

Safeguarding Policy

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Meridian Trust Initial Teacher Training (Meridian Trust ITT) is the umbrella organisation for both The Cambridge Partnership and The Pilgrim Partnership. (Meridian ITT UKPRN 10053421)

1.0 Policy Statement

The persons responsible for safeguarding policy and effective practice at TCP/TPP SCITT are **Richard Davies and Hannah Francis**

This policy should be read in conjunction with the Meridian Trust Safeguarding Policy.

2.0 Aim

The aim of this policy is to set out the safeguarding framework for TCP/TPP SCITT. Whilst there are clear similarities to the work of schools there are also distinct differences as the role of the SCITT is to train teachers, rather than educate children.

3.0 Introduction

TCP/TPP SCITT has a dual role regarding safeguarding. Firstly, we take seriously our responsibility to safeguard our trainee teachers and staff. We recognise that all adults have a full and active part to play in protecting the pupils within our partnership schools, our trainee teachers, and staff from harm. TCP/TPP SCITT, like our partnership schools, provides a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual. Secondly, we must ensure that whilst in their placement schools our trainees are aware of the role they play in promoting the welfare of pupils and to work together with other school staff to support those pupils who are suffering harm.

All partnership schools recognise that the welfare of the child is paramount; the needs and wishes of children will always be put first. All schools, and the TCP/TPP SCITT, take seriously our duty to safeguard and promote the welfare of the children and young people in our care. Safeguarding children is everyone's responsibility, in line with the government's statutory guidance "Keeping Children Safe in Education" (2022). All children have a right to be safeguarded from harm or exploitation, whatever their age, health or disability, gender or sexual orientation, race, religion, belief or first language, and political or immigration status. All those working in schools understand the importance of taking appropriate action and working in partnership with children, their parent/carers, and other agencies in order to safeguard children and promote their welfare.

- All schools and settings will have child protection or safeguarding policies which will have been approved by governing bodies or board of trustees.
- All trainees will be formally inducted into the policy of their placement school and the policy of Meridian Trust as the single legal entity accountable for the performance of TCP/TPP SCITT.

4.0 Leadership

TCP/TPP SCITT currently has two Designated Safeguarding Leads (DSL):

Richard Davies (Director of ITT): director@campartnership.org

Hannah Francis: hfrancis@pilgrimpartnership.org

As such, these named staff are ultimately responsible and accountable for safeguarding policy and safeguarding practice in all aspects of the SCITT's work.

Sarah Wilson, Executive Principal and Trust lead for Safeguarding, fully supports the SCITT leadership team as line manager in the development of safeguarding policy, practice and culture.

5.0 Definitions

The terms “children” and “child” refer to anyone under the age of 18. For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

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

6.0 Role and Responsibilities

The DSLs are responsible for,

- Ensuring a culture of safeguarding permeates all aspects of the SCITT’s work
- The safer recruitment of trainee teachers
- Ensuring the single central register is up to date and compliant
- Staff training and development with regards to safeguarding practices
- Level 3 training for SCITT leaders
- Safer recruitment training for SCITT leaders, administrators and colleagues involved in interviewing trainee teachers
- Annual update of the SCITT’s safeguarding policy and publication on the SCITT website
- Logging, recording, monitoring and reporting SCITT specific safeguarding incidents
- Protecting lone workers
- The safeguarding curriculum
- Ensuring that each trainee receives full safeguarding induction at the start of their centre-based training programme
- Ensuring that each trainee receives full safeguarding induction at the start of their school placements

7.0 Curriculum

The TCP/TPP curriculum is kept under constant review with regard to safeguarding training and updates for trainees and staff. This is done on an annual basis in line with national policy and guidance.

8.0 Concerns about Pupils

If a member of staff has any concern about a pupil’s welfare, they will act on them immediately by speaking to the DSL or deputy DSL(s) in the placement school. All trainees are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing. If a situation arises with a child in a trainee’s school placement training setting, the policies of the school will be followed. All matters will then be addressed using the relevant placement school safeguarding policy and procedure.

9.0 Managing Referrals about Pupils

Referrals concerning pupils will be dealt with in line with the policies of the placement school where the child is a pupil.

10.0 Concerns about Trainees

If a member of TCP/TPP staff, or placement school staff is concerned about a trainee’s welfare, they will act on this immediately by recording a log of concern (appendix 4) as soon as possible, noting what was said or seen (if appropriate using the body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This should then be sent immediately to one of the DSLs, via Teams or encrypted email, and then deleted from their own computer.

We recognise that staff who have become involved with a trainee or member of staff who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. Therefore, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate. Reviews will be regularly held with staff to update progress with actions.

11.0 Concerns about Staff and Safeguarding Practices

Should a situation arise with an employee of the school, the relevant policy for the situation would be applied. E.g. if a trainee was accused of harassment, the investigation would be of the trainee and the TCP/TPP SCITT policy would be used in collaboration with the school. If a trainee was the victim of bullying or harassment by an employee of the school, the school's policy would be used.

Should any situation result in any form of investigation into the trainee, the TCP/TPP SCITT policies will be followed in collaboration with the Senior Leadership Team of the school placement training setting. It is vital that all schools, including those with employed trainees, share information relating to safeguarding concerns about a trainee with the SCITT.

If a staff member, or trainee teacher, has safeguarding concerns about another member of staff or trainee teacher, it will be raised with the SCITT Director or DSLs. If the concern is with regards to the SCITT Director or DSLs, it will be referred to the CEO, Mark Woods, or Sarah Wilson, Executive Principal responsible for Safeguarding.

We understand that a trainee may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with trainees, the member of staff receiving the allegation or made aware of the information, will immediately inform the SCITT Director, Richard Davies (director@camppartnership.org) or DSLs.

Any concerns regarding the safeguarding practices will be raised with the SCITT Director or DSLs, and the necessary whistleblowing procedures will be followed, as outlined in the SCITT/Meridian Trust Whistleblowing Policy, which is available on the Meridian Trust website, or failing that, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Concerns regarding safeguarding practices at placement schools will be raised using the relevant school's whistleblowing procedures.

12.0 Allegations of abuse against staff or trainees

All allegations against staff and trainee teachers will be managed in line with the SCITT complaints or whistleblowing policies, which are available on the website. The TCP/TPP SCITT will ensure all allegations against staff or trainee teachers are dealt with appropriately and that SCITT liaises with the relevant parties.

When managing allegations against staff, TCP/TPP SCITT will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns". Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Should any situation of meeting the harm threshold occur, the SCITT will work in conjunction with the placement school setting in referring to the LADO.

Low-level concerns will be handled in line with the TCP/TPP SCITT "Cause for Concern" procedure as an amber or red alert as appropriate depending on the concern.

13.0 Communication and Confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, TCP/TPP SCITT (and placement schools) will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where confidentiality or anonymity has been breached, the TCP/TPP SCITT will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Personal data should not be shared where the 'serious harm test' is met ie: where releasing data will or may result in harm to the person. In these cases, independent legal advice should be sought.

Responsibility for Health and Safety lies with the provider of a venue for training including School Based Training. Therefore, while a trainee is in school, they should follow the school's Health and Safety Policy.

When a trainee is processing data linked to their School Based Training, they should ensure they follow the school's GDPR policy as well as the SCITT policy – this data may be processed for the contractual purpose of training to teach although much of it can be anonymised. Should a data breach occur, both the School and the SCITT should be informed.

14.0 Safer Recruitment

The TCP/TPP SCITT full policy and procedures for safer recruitment are outlined in the Recruitment Policy and meet the requirements of the DFE ITT criteria and guidance, in particular C1.3 (suitability)

An enhanced DBS check with barred list information will be undertaken for all trainees (and staff members) engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The TCP/TPP SCITT will conduct the appropriate pre-training checks for all trainee teachers including internal candidates already working in a partnership school, and candidates who have lived or worked outside the UK.

15.0 Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk. It is the responsibility of the trainee to inform us of any incidents that may affect their DBS status or suitability.

16.0 Referral to the DBS

The TCP/TPP SCITT will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. In the event that a DBS comes back with a disclosure, the DBS Disclosures Policy will be followed.

17.0 Single Central Record (SCR)

The TCP/TPP SCITT keeps an SCR which records all trainee teachers and any directly employed staff or consultants who engage in regulated activity who are not already recorded on the SCR of Meridian Trust or one of the partner schools. Employed trainees are recorded on their employing school's SCR. DSLs will review the SCITT SCR each term.

The following information is recorded on the SCR, in line with regulations and ITT criteria:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications for entry to ITT
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

The details of an individual will be removed from the SCR once they have left the TCP/TPP SCITT.

18.0 Training

Trainee teachers will undergo safeguarding and child protection training, and Prevent training as part of their central training in line with the TCP/TPP SCITT curriculum, which will be updated on a termly basis (at the point of change of placement school) and/or whenever there is a change in legislation.

The in-school training received via the placement schools will cover the practical elements listed in the safeguarding curriculum above, in the context of the placement school including:

- The Child Protection and Safeguarding Policy.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE 2022) (or Annex A, if appropriate).
- The Behavioural Policy.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s).

All trainee teachers and staff members will also receive regular safeguarding and child protection updates as required.

The SCITT DSLs will undergo child protection and safeguarding training and update this training at least every two years. The DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role.

19.0 Physical intervention

We acknowledge that staff must only ever use physical intervention or restraint as a last resort, when a trainee is endangering him/herself or others, and that always it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness.

20.0 Anti-bullying

We acknowledge that to allow or condone bullying may lead to consideration safeguarding issues. This includes all forms eg cyber, racist, homophobic and gender related bullying. We do not tolerate any harmful behaviour and will take swift action to intervene where this occurs. Please also refer to the following policies:

- Equality and Diversity Policy
- Recruitment Policy
- Well-being Policy
- Whistleblowing Policy

21.0 Monitoring, Review and Quality Assurance

This policy is reviewed at least annually by the DSLs and the Strategic Board for Meridian Trust ITT. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all trainee teachers and staff, who are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Appendix 1 Recognising signs of Abuse

All staff should be aware that safeguarding incidents and / or behaviours can be associated with factors outside the school / work. All staff should consider whether trainees are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and trainees can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious violence including domestic violence.

Categories of Abuse

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse

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

The factors described in this section are frequently found in cases of 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 / leadperson, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the trainee may:
- Appear frightened of the partner
- Act in a way that is inappropriate)

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
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Reluctance to give information or mention previous injuries

Bruising

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

- Bruising in or around the mouth
- 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 eg belt marks, handprints, or a hairbrush

- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- 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 another adult.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious eg:

- 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
- 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. 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

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:

- Aggressive behaviour towards others
- Scape-goated within the family
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

Witnessing and /or suffering Domestic Abuse (DA) in an intimate personal relationship is regarded as emotional abuse.

Recognising Signs of Sexual Abuse

Recognition can be difficult unless the person 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 or conversation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes eg for sports events (but this may be related to cultural norms or physical difficulties)

'Sexting' and the use of Mobile Technology

The circulation of pornographic images by mobile technology or the internet can in many situations constitute a criminal offence. It is an offence to send by means of a public electronic communications network, a message or other matter that is grossly offensive, indecent, obscene, or menacing. By having in their possession, or distributing, indecent images of a person under 18 on to someone else - young people may not aware that they could be breaking the law as these offences under the *Sexual Offences Act 2003*.

The making and distribution by mobile technology of images of a person in a state of undress is referred to as 'sexting'. These can easily be distributed amongst large groups of other people.

Assessment

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 what 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 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.
- 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:

- becoming quiet and withdrawn
- being aggressive or angry for no obvious reason
- looking unkempt, dirty or thinner than usual
- sudden changes in their character, such as appearing helpless, depressed, or tearful
- physical signs – such as bruises, wounds, fractures, or other untreated injuries
- the same injuries happening more than once
- not wanting to be left by themselves, or alone with particular people
- being unusually light-hearted and insisting there is nothing wrong

Adult Sexual Exploitation (ASE)

Adult Sexual Exploitation (ASE) is a form of sexual abuse that involves someone taking advantage of an adult, sexually, for their own benefit through threats, bribes, and violence.

Perpetrators usually hold power over their victims, due to age, gender, sexual identity, physical strength or status.

Adults can be sexually exploited in many ways. Examples include:

- rape
- sexual assault
- being tricked or manipulated into having sex or performing a sexual act
- being trafficked into, out of, or around the UK for the purpose of sexual exploitation (ie prostitution)
- being forced to take part in or watch pornography
- being victim to revenge porn (when a previously taken video or photograph, which was taken with or without consent, is shared online)

Anybody can be a victim of sexual exploitation. While it mainly affects women, men can also be victims.

At one end of the scale adult sexual exploitation can describe a one-off situation between two adults, while at the other end it may include instances of organised crimes where a number of adults are trafficked and sexually exploited.

Common signs that someone is being sexually exploited include those listed below. Please note that this is not an exhaustive list and that warning signs will show themselves differently in each person. It is important to explore all concerns over someone's behaviour and personal circumstances and to consider whether these could be signs of exploitation.

- evidence or suspicions of sexual assault
- self-harm or significant changes in emotional wellbeing
- developing inappropriate or unusual relationships or associations, including relationships with controlling or significantly older people
- displaying inappropriate sexualised behaviour, language or dress
- being isolated from peers and social networks
- unexplained absences, including persistently being late or going missing
- unexplained acquisition of money, clothes, and mobile phones.
- using more than one phone, especially if both are used to communicate with different people (for example, if one phone is used exclusively to communicate with a specific group of 'friends')
- receiving an excessive amount of texts or phone calls – these may be from multiple callers, some of whom may be unknown

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a trainee or member of staff has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood. If staff have a mental health concern that is also a safeguarding concern, IMMEDIATE action should be taken, and the usual procedures followed.

Appendix 2 PREVENT Anti-radicalisation

As of July 2015, the *Counterterrorism and Security Act (HMG, 2015)* placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the PREVENT duty. It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental, and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national support programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

PREVENT Safeguarding Objectives: a national initiative

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda. PREVENT referrals should be reported in line with other safeguarding procedures.

All action should be taken in line with the guidance provided in the HM Government Document:

There are free online specialist workshops - '[Workshop to Raise Awareness of Prevent \(WRAP\)](#)' - designed by HM Government to introduce the PREVENT strategy and an individual's role in safeguarding vulnerable people.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic, or social conditions, institutions, or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

PREVENT is part of the UK's counter-terrorism strategy. preventing people from becoming radicalised and involved in terrorism or supporting terrorism. It also covers involvement with other groups which could be considered extreme: ISIL, Animal Rights, Environmental, terrorism related to Northern Ireland.

As a SCITT, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At TCP/TPP SCITT 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.

As part of an educational community, we need to follow the NOTICE, CHECK, SHARE principles.

As part of an educational community, we must NOTICE the vulnerabilities which might be exploited by extremist organisations:

- difficult personal circumstances (relationship breakdown, family issues)
- financial concerns or concerns regarding unemployment
- changes in friendship groups
- difficult experiences linked to their faith (ie victim of racist comments, sense of guilt, injustice, grievance)
- issues with drugs / alcohol
- lack of parenting (neglect, no boundaries / curfews)
- personality traits (low self-esteem)
- lack of knowledge / education; naivety
- social exclusion
- inappropriate use of social media / TV / video games (exposure to violence and propaganda)
- peer pressure
- mental health

As part of an educational community, we must also NOTICE the signs which might indicate that a member of our community is becoming involved in an extremist organisation:

- changes in friendship groups
- changes in behaviour at school (language, emotions, paranoia, fixated on a subject, withdrawn, depressed)
- references to weapons or violence
- changes in appearance (clothing, uniform, personal appearance, tattoos)

- changes in routine or absence from school (lengthy or unexplained trip abroad)
- student talks about a specific individual (perhaps an influential figure with strong views), political issues or global events in a concerning way
- comments or views expressed in work done which give cause for concern (eg inflammatory comment, extreme religious or political statement)
- comments about what students are going to do in the future after leaving school which give cause for concern

Any staff or trainees with concerns regarding a pupil in their host / placement school should then CHECK these concerns by referring to that school's Designated Safeguarding Lead. Concerns relating to a trainee should be referred to the SCITT DSL in conjunction with the school's policies.

Appendix 3 Safeguarding during online training or delivery

It is important that we set the same standard for safeguarding during online training or delivery as we would do in school or face-to-face environments.

Reporting Concerns

All concerns that you may have about a trainee or member of staff should be reported as soon as possible.

Online sessions Code of Conduct

- **Online sessions must be arranged well in advance, where possible**
- **Online sessions should not be recorded without permission. Where trainers are recording sessions, trainees must be made aware of this, including any late arrivals to the session**
- **All deliverers and attendees must wear appropriate dress. Nightwear is not appropriate.**
- **Where possible, when teaching using a live video chat, share a presentation with trainees that you talk through, or a white board that you use to demonstrate and do not show things in the background that might make it easy for attendees to identify where you live or items that might be personally embarrassing for you. No other people in your household should be visible in the background**
- **Staff/trainees are encouraged to use the 'blur background mode'**
- **Trainees and staff should ensure they present/attend from an appropriate place in their home/setting**

Appendix 4 Log of Concern Form

Log of Concern

Who is the log of concern about?(First name and surname)	
Gender of person of concern	
Today's date: dd/mm/yy	Time:
Name and role of person completing the log:	
Date and time of the incident / concern:	
Description of the incident / concern:	
Signature of person completing log:	
Body map completed? YES / NO (If YES, please attach securely)	
Please email this form immediately to the Designated Safeguarding Lead who should complete the section overleaf.	

To be completed by the Designated Safeguarding Lead:

Received by:

.....
Designated Safeguarding Lead

Initial action taken by the Designated Safeguarding Lead:

.....

.....

.....

Has the person of concern been informed of the concern? **YES / NO** (please circle, as appropriate) If YES, please

state who informed the person of concern, action taken and the outcome:

.....

.....

.....

If NO, please provide the reason why not:

.....

.....

.....

Date: Time:

Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details.) A separate sheet can be used, if required:

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Body map

Name of person of concern:
Date of birth (if known):
Date body map completed:

