum as well as our relationships whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the academy.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - Notifying relevant agencies as soon as there is a significant concern.
 - Making sure that the academy forwards appropriate information, confidentially and securely, to a student's new setting when a student, about whom there have been concerns, leaves the academy.

5. Confidentiality

- Within our Academies we recognise that all matters relating to child protection are confidential.
- The Headteacher or DSLs in each academy will disclose any information about a child to other members of staff on a need to know basis only.
- All staff in our academies are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- Staff will recognise that they cannot promise a student they will keep secrets that compromise the student's safety or wellbeing.

³ Using the local safeguarding board template available on their website

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- Each academy will always undertake to share their intention to refer a student to Social Care with their mother/father/carer unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult the relevant agency in the relevant LA.

6. Supporting Staff

- We recognise that staff working in our academies who are involved with a student 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 DSLs and to seek further support as appropriate.
- All staff in our academies should take care not to place themselves in a vulnerable position with a child and make sure that when working with an individual student or speaking to a parent it is conducted in view of other adults.
- The Trust has a separate procedure for dealing with allegations of abuse against staff.
- We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so and so the Trust has a stand-alone Whistle-blowing policy that informs all staff in our academies of the procedures to raise concerns against other members of staff. Whistle-blowing regarding the Headteacher for each Academy should be made to the Chair of the Local Governance Committee and all staff will be given their contact details. Whistle-blowing regarding staff of the Trust will be made to the CEO/EP and if concerns are about the CEO/EP then with the Chair of the Trust, contact details will also be made available to all across the Trust.

7. Anti-bullying and Racist Incidents

Our Trust policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection and safeguarding procedures. It includes all form of bullying such as but not inclusive – cyber, racist, homophobic and gender related bullying.

A record is kept of all known bullying and racist incidents and all staff across the Trust are aware that students with SEND, differences/perceived differences are more susceptible to being bullied/victims of child abuse.

8. Prevention

The Trust plays a significant part in the prevention of harm to our students by providing them with good lines of communication within their Academy with trusted adults, supportive friends and an ethos of protection. We will therefore within each of our Academies:-

- Work to establish and maintain an ethos where students feel secure.

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- Make sure that students are encouraged to talk and are always listened to and that they know there is an adult whom they can approach if they are worried or in difficulty.
- Include regular consultation with students via student voice, participation in anti-bullying week and other initiatives.
- Highlight safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm.
- Ensure that all staff in each academy are aware of the guidance in regard to mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

9. Health and Safety

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within our Academies environments, and for example in relation to internet use, and when away from the academy and when undertaking academy trips and visits.

10. Monitoring and Evaluation

Our Child Protection and Safeguarding Policy and Procedures will be monitored and evaluated by:-

- Governors visits to their academy
- Consultations by the LGC with students via student voice
- Scrutiny of attendance data and risk assessments by the Local Governance Committee
- Records of racist/bullying/behaviour incidents monitored by the SLT for the Academy, Local Governance Committee and Trust Board
- Reviews of parental concerns/complaints and parent view on the Ofsted website.
- Reporting mechanisms from the LGC's to the Trust Board

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APPENDIX 1

Recognising signs of child abuse

Categories of abuse –

- Physical
- Emotional (including domestic)
- Sexual
- Neglect

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk indicators

Factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated/named/lead person, manager (or an experienced colleague).
- May require consultation with and/or referral to other agencies such as Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

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The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff within our Academies should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The father/mother/carers are uninterested or undisturbed by an accident or injury.
- Father/mother are absent without good reasons when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the ear/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

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Burns and Scalds

There is a difficulty in distinguishing between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Development delay
- Abnormal attachment between a child and father/mother/carer e.g. anxious, indiscriminate or not attachment (which in itself can also be an indicator)
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness

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- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty in relating to others

Recognising signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:-

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorders), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:-

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual abuse by young people

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should

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be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- *Equality* – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- *Consent* – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- *Coercion* – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of a child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from academy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

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Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in and out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with vulnerable peers
- Associated with other young people to exploitative situations
- Truancy, exclusion, disengagement with academy, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

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APPENDIX 2

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as an academy or through a 3rd party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- i. Clitoridectomy – partial/total removal of clitoris
- ii. Excision – partial/total removal of clitoris and labia minora
- iii. Infibulation – entrance to vagina is narrowed by repositioning the inner/outer labia
- iv. Other procedures – pricking, piercing, incising, cauterising and scraping the genital area

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and woman and is illegal in most countries including the UK.

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Circumstances and occurrences that may point to FGM happening:-

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemini, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from academy and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about a pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'one chance' rule. It is essential that the academy takes action *without delay*.

Tackling Radicalisation or Extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Radicalisation relates to all types of extremism including, for example, nationalist terrorism, international terrorism, faith-related terrorism, extreme right-wing terrorism related to animal rights.

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.

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Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or partners will always be challenged and where appropriate dealt with. Where misconduct by a teacher within our Academies is proved the matter will be referred to the relevant LADO (Local Authority Designated Officer) and the LGC and Trust Board.

As part of wider safeguarding responsibilities academy staff will be alert to:

- Disclosure by students 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 students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance or difference, whether secular or religious or, in line with our duties in regard to equalities, 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.
- The Prevent Duty or the Channel Strategy

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Appendix 3 – Details of the DSL’s, Deputy DSL’s and named trained members of staff for each Academy within the VLT

Table of details

Axe Valley Academy	
DSL	Jonathan Scott
DDSL	Catherine Morgan
Trained Members	Steve Green Laura Jenkins
Holyrood Academy	
DSL	Samantha Davison
DDSL	Matthew Collins
Trained Members	Trudi Bean Ian Burns Kate Down Mark Pinney