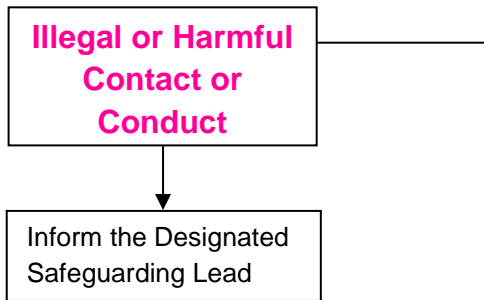
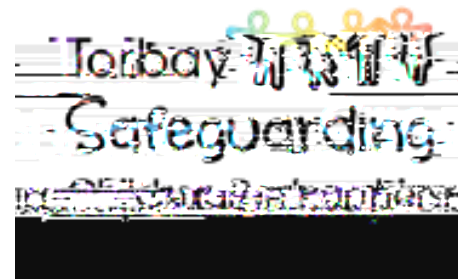




# Responding to an Online Safety Concern



## Key Local Contacts

### Designated Safeguarding Lead(s):

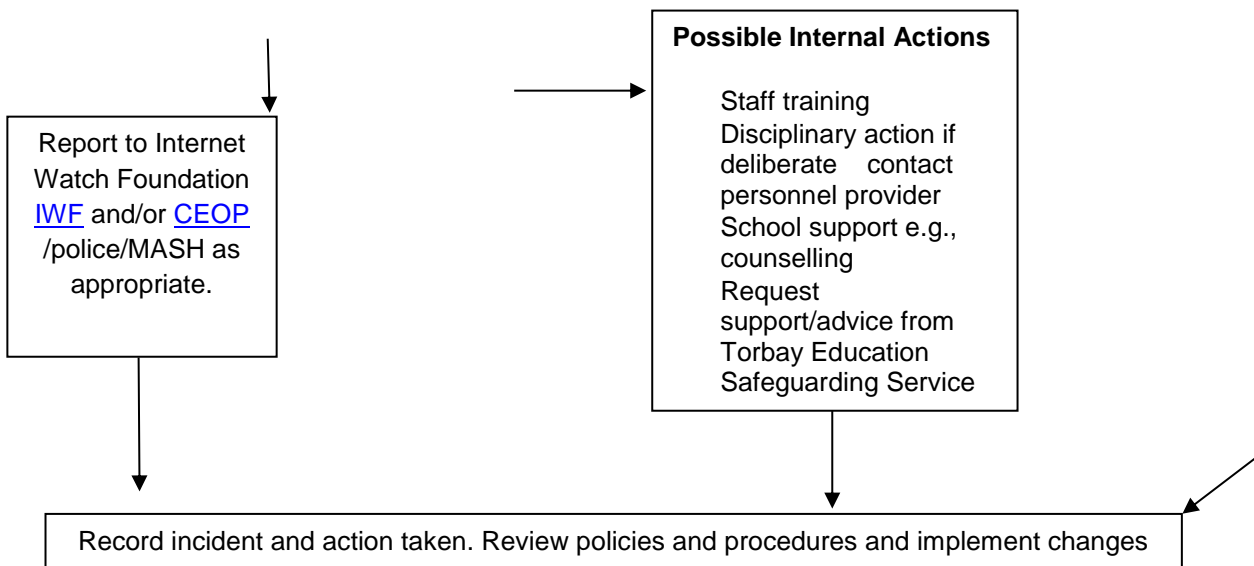
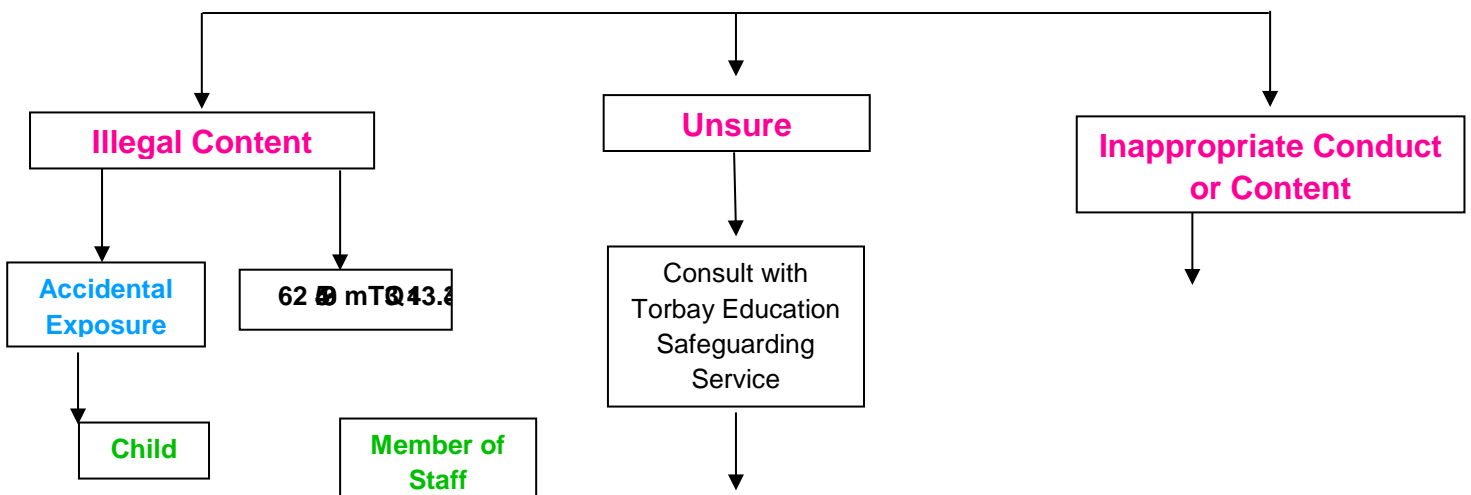
Mr S.Lyne-Ley: 01803 615501

**Online Safety Lead:** As above

**MASH:** 01803 208100

**LADO:** 01803 208541

**Police:** 101 or 999 if immediate risk of harm





33.	Appendix 2 Recognising signs of child abuse.....	45
34.	Appendix 3 Exploitation (including Child Sex Exploitation, Child Criminal Exploitation and County Lines) 50	
35.	Appendix 4 Female Genital Mutilation (FGM).....	52
36.	Appendix 5 Domestic Abuse (including Operation Encompass) .....	54
37.	Appendix 6 Indicators of susceptibility to radicalisation .....	55
38.	Appendix 7 Police and Criminal Evidence Act (1984) Code C .....	58
39.	Appendix 8 Resources .....	59
40.	Appendix 9 Safeguarding contacts including the MASH .....	59



\*Out of hours contact details will be made available to staff

### 3. Terminology

- 3.1 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; and
  - taking action to enable all children to have the best outcomes.
- 3.2 Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- 3.3 Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.
- 3.4 Child includes everyone under the age of 18. This includes children who are on roll but educated off site.
- 3.5 Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents, and LA corporate parents.
- 3.6 Governors/Governing body: Governing body should be taken to mean the accountable body for the school/setting or group of schools/settings.

### 4. Introduction

- 4.1 The following safeguarding legislation and guidance has been considered when drafting this policy:

Section 175 of the Education Act 2002 (maintained schools only)

Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)

The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)

The Safeguarding Vulnerable Groups Act 2006

The Teacher Standards 2012

Working Together to Safeguarding Children 2018

Keeping Children Safe in Education (KCSiE) 2023

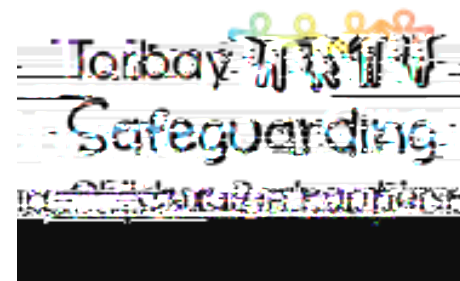












- 8.9 On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by TSCP or other provider every two years.
- 8.10 All professionals working consistently with vulnerable pupils should receive robust supervision and guidance.
- 8.11 All other staff have safeguarding training updated as appropriate; but at least annually.
- 8.12 At least one member of the governing body has completed safer recruitment training to be repeated every five years.
- 8.13 Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE).
- 8.14 Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- 8.15 Appropriate online filtering and monitoring systems are in place.<sup>4</sup>
- 8.16 Enhanced DBS checks (without barred list checks unless the governor is also a volunteer at the school) are in place for all Governors.
- 8.17 Any weaknesses in Child Protection are remedied immediately.





will ensure that all staff sign to say they have read, understood, and agree to work within the child protection policy, behaviour policy, staff Code of conduct and KCSiE 2023 and ensure that the policies are used appropriately.

will organise child protection and safeguarding induction, regularly updated training, and provide a minimum of annual updates on (including online safety) for all school staff, keep a record of attendance and address any absences.

will contribute to and provide, with the Headteacher and Chair of Governors, the (S175/157 audit) to be submitted annually to the TSCP.

understands locally agreed processes for providing early help assessments and intervention and will support members of staff where Early Help is appropriate, or completion of the exploitation tool is necessary; and

will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead, and deputies, are clearly advertised in the school, with a statement explaining referring and monitoring cases of suspected abuse.

8.20 The Deputy Designated Safeguarding Lead(s) (DDSLs):

is/ are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all the functions above.

8.21 All School Staff:

understand the welfare of children and that they have a role to play in identifying concerns, sharing information, and taking prompt action.

consider, always, what is in the best interests of the child.

have a role to play in ensuring there is a whole school approach to safeguarding, including promoting a culture of zero tolerance towards any form of abuse, including child on child abuse.

will be aware of the indicators of abuse and neglect both familial and contextual; and recognise that contextual harm can take a variety of different forms.

know how to respond to a pupil who

will be aware of the TSCP Professional Differences (Escalation) policy<sup>8</sup> or the duty to report concerns if the DSL fails to do so without reasonable cause.

are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an Early Help assessment, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help





- 10.5 Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.
- 10.6 We also recognise that abuse, neglect, and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.
- 10.7 If staff notice any indicators of abuse/neglect or signs that a child may be at risk of harm they should record these concerns on either CPOMS (teaching and support staff), or a pink referral form (volunteers, visitors, catering and House Keeping staff) and pass it to the DSL. **If using an electronic alert, the sender should not assume the DSL will immediately receive this and any serious concerns should be reported immediately.** If concerns are discussed in person with the DSL details should also be recorded in writing.
- 10.8 There will be occasions when staff may suspect that a pupil may be at risk but have bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- 10.9 At TBGS we recognise the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a relative is unwell, or an accident has occurred. However, they may also indicate a child is being abused or needs safeguarding.
- 10.10 In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a report of abuse or displaying behaviours that suggest they may have been abused.
- 10.11 We recognise that it takes a lot of courage for a child to tell someone they are being abused. They may feel ashamed, guilty, or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- 10.12 A child who tells/shows that they have been abused may have to tell their story on several subsequent occasions to the police and/or social workers. Therefore, it is



- 10.17 However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first e.g., familial sexual abuse.
- 10.18 Where there are concerns about forced marriage or honour-based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

### **Making a referral**

- 10.19 Concerns about a child

## 11. Children who are particularly vulnerable

- 11.1 At TBGS we recognise that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.
- 11.2 We understand that this increase in risk is due more to societal attitudes and assumptions or child protection impairment, or circumstances.









where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually or criminally exploited. The Exploitation Toolkit will indicate to the DSL whether a MASH referral is necessary. If the DSL is in any doubt, they will contact TESS or the MASH.

- 16.3 If a child is in immediate danger the police should be called on 999.
- 16.4 At TBGS we are aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. Consequently, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.
- 16.5 At TBGS we include the risks of sexual and criminal exploitation in the PHSE and RSE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.

## 17. Female Genital Mutilation (FGM)

- 17.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003).

- 17.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- 17.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

## 18. Forced Marriage

- 18.1 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual, and

want to get out of a forced marriage.

wear clothes or take part in activities that might not be considered traditional within a particular culture.

- 18.9 It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

## 19. One Chance Rule

- 19.1 This term is used in the FGM Guidance for schools produced by the national FGM centre July 2019 [FGM schools guidance](#). Multi agency statutory guidance dated July 20 [FGM Statutory guidance July 20](#) does not appear to use the term, however, the expression is intended to convey the importance of acting promptly and speak to a pupil who is a potential victim and have just one chance to save a life.
- 19.2 At TBGS we are aware that if the victim is not offered support following a report of abuse that of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

## 20. Mental Health

- 20.1 Staff will be aware that 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. Whilst school recognise that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one. School is also aware of the many studies evidencing the impact on the emotional wellbeing of Covid and lockdown and the many adverse experiences children and their families may have faced.
- 20.2 Adverse Childhood Experiences have been shown to health, behaviour, and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates. If staff have a mental health concern about as4(iou)-5(r,ul95.32 8f1 0 0 110(e)p463( co)3(ce)-36ed)-4( in)-3( sa)4(

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

- 21.2 At TBGS we recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- 21.3 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify childr  
However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this will the DSL and the DSL will notify MASH of the circumstances.
- 21.4 Pupils attending schools through schemes such as the Whitehouse Guardian Scheme may be defined as privately fostered and a referral to the MASH must be completed.

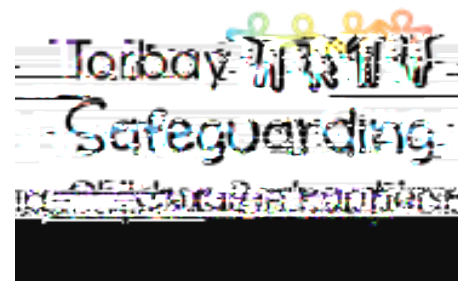
## 22. Cared for children and previously cared for children

- 22.1 The most common reason for children becoming cared for is because of

- 23.2 Early intervention can be vital, and parents/carers will be contacted at the earliest opportunity. The school will hold more than one emergency contact number for pupils and students when reasonably possible.
- 23.3 The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with *Education: Statutory Guidance for Local Authorities*<sup>17</sup>. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

## 24. Online Safety

- 24.1 Our pupils increasingly use electronic equipment daily to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat, and many others constantly emerging.
- 24.2 Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.
- 24.3 At TBGS we have an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart at the beginning of this document.)
- 24.4 At TBGS our ICT systems are all subject to two levels of monitoring and filtering. School computers have systems which monitor and record all activity on the device. and









## 27. Allegations against staff

- 27.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 27.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.







- 32.4 **Abusive sexual behaviour** includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. To determine the nature of the incident the following factors should be given consideration.
- 32.5 **The presence of exploitation in terms of:**
- 32.6 **Equality:** consider differentials of physical, cognitive, and emotional development, power and control and authority, passive, and assertive tendencies.
- 32.7 **Informed consent:** In 2015 (recirculated in 2018) Thames Valley police produced a



The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.

The ages of the children involved.





necessary. A not guilty verdict or a decision not to prosecute the report does not

perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

### 32.21 Physical Abuse

- I. While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or

to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

is socially acceptable

involves a single incident or has occurred over a period of time

is problematic and concerning

involves any overt elements of victimisation or discrimination e.g., related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability

involves an element of coercion or pre-planning

involves a power imbalance between the child/children allegedly responsible for the behaviour

involves a misuse of power

### 32.22 Online Behaviour

- I. Many forms of child-on-child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found in the anti-bullying policy and online safety policy.

### 32.23 Prevention

32.24 Our school actively seeks to raise awareness of and prevent all forms of child-on-child abuse

- II. Providing training and updates to all Governors, SLT, staff and volunteers on the nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify and respond to it.
- III. Information may include: (a) Contextual Safeguarding/extra familial abuse; (b) The identification and classification of specific behaviours; and (c) The importance of taking seriously all forms of child-on-child abuse (irrespective of how low level they may appear) and ensuring that no form of



Body confidence and self-esteem.

Prejudiced behaviour.

That sexual violence and sexual harassment is always wrong; and

Addressing cultures of sexual harassment

**32.28 Some useful definitions:**

32.29 Stop It Now offers a useful summary of definitions and consequences of sexual assault in addition to helpful resources. [Definition of child sexual abuse - Stop It Now](#)

32.30 All staff, but especially the DSL (or deputy) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider

and/or welfare. Additional considerations for schools When considering harmful sexual behaviour, ages, and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful

difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Schools and colleges should ensure that their response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

### 33. Appendix 2 Recognising signs of child abuse

**33.1 Categories of Abuse:**

Physical Abuse

Emotional Abuse (including Domestic Abuse)

Sexual Abuse (including child sexual exploitation)

Neglect

**33.2 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-needing behaviour

Suspicious bruises with unsatisfactory explanations

Lack of self-esteem

Self-injury

Depression and/or anxiousness

Age-inappropriate

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

### 33.6 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 parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment

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

### 33.7 Bruising

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- 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

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.

### **33.9 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 e.g:



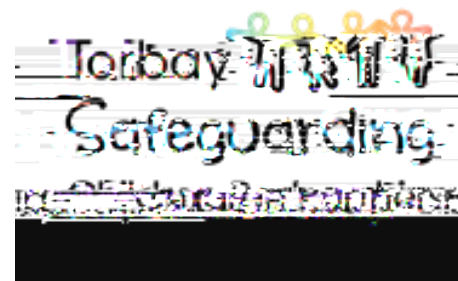
other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay

- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate, or no attachment

- Indiscriminate attachment or failure to attach





injuries from physical assault, physical restraint, sexual assault

### 34.2 Consent

Gillick competency and Fraser guidelines help people who work with children to balance the need to listen to children's wishes with the responsibility to keep them safe. When practitioners are trying to decide whether a child is mature enough to make decisions about things that affect them, they often talk about whether the child is 'Gillick competent' or whether they meet the 'Fraser guidelines'. Although the two terms are frequently used together and originate from the same legal case, there are distinct differences between them but often refer to children in relation to health issues [NSPCC Gillick Competent Fraser Guidelines](#)

34.3 In relation to children who are exploited consideration should be given to if a child is consenting but:

work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

35.2 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. The offence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

35.3 Section 5B of the 2003 Act<sup>1</sup> introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report to the police. The duty came into force on 31 October 2015.

#### 35.4 What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy partial/total removal of clitoris

Type 2 Excision partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### 35.6 Why is it carried out?

Belief that:

FGM brings status/respect to the girl social acceptance for marriage

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

**35.7 Is FGM legal?**

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

**35.9 Circumstances and occurrences that may point to FGM happening are:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

**35.10 Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school 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 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
- Report of abuse

**35.11 H YİCbY7\ UbWƏfi `Y**

**35.12**

/schools/colleges act **without delay**

**36. Appendix 5 Domestic Abuse (including Operation Encompass)**

**36.1 How does it affect children?**

36.2 Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to serious long lasting emotional and psychological impact on children. In some cases, children may blame themselves

for the abuse or may have had to leave the family home as a result. Government legislation enacted in 2021 recognises that a child who sees or hears, or experiences the effects of, domestic abuse and is related to the person being abused or the perpetrator is also to be regarded as a victim of domestic abuse.

- 36.3 In addition, the age limit for criminal offences related to domestic abuse was lowered from 18 to 16, to recognise that young people can experience abuse in their relationships.
- 36.4 **What are the signs to look out for?**
- 36.5 Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed, and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.
- 36.6 **What should I do if I suspect a family is affected by domestic abuse?**
- 36.7 Contact: <http://www.areyouok.co.uk/>
- 36.8 **Torbay Domestic Abuse Service (TDAS)** provides support for men, women and children across Torbay who need advice and protection from domestic abuse. Through confidential advice, support, and crisis accommodation, we can help you to make informed decisions about your future, safety, health, housing and other concerns. [TDAS](#) 0800 2000 247
- 36.9 **National Domestic Abuse Helpline** Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims. [Refuge Against Domestic Violence - Help for women & children.](#)
- 36.10 **Operation Encompass** helps police and schools work together to provide emotional and practical help for children. school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.
- 36.11 **National Operation Encompass Teachers' Helpline** Funded by the Home Office, the advice line is free, and calls are answered by trained Educational and Clinical Psychologists. You can call the helpline on 0204 513 9990 (Monday to Friday 8:00am 1:00pm) Website: [Operation Encompass](#)

## 37. Appendix 6 Indicators of susceptibility to radicalisation

- 37.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.





Experiences of Criminality which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.

Special Educational Need students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

37.8 **More critical risk factors could include:**

Being in contact with extremist recruiters.

Accessing violent extremist websites, especially those with a social networking element.

Possessing or accessing violent extremist literature.

Using extremist narratives and a global ideology to explain personal disadvantage.

Justifying the use of violence to solve societal issues.

Joining or seeking to join extremist organisations; and

Significant changes to appearance and / or behaviour.

Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

37.9

prevent people from being drawn into terrorism.

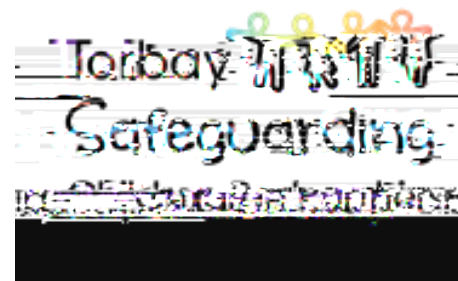
37.10 Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being susceptible to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

[Revised Prevent duty guidance for England and Wales \(school specific paras 57-76\)](#)

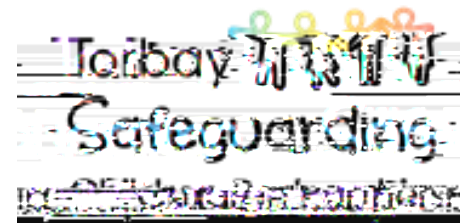
[The Prevent Duty, for Further Education Institutions](#)

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

Further information can be obtained from the [Home Office website](#).







For MASH please contact: Telephone: 01803 208100 Email: [MASH@torbay.gov.uk](mailto:MASH@torbay.gov.uk)

MASH Referral Form available here

<http://www.torbaysafeguarding.org.uk/professionals/hub/>

For the Emergency Duty Team out of working hours please contact: 0300 456 4876

Police non-emergency: 101

For all LADO enquiries Duty LADO 01803 208541 or email [cpunit@torbay.gov.uk](mailto:cpunit@torbay.gov.uk)