



**Respect**

**Creation**

**Fellowship**

**Wisdom**

**Hope**

# ARCHBISHOP BENSON C of E SCHOOL

## Statement of Safety Policy 2021/2022

**Chair of Governors**

**Mandy Hoare**



## 1.0 Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils.

Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

**Vision:** With **fun and learning**, **hand in hand**, **all things are possible**.

“**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

**Values:** **RESPECT** **CREATION** **FELLOWSHIP** **WISDOM** **HOPE**

### Aims:

To help fulfil this vision the school has the following aims:

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

Archbishop Benson School:-

1. Recognises its legal and moral responsibilities to persons who may be adversely affected by the school's activities.
2. Is committed to ensuring, by all reasonably practical means, the health, safety and welfare of its students, visitors, employees and contractors involved with its activities.
3. Will seek to ensure that its legal duties and policy objectives are complied with at all times.
4. Will ensure that all foreseeable risks associated with the school's activities are identified and removed or controlled through a process of risk assessment and management.
5. Will ensure that all employees are given such information, instruction and training as may be necessary to enable the safe performance of their duties.
6. Will seek to inform students' parents or guardians of any health, safety or welfare issues relevant to their child or children.
7. Have detailed the arrangements for health safety and welfare in the Organisation and Arrangements associated with this policy statement.
8. Will ensure, as far as is reasonably practical, that this policy statement and supporting documents are kept up-to-date. A formal review and re-adoption of this policy will be carried out by no later than 2020

Approved and adopted by:

## Responsibilities

It is recognised that individuals and groups of individuals have responsibilities for health safety and welfare in the school. The individuals and groups identified below are expected to have read and understood the school's policies and procedures for ensuring health safety and welfare and to conduct their duties in accordance with them.

### The employer

The employer in this school is The Governing Board. The employer has the ultimate responsibility and must ensure that there are arrangements in place for the health safety and welfare of students, staff, visitors and contractors.

### Governors

The governors are responsible for ensuring that mechanisms and procedures are in place for health safety and welfare. The governors will receive regular reports to enable them, in collaboration with the Head Teacher to prioritise resources for health safety and welfare issues.

The Governors have appointed a Safety Governor to receive information, monitor the implementation of policies, procedures and decisions and feed back to the Governing Board on health safety and welfare issues.

The Safety Governor is Jenny Webster of the Governing Body

### Head Teacher

The Head Teacher has responsibility for:-

- Day-to-day management of all health safety and welfare matters in the school in accordance with the Statement of Safety Policy;
- Ensuring that regular health safety and welfare inspections are carried out;
- Submitting regular health safety and welfare reports to the Governors and the employer;
- Ensuring that action is taken on health safety and welfare issues;
- Passing on information received on health safety and welfare matters to appropriate people;
- Carrying out accident investigations;
- Chairing the Health and Safety Committee;
- Identifying and facilitating employee training needs;
- Liaising with governors, the employer and/or the Local Authority on policy issues and any problems in implementing the Safety Policy;
- Co-operating with and providing necessary facilities for trades union safety representatives;
- Providing necessary facilities for all employees to be consulted on health safety and welfare matters;
- Ensuring that any contractor appointed to deliver services or carry out work is competent to do so;
- Monitoring contractors to ensure that the Health and Safety Policy is complied with;
- Take action where any contractor is found to be working in a manner which is considered to be unsafe.

Whilst responsibility for the above cannot be delegated, the function of carrying out these tasks can be delegated to other members of staff. In this school the following functions have been delegated to:-

Function	Delegated to
Overall responsibility of H & S	Head Teacher Mrs Helen Giblett Assisted by Mr Mike Williams
Chairing Health and Safety Panel of the Resources Committee	Mrs Jenny Webster (Health & Safety Governor)
Regular inspections & Contractor Management	Mr. Treve Sims Mr Michael Williams (Site Office Team)

# HEALTH AND SAFETY IS EVERYONE'S RESPONSIBILITY

## Competent Health and Safety Advice

The school recognises that it must have access to competent health and safety advice. The school's competent advisors are  
The Health, Safety and Wellbeing Services Team, Cornwall Council

## Senior Management and Faculty/Department Heads

Senior management and faculty/department heads have responsibilities for:-

- Day-to-day management of health safety and welfare in accordance with the Health and Safety Policy;
- Drawing up and reviewing departmental procedures regularly;
- Ensuring that suitable risk assessments have been carried out for all activities where there is a significant risk;
- Carrying out regular inspections and making reports to the Head Teacher
- Ensuring action is taken on health safety and welfare issues;
- Arranging for employee training, information and instruction;
- Passing on health safety and welfare information received to appropriate people;
- Acting on reports from employees, the Head Teacher the Governors and the Local Education Authority.

## All Employees

All employees have a general responsibility, as far as reasonably practical, to ensure the health safety and welfare of themselves and others who may be affected by anything they do or fail to do. In particular employees have a responsibility for:-

- Checking that classrooms/work areas are safe;
- Checking equipment is safe before use;
- Ensuring safe procedures are followed;
- Ensuring protective equipment is used when needed;
- Participating in inspections and the Health and Safety Committee if appropriate;
- Bringing problems to the relevant manager's attention.

In addition all employees have a responsibility to co-operate with the employer on matters of health and safety.

## Volunteers

Volunteers (such as parent-helpers, etc.) have a responsibility to act in accordance with the school's policies and procedures for health safety and welfare and to report any incident or defective equipment to a member of staff immediately.

Volunteers are also expected to act only under the supervision of a qualified employee.

## Organisation and Arrangements for Health Safety and Welfare.

The following pages contain the specific arrangements and organisational details for ensuring that the school's Health and Safety Policy is fulfilled.

### Procedure List

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### Arrangements for the Supervision of Students

#### September 2021 Opening Times

The school will be open from:- 7.30 am

And will close to students at:- 6.00pm

On weekdays during term time. Between these times supervision will be provided. Students will not be allowed on site outside of these times. From September, children will go straight to their classrooms, via the drop offs, to be welcomed by their teachers in the classroom. From September, the school site will be open for drop off from 7.30a.m. for Wrap Around and 8.30am for children. Access to the site by vehicle or foot will not be permitted before this time. At 8.35 both drop offs will be manned by members of staff as well as staff directing vehicles to drop off at the turn around or for new Reception parents to briefly stop in the car park. All class teachers will be in their classrooms at 8.35 to welcome their classes. If possible, we would like to encourage parents not to drive onto the site in order to avoid congestion. Families should use the drop off closest to their child's classroom:

#### Before School Duties – Sept 2021 – 8.30 -8.45 (V1)

	Monday	Tuesday	Wednesday	Thursday	Friday
Crossing closest to front gate (Please ensure that main pedestrian gates open at 8.25)	Jo W	David	Jo W	Alex	Austen
Turn Around	Treve	Treve	Treve	Treve	Treve
Moresk Drop Off ( Unlock gate at 8.25 and lock gate before leaving – key is outside 3M)	Helen	Helen	Helen	Carolyn	Carolyn
Tremorvah Drop Off ( Unlock gate at 8.25 and lock gate before leaving – key is in cupboard above Y6 sink)	Carolyn	Carolyn	Carolyn	Chele	Helen
New Drop off from Moresk Road	Alex	Holly	Chele	Austen	Klaren

Everyone on duty needs to be in position at 8.30 to greet families/children arriving on site. Drop off gates must be opened at 8.25.

**Please be proactive in encouraging parents not to linger.**

MW will lock drop off gates each evening ready for them to be unlocked at 8.25.

TS to ensure Children's Centre gate is timed to be locked between 8.15 and 8.25 and again after 9.00.

TS/MW to ensure main gates/ pedestrian gate are secured at the end of drop off (9.00 ish)

**Lunchtime Drop Ins – Sept 2021** (V1) (These staff are not 'on call' but will be visible in monitoring lunchtime through a drop in.)

	Monday	Tuesday	Wednesday	Thursday	Friday
KS1 playground	Carolyn	Helen	Holly	Carolyn	Helen
KS2 playground	Helen	Carolyn	Carolyn	James	Jen

**After School Duties – Sept 2021 – 3.15 -3.30** (V1)

	Monday	Tuesday	Wednesday	Thursday	Friday
KS1 playground	Carolyn	Carolyn	David	Carolyn	Helen
KS2 playground	Helen	Helen	Carolyn		Carolyn

**If you are unable to do your duty, please arrange your own cover (this is essential as these duties must be covered daily). Jo M is around all day and is usually happy to help out as and when.**

Families can use the two drop offs between 8.25 and 8.45 after which the school day officially begins. Any family arriving after 8.45 must go to the Main Office to be signed in. Afternoon collection 3.10 and 3.25.

End of Day: As of September, the school site will not be open to vehicles after school until 4 p.m. Exceptions to this will be made for Blue Badge Holders, taxis and SEND parents. We request that parents do not 'tail gate' staff entering/leaving the site at the end of the day and that pedestrians refrain from entering the site until the gates are opened at 3.10. Again, this is to ensure the safety and security of the children. Please be aware that unexpected adults will be asked to leave the site prior to 3.10.

If you have any questions, please speak to your Phase Leader:

(YR Y1 Mrs Taylor – Browning, , Y2 Y3 and Y4 – Mr Kitto, Y5 and 6 – Mrs Barnard) or to Mrs Giblett, Mr Galler Mrs Power

**Whilst on duty staffs are expected to:**

- Welcome children
- Encourage inclusion and social interaction
- Promote participation in activities/games
- Encourage independence and self discipline
- Enforce the school rules, safe working procedures and H/S directives.
- Position themselves strategically so that the entire area is monitored.

**Break Times - All supervisory staff must be in the playgrounds before any children are dismissed.** At the end of break a whistle will sound and the children should line up at their designated place. Staff must go outside to meet their class and escort them to the classroom. Break times will be indicated by the sounding of the school bell at the start/end. This will give staff a 3 minute warning.

**KS1- Morning Break**

Staff to escort their class to and from the playground.

**KS2- Morning Break**

Break Time is at 10.25am – 10.40am

**KS1 Afternoon Break** (subject to change) Staff to escort their class to and from the playground.

Break Time is at 2.10 – 2.25pm

**KS2 Afternoon Break** 2.10 – 2.25pm (at the discretion of the class teacher).

## **End of day Procedures**

### **KS1**

Children will be dismissed from their classroom doors in a staggered process from 3.10pm directly into the care of their parents/carers. No child will be permitted to leave unless there is an adult to collect them. Parents must advise teachers if their child is to be collected by someone else. If parents are a little late all Children will remain in their classroom with their teacher until 3.25pm when they should be taken to the Office so that parents can be contacted. All children will remain at the main KS2 entrance until they are collected. All late collections must be recorded in the signing in book.

### **KS2**

All teachers should be outside to supervise the departure of the children. Please enforce school rules. If pre-school children are involved you should seek parental assistance.

Years 5 & 6 parents should meet their children on the KS2 playground

Years 3 & 4 parents should meet their children on the KS1 playground.

At the end of the day parents will be permitted to enter the site from 3.10pm. Parents/carers who arrive prior to this time should wait outside the school grounds so that classes are not disturbed.

Children who cannot find their parents should be advised to return to their classroom where they will remain under the supervision of their teacher until 3.35pm after which they should be taken to the Office so that parents/carers can be contacted. All late collections must be recorded in the signing in book.

If children are permitted to walk home alone (years 5 and 6) they will be dismissed from class as normal and the school will take no further responsibility for their whereabouts. Written consent must be obtained and kept and the office informed.

Please see Staff Duty Rota for Supervisory Duties.

### **Benson Buddies Wrap Around Club**

KS1 children who are booked into B.B. Club will be collected from their classrooms and escorted to the club.

KS2 children are permitted to make their own way to B.B. Club

### **After School Activity Club**

Lead Person to maintain a register of pupils attending - children are expected to attend weekly and teachers must be notified of any absence either by phone or letter.

All clubs are to be dismissed from the main entrance, teachers to accompany children to the entrance and wait there until all children are collected.

### **Visitors to the school**

We aim to create an environment that is pleasant and safe for all users. We will not tolerate abusive, threatening or violent behaviour. Any reports of such incidents will be investigated by a member of the senior management team.

Serious offences or persistent offenders can and will be banned from the school grounds. Whilst on the school grounds parents are responsible for the behaviour of their children and will be expected to enforce the rules of the school.

## 2. First Aid

### Assessment of Needs

An assessment of first aid needs has been carried out and has identified that the following numbers of trained staff is required:-

Emergency or Paediatric First Aid Qualified	The vast Majority of all staff to be trained to this level every three years.
Two day Paediatric First Aid Qualified	Minimum of 3 (New Ofsted regulations will require all staff in the EYFS area to obtain the Paediatric First Aid Certificate.)

### First Aid Coordinator

Head Teacher is responsible for overseeing the arrangements for first aid with the school and is assisted by the Office Manager. The First Aid Coordinator's duties include ensuring that:-

- First Aid equipment is available at strategic points in the school
  - First Aid Station – Years 2,3,& 4 Main Corridor
  - First Aid Station – Years 5 & 6 Work Area
  - First Aid Station - Years R & 1 Work Area
  - Accessible toilet and First Aid Room
- A sufficient number of personnel are trained in first aid procedures
  - See Staff Training/Compliance list of qualified first aiders.
- First Aid qualifications are, and remain, current.

This person will also regularly check first aid logs for indications of recurrent or frequently reported types of injury.

### First Aiders

The school's first aiders will provide first aid treatment for anyone injured on site during the school day. They will also provide, as appropriate, first aid cover for:-

- Educational Trips and visits
- Extra-curricular activities organised by the school (e.g. sports events, after school clubs, parents' evenings, school organised fund raising events etc.)

First aid cover is not provided for:-

- Contractors
- Events organised by third parties

First Aiders are responsible for ensuring that First Aid Logs are completed for all treatment given and that the necessary details are supplied for the reporting of accidents (see Reporting of Accidents section)

### Treatment of Injuries

The school will rely on the knowledge and experience of its trained first aiders in order to administer appropriate treatment to injured persons.

In emergency situations the first aider will call (or instruct another member of staff to call) 999 and request that an ambulance and paramedics attend.

Where there is any doubt about the appropriate course of action the first aider will be expected to consult with the Health Service Helpline and, in the case of student injuries, with the parents or legal guardian.

### Suspected Head, Neck and Spinal Injuries to Students

In the event of a suspected head, neck or spinal injury to a student it is the policy of this school in addition to the normal first aid procedures, that the student's parent/guardian is contacted and informed of the injury.

The attending first aider, in consultation with the parent/guardian, will decide the appropriate course of action in each case. The first aider will ensure that treatment is not delayed by difficulties in contacting the parent/guardian.

In any case where there is any doubt about the student's wellbeing, the first aider is expected to contact the Health Service Helpline for advice or phone for an ambulance as appropriate.

Health Service Helpline 111



## **Other Significant Injuries**

Any other serious injury will be notified to the parents/guardians by the quickest means possible (normally by phone).

In addition to the procedures above the school will notify parents/guardians of any other significant injury by way of:-

- *A telephone call*
- *A form*

Records of notification by telephone to parent/guardians will be kept in the telephone call log book. Copies of written notification are kept in the first aid log book.

## **Escorting Pupils to Hospital**

When it is necessary for a student to be taken to hospital they will be accompanied by a member of staff – unless the student's parent/guardian is in attendance. The member of staff will stay with the student until a parent/guardian arrives and responsibility is transferred.

Health and Safety Supervisor to report all serious injuries through AssessNet and carry out an investigation as to the cause and assess safe working practices.

All injuries of staff and serious injuries to children where hospitalisation was the following result must be reported to Mike Williams H & S Supervisor

## **3. Medicines**

### **Medicine in school**

The school recognises that some students will, at some point, require medication during the school day or on school organised activities. The school follows the Department for Education's guidance on managing medicines in schools and early year's settings:-

This school will dispense medication to students as long as

- It is prescription medication which has been prescribed by a medical practitioner with written instructions for its use;

The school does not keep or dispense any other medication.

For additional information refer to **Supporting pupils with medical conditions policy**

### **Dispensing Medicine**

All requests for the dispensing of medication must be accompanied by a consent form completed, signed and dated by the student's parent or guardian.

Teaching staff are responsible for receiving medicines, checking consent and dose information, checking "use by" dates and dispensing medication.

Teaching assistants will deputise where necessary.

All medication will be kept in a secure location:

Locked medicine cabinets are available at First Aid Stations. Keys are available from Teaching Assistants. If refrigeration is required medicines must be kept in the staffroom fridge.

Medication may only be dispensed by Teachers or Teaching Assistants. A record will be kept of all medication dispensed. Medication logs will be available in all year groups and must be checked before dispensing medication (to prevent accidental "double-dosing"). Logs will be completed and signed by the member of staff after dispensing medication to a student.

Medication for personal use by members of staff must also be kept in a secure location. Handbags, etc. containing such items must be locked away and not be left in the classroom where students could gain access to them. Staff must not share their medication with any student.

### **Self-Management of Medication**

Self medication is not permitted unless previously agreed with school. Pupils will be permitted to self medicate with prescribed inhalers for the treatment of asthma. Inhalers & Epipens will be stored in accessible cupboards within the child's class. Parents retain responsibility for providing 'in-date' medication.

### **Facilities for Medical Procedures**

First Aid room/areas are available for the administering of treatment/medication.

## 4. Accidents/Incidents

### Reporting Officers

The following members of staff have access and authority to report accidents and incidents:

Head Teacher, Deputy Head Teacher Assistant Head and H & S Supervisor

Staffs are required to report all accidents/incidents to a reporting officer within a reasonable timescale.

Students are required to report all accidents/incidents to a member of staff.

The Reporting Officer will record incidents using the systems below.

### Accident/Incident Reporting Systems

This school records all significant serious accidents and incidents using the Cornwall Council Online Accident Reporting System. AssessNET A significant accident (usually involving hospital treatment)

is:-

Any incident resulting in a serious injury to a member of staff

Any incident resulting in a serious injury to a visiting member of the public

Any incident resulting in a serious injury to a contractor on the school site

Any incident resulting in a serious injury to a student which was (or might be) due to

- The condition or layout of the premises or facilities
- The condition of any equipment in use
- The level (or lack) of supervision
- The level or quality of instruction or training provided

Any “Dangerous Occurrence” as listed in the schedule to the Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR)

Any “Occupational Disease” as listed in RIDDOR.

Any violent incident physical or verbal, involving staff, pupils, parents or visitors.

Further guidance on what should be reported is available through the Online System or the School Messenger website.

The Online Accident Reporting System will automatically forward a report to the Health and Safety Executive where the description of the accident/incident meets the criteria set out in RIDDOR.

Any minor accident/incident which does not meet the above criteria will be recorded on a “Day-Log” which will be kept in the first aid areas.

### Near Misses

Where an incident occurs which could have resulted in an injury – but didn’t – a record will be kept in a Near Miss Log

The Near Miss Log is kept in the Site Teams office by the H & S Supervisor Mike Williams

The Near Miss Log will be reviewed periodically by Site Supervisors in order to identify any areas of concern which may require attention or reporting to all staff to make them aware of the possible dangers.

### Reporting Timescales

	Reporting timescale
Students will report accidents/incidents to a member of staff	Straight away if possible and in any case on the same day as the incident
Staff will report accidents/incidents to a reporting officer	Straight away if possible and in any case on the same day as the incident
Reporting Officers will complete the online report	Usually within 48 hours and in any case within 7 days.

## **Accident/Incident Investigation**

All incident reports will be reviewed by Head Teacher who will decide if an internal investigation is necessary. Investigation reports will be entered onto the Online Accident Reporting System - AssessNET. Significant incidents will be reported to the Health and Safety Governor and Chair of Governors.

All reports submitted via the Online Accident Reporting System AccessNET are reviewed by the Health Safety and Wellbeing Services Team of Cornwall Council.

Health Safety and Wellbeing Services will recommend an independent investigation of the accident/incident if the review indicates a need. The Head Teacher will decide if this investigation takes place.

## **5. Training**

### **Identification of Training Needs**

The school will carry out an evaluation of the health and safety training needs of staff. The Cornwall Council Training Matrix for Schools and Other Educational Establishments will be used as the starting point of this evaluation.

A prioritised plan for delivery of training will be put in place where the evaluation identifies a need.

### **Staff Responsibilities**

Staff must attend health and safety training provided by the school.

## **6. Risk Assessment**

### **Risk Assessment**

The school will seek to identify all activities and situations where there is a likelihood of significant risk. Significant risks will be assessed and controls will be introduced to remove or reduce those risks.

### **Risk Assessment Process**

The school will carry out risk assessments using The schools Risk Management procedures. Sendco and Site Office are responsible for managing the risk assessment process for on-site activities/facilities. Jo Williams SENDco and Michael Williams Site Office are the school's Educational Visits Co-ordinator and have responsibility for overseeing off-site activities/visits. Overnight visits and significant trips away must be signed off by the Head Teacher.

Copies of risk assessments are available H & S Supervisor and on the school's cloud ABB All Staff Team – ABB RISK ASSESSMNETS

### **Staff Responsibilities**

All staff are required to support the risk assessment process.

Staffs identified with responsibility for activities are required to carry out or lead the risk assessment process for those activities.

Department/Faculty Heads are responsible for ensuring that risk assessments have been completed for all activities where there is a significant risk.

### **Safe Working Procedures**

Where appropriate, risk assessments will be used to develop safe working procedures. These safe working procedures will form the basis of the school's normal operating procedures. Copies of safe working procedures are available from Site Office..

## 7. Fire

### Fire Officers

The persons responsible for organising the school's fire precautions are the Site Office team who will deputise when the Fire Officer is not present.

The Fire Officers are responsible for:-

- Arranging a fire evacuation drill at the beginning of the academic year and at least once every term (once per half-term where practical)
- Recording the significant results of the fire evacuation drills
- Ensuring that the Fire Log is kept up-to-date (arranging for alarm tests every week, emergency lighting every month, fire extinguisher checks, etc.)
- Ensuring that a fire risk assessment is carried out and kept up-to-date
- Reporting to the Head Teacher on issues of significance.

### All Staff

All staff are responsible for ensuring that students and visitors evacuate in an orderly and timely fashion in the event of the alarm sounding.

Staffs are also responsible for ensuring that they:-

- Do not store combustible materials in escape routes or against sources of combustion
- Do not leave fire-doors wedged open
- Do not misuse any equipment provided for fire safety
- Report any defect in equipment provided for fire safety
- Report any fire hazard.

### Fire Fighting Equipment

Fire fighting equipment has been positioned at appropriate positions around the site.

In accordance with the Regulatory Reform (Fire Safety) Order a number of staff have been given training in the use of fire fighting equipment:-

Please see Staff Training/Compliance Records of trained Fire Wardens.

### Evacuation and Registration Procedures:

See Fire Evacuation Procedures for Archbishop Benson School.

### FIRE / Emergency Evacuation Procedures

The following sequence should be adopted if a fire starts in school:

1. Raise the Alarm
2. Evacuate the Building
3. Mrs Helen Giblett is responsible for calling the Fire Brigade and meeting them when they arrive on site. In her absence Mrs Carolyn Power or David Galler will assume responsibility, (wear hi-viz vest)
4. Assemble at the Fire Assembly Point in KS2
5. Roll Call
6. Tackle the fire to assist evacuation only –trained Fire Marshals only.
7. Follow all instructions given by the Fire Marshals & Fire Brigade.
8. Do not take risks.
9. Do not re-enter the building until authorised to do so.

### On Discovering a Fire

Anyone who discovers or suspects a fire should raise the alarm by operating the nearest Break Glass Alarm.

### Evacuating the Premises



On hearing the alarm pupils in class should stand, put their chairs under the tables and, when instructed by the teacher or person in charge, they should proceed in single file and in an orderly manner to evacuate their room, using their external classroom doors. Teachers should lead their class to the designated Fire Assembly Point. Class TA's should be the last to leave the room after checking all areas of responsibility (listed below).

Classes should assemble at the designated Fire Assembly Point KS2 playground. Children must remain silent so that any instructions can be easily heard. All SEN TA's to remain with their named child.

Pupils working in the work areas should return to their classroom and join the rest of their class in the evacuation procedure.

#### **Areas of responsibility:**

Site and H & S Supervisors who are very familiar with the building to check for evacuation of all areas has been carried out especially

Those rooms that have been identified as a hazard due to the unsuitable door mechanisms which young children are unable to operate. All staff to ensure children are not left unattended in these areas.

#### **Keys for the shutters are kept on hooks beside the Fire Exit in each Reception Classroom.**

All Special Needs Assistants are to remain with the children they supervise. Pupils receiving one to one support will remain with their designated adult and will evacuate to the nearest assembly point.

#### **Place of Assembly**

KS2 playground

#### **Evacuation Site in and emergency**

Truro Methodist Church

#### **Office Staff, Kitchen Staff and Visitors**

Office Staff are responsible for removing the registers and handing them to the Key Stage Co-ordinators. The signing in register is accessed via school app. Office Staff to ensure that school gates are opened before exiting the building and to remove data back up and collect a lap top

School Catering Manager is responsible for operating the Gas Stop button on exit.

#### **Contingency Plan**

All numbers referred to below are to be available from the HT, Dep HT & Site Supervisors (mobiles & keys to be taken out in the event of any evacuation).

Truro Methodist – 01872 262907 Cornwall Council 0300 123 4101

In the event that a quick return to the building is prohibited, all children will be escorted to the Truro Methodist Church where they will remain until collection can be arranged. The Head Teacher is responsible for informing the Chair of Governors that the school has to close, Cornwall County Council need to be informed prior to parents being contacted. Parental Contact numbers will be obtained from Helen Giblett and office staff.

#### **Access for Emergency Services**

It is essential to leave the entrance to the school clear so that the Emergency Services can obtain access. The turn-around area must be kept clear as this is the site of the water hydrant.

#### **Lunchtime Procedures**

If the alarm sounds during the lunch period you should evacuate the building using the nearest Fire Exit doors.

All children should make their way to the KS2 playground Fire Assembly Point. By a suitable route that takes them away from the sides of the school building.

Available teaching staff should assist in the evacuation process of the hall and make their way, with the children, to their Fire Assembly Point – using the safest, shortest external route.

Children who are outside should walk quietly to the Assembly Point where their teachers will meet them.

## **Key Stage 1 – Staff duties**

Dining hall supervisors will remain in hall until all children are evacuated and then they should make their way out of the building, checking the Library, Rainbow room and disabled/staff toilets on their way. The lunchtime supervisor on first aid duty should check toilets before leaving the building.

## **Key Stage 2 – Staff duties**

Dining hall supervisors will remain in the hall until the evacuation is complete. The KS2 assistant on first aid duty will check the ICT, and sensory room before leaving the building via the top work area, checking the toilets on route. Supervisors patrolling the lower area will check the work area and toilets before making her way to the assembly point. Teaching staff will meet the children at the designated Fire Assembly Point. See attached Lunchtime Supervisory Rotas.

## **8 Electricity**

### **School Owned Portable Appliances**

The school will undertake to inspect and test all its portable electrical appliances by a competent person on an annual basis for classrooms and every 3/ 4 years for administration equipment. Full electrical survey carried out every five years.

Tests will be carried out by suitable qualified PAT testing Company.

All test Certificates will be kept on H & S shelving for the duration of the life of the appliance.

### **Personal and Privately Owned Portable Appliances**

Personal items of electrical equipment may only be bought into the school by prior agreement.

Equipment must be presented to Site Team for testing prior to use.

All personal items of electrical equipment must only be used in conjunction with a residual current device

Site Office is responsible for keeping an up-to-date inventory of all relevant electrical appliances and for ensuring that all equipment is available for testing.

## **9. The Control of Hazardous Substances**

### **Hazard Assessment**

All substances which may be considered hazardous to health under the Control of Substances Hazardous to Health (COSHH) Regulations have been assessed using Cornwall Council's COSHH Assessment Process.

The exception to this is for substances and preparations used in Science – these substances and preparations are used in accordance with the Hazards provided by the Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS).

A central copy of COSHH assessments is kept in the site office by the H & S Supervisor

### **Staff Responsibilities**

Staff shall not use any hazardous substance without first having read the COSHH Assessment (or Hazard in Science).

Staff shall inform the COSHH Coordinator/site office of any new hazardous substance purchased in order that an assessment can be made prior to use.

### **COSHH Team**

Site Office Team are responsible for ensuring that, before any new substance/chemical is used, a COSHH assessment has been obtained from Cornwall Council.

The Site Office Team are responsible for ensuring that COSHH assessments are seen and understood by those staff who are exposed to the substance/preparation.

The Site Office Team are also responsible for ensuring that any updated COSHH assessments received are seen and understood by those who are exposed to the substance/preparation and that the COSHH file is kept up-to-date.

The Site Office Team are responsible for ensuring that COSHH assessments are also obtained from contractors on site (both regular contracts such as cleaners and caterers and from builders, decorators, flooring specialists, etc.) where persons may be affected by their use on site or the storage of such substances/preparations may need to be controlled.

In addition, any hazardous substances or preparations being used by visiting artists, crafters, etc. must have appropriate COSHH assessments before being used in the school

## 10. Work Equipment

Mrs Helen Giblett is responsible for overseeing the purchase of all work equipment.

All work equipment must be purchased from a reputable supplier for the type of equipment that is required. Before purchase consideration must be given to:-

- The installation requirements
- The suitability for purpose
- The positioning and or the storage of the equipment
- Maintenance requirements (contracts and repairs)
- Training and use of the equipment

Staff must not use new items of work equipment unless appropriate training has been given.

## 11 Personal Protective Equipment

### School Responsibilities

Personal protective equipment (PPE) will be supplied to control hazards only as a last resort – i.e. where the hazard cannot be removed or reduced to an acceptable level of risk by other means.

Where provided the school has a duty to ensure that PPE is used effectively. Managers will be expected to monitor the use of PPE and enforce its use where necessary.

### Assessment of Need

The need for PPE will be determined during the Risk or COSHH Assessment process.

Where identified as necessary PPE will be provided without cost to staff or students.

### Purchase and Storage of PPE

The Site Office will be responsible for the purchase of PPE ensuring that it is of the correct type, is suitable for the purpose and of the correct size to ensure that the fit is comfortable for the wearer and takes account of any health or medical conditions.

In addition the Site Office will ensure that suitable arrangements are in place for the storage, cleaning and replacement of PPE.

### Staff and Student Responsibilities

When issued with PPE; staff and students are required to wear it correctly.

Staff must take all reasonable precautions to ensure that PPE is stored and maintained properly.

## 12 Working Alone

It is recognised that, from time to time, it may be necessary for school staff to work in situations or locations which are remote from other members of staff. This will include staff working in the evenings, weekends or during the holiday in the school on their own.

In such circumstances the school will assess the risk to these individuals and will introduce suitable controls to ensure that all risks are minimised. A copy of the procedures introduced to control these risks will be kept in Safe Working Procedures File.(see attached procedure)

Any staff wishing to work outside normal school hours must have prior agreement/permission from the Head Teacher and Site Office Team.

### School Security

Site Office Team are responsible for the security of the site at the end of the day by ensuring that doors, windows, skylight etc. are secured. They are responsible for carrying out checks of the premises during holiday periods.

**School Staff Responding to Call-Outs (T Sims, M Williams and H Giblett)**

Staff nominated as out-of-hours key holders are sometimes required to attend site following the activation of the alarm. When they are called out they will not know what situation they will find and consequently systems need to be established which reduce the potential for them to be harmed.

It is considered that it is foreseeable that when attending a call out there is a potential for injury due to assault (which is rare) or as the consequence of an accident.

### **Call Out Arrangements**

The school will introduce call out arrangements that will reduce the possibility of injury to staff and which ensure that if an incident occurs support will be provided.

### **Two Persons Attend**

The school has a procedure whereby there are sufficient key holders to ensure that at least two persons will attend site together. The key holders are all staff members.

No member of staff is expected to enter a building where it is believed that there is a significant risk.

A copy of the procedures introduced to control these risks will be kept in the Safe Working Procedures File. Following an event the risk assessment and procedures should be reviewed and further controls implemented if appropriate.

See SWP – Emergency Call Outs

## **13 Violence/Use of Restraint**

Violence is not tolerated in this school. Support and the appropriate sanctions will be taken against the perpetrator of any violence towards staff, students or visitors to this school.

### **Violence towards Staff**

Violence towards staff from other members of staff, visitors or members of the public will be reported to the police.

Violence towards staff from students will be dealt with using the school's internal disciplinary procedures (which may include police involvement where appropriate).

All violent incidents must be logged with the reporting officer (Helen Teacher). All violent incidents will be recorded using the on-line reporting procedures.

### **Violence towards Visitors**

Violence towards visitors will be reported to the police.

### **Violence towards Students**

Violence between students will normally be dealt with using the internal disciplinary procedures (which may include police involvement where appropriate).

Violence towards students from staff, visitors or members of the public will be reported to the police.

**Staff are advised that all violent incidents, physical or verbal must be recorded in the school's violent incident log as well as CPOMS.**

### **Responsible Person**

The Head Teacher is responsible for ensuring that all:-

- Staff are aware of the policy and procedures for dealing with violent incidents
- Staff have received instruction in procedures/techniques for avoiding violence at work
- Staff are aware of the procedures for reporting violent incidents
- Incidents of physical and verbal abuse are recorded using the Online Accident Reporting System

### **Team Teach**

Team Teach is a training package for staff utilising de-escalation and positive handling strategies to support a child when they are in a crisis situation. Check the Staff Training/Compliance graph for list of qualified Team Teach Staff..

A specific policy and procedure aimed at the control of students has been adopted.

See Physical Intervention and Restraint Policy for further information



## 14 Use of School Grounds/Gardens and Recreation Areas

The school has created a wildlife pond garden which is available for classes to use under the strict supervision of a teacher. This area is protected by a high fence and locked gate. To gain access to the pond garden staff must first familiarise themselves with all Safe Working Procedures. The key must be signed for and returned to the Site Office at the end of your visit.

The Sacred Place has been provided for quiet recreation and staffs are reminded that pupils using this area must not be permitted to run or climb over the seating.

The Vegetable garden/greenhouse is to be used under strict supervision. Correct footwear and clothing must be worn. Children to be instructed in the safe use of all tools.

**All staff are responsible for ensuring the safe and correct use of the above areas and should report any damages immediately.**

## 15 DSE

### *Are you sitting comfortably? Ideal seated position for DSE work*

1. The seat back rest should be adjusted so you are sitting upright
2. Good lumbar support should be achieved (i.e. the lower back should be supported)
3. Seat height should be adjusted to achieve 4 – 7 below
4. There should be no excess pressure on the underside of your thighs and back of knees
5. There should be room under the desk to allow changes in posture (no obstacles)
6. Forearms should be horizontal and elbows approximately at right angles
7. There should be minimal bending of the wrists and hands, they should be horizontal
8. Screen height and angle should be adjusted to allow a comfortable head position with the neck and head straight
9. Ensure there is space in front of the keyboard to support your hands/wrists during pauses in keying. A mouse mat incorporating a gel wrist rest can be helpful
10. A foot support should be provided if your feet do not now touch the ground
11. If seat arm-rests are provided these should not prevent you from pushing your chair under the desk or should be adjustable in height

### **Remember to take regular “microbreaks” away from your screen**

- this should be every 20 – 30 minutes.

Divide your work space into three zones:

- **Usual work zone** - This is the area of work surface that can be reached with the upper arms relaxed and close to the side of your body with elbows bent at around 90°. Items which are used for long periods, which require high speed and accuracy or whose use is of high importance should be placed within this area.
- **Occasional work zone** - This is the region that can be reached with the arms outstretched, but without leaning forwards and should be reserved for less frequently used items that you don't need it all the time.
- **Non-working zone** - outside arm's reach and there is a need to lean forwards to reach items. Use this zone for infrequently used items.

Staff should report any matters relating to DSE to the H & S Supervisor

## 1.0 AIMS OF THE SCHOOL

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To provide a wide variety of activities, visits and special events which enrich children's learning
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

## 2.0 POLICY STATEMENT

Archbishop Benson CE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This Tackling Extremism and Radicalisation Policy sets out our values, beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

## 3.0 LINKS TO OTHER POLICIES

3.1 This Tackling Extremism and Radicalisation Policy links to, and should be read with, the following school policies;

- Child Protection and Safeguarding Policy
- Equality & Diversity Policy
- Anti-Bullying Policy
- Behaviour for Learning Policy
- British Values Policy
- E-Safety Policy.

3.2 The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- The Prevent Duty DfE June 2015
- Promoting fundamental British values as part of SMSC in schools DfE Nov 2014
- Working Together to Safeguard Children HM Gov 2015
- Keeping Children safe in Education DfE 2014

## 4.0 RATIONALE AND PRINCIPLES

4.1 This Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

4.2 The main aim of this policy is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4.3 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff (working with partner services like the Education Welfare Service, and the Behaviour Support Service) will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

## 5.0 DEFINITIONS AND INDICATORS

5.1 **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.

5.2 **EXTREMISM** is defined as the holding of extreme political or religious views.

### 5.3 Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### 5.4 Recognising Extremism

Early indicators of radicalisation or extremism will generally coincide with an increase in prejudice-related incidents committed by that person – these may include;

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Archbishop Benson School has updated procedures for dealing with prejudicial behaviour, as outlined in our Behaviour for Learning Policy and Equality & Diversity Policy.

## 6.0 PROCEDURES FOR TRACKING CONCERNS & MAKING REFERRALS

### The SW Channel Threshold

*“Any person who is susceptible to radicalisation through a range of social, personal and environmental factors that may lead to that person demonstrating or exhibiting violent extremist behaviour. This will also include violent domestic extremism.”*

6.1 Although serious incidents involving radicalisation have not occurred at Archbishop Benson CE Primary School to date, we do, like other primary schools, see our pupils demonstrate occasional anti-social, prejudiced and/or intimidating behaviours (see Appendix 1). It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels.

6.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, to intervene and to ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

In line with reporting concerns for all other areas of safeguarding, staff are fully briefed as to what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views (see Appendix 2).

6.3 The Head Teacher & Pastoral Support Coordinator are both trained as the Designated Safeguarding Lead & Deputy Designated Safeguarding Lead respectively and will deal swiftly with any concerns reported by staff and will initiate a Prevent Pupil Tracking Form where appropriate.

6.4 The Head Teacher (DSL) & Pastoral Support Coordinator (DDSL), with input from the SLT, will discuss the most appropriate course of action on a case-by-case basis and will decide if/when a referral to external agencies is needed (see Appendix 3– Dealing with referrals). The Head Teacher (or the DHT/AHT)) & Pastoral Support Coordinator (DDSL are the leaders for making referrals relating to extremism and radicalisation. In the unlikely event that these senior leaders are not available, all staff know the channels by which to make referrals as displayed on the Safeguarding Board in the staffroom (see Appendix 7)

6.5 As with any child protection referral, staff will be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and the contact details to do this are displayed the Safeguarding Board in the staffroom.



## **7.0 ROLES & RESPONSIBILITIES**

### **7.1 Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person; Julian Roberts, our Safeguarding Governor, who will liaise with the Head Teacher and other staff about issues to do with protecting children from radicalisation.

### **7.2 Role of the Head Teacher**

It is the role of the Head Teacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation.

### **7.3 Role of DSL (Designated Safeguarding Lead) & SPOC (single point of contact)**

It is the role of the DSL (& SPOC) to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- maintain and apply a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- monitor the effect in practice of the school's RE and PSHE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- raise awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- act as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- attend Channel meetings as necessary and carry out any actions as agreed;
- share any relevant additional information in a timely manner with appropriate personnel and/or local agencies.
- report to the governing body on these matters.

### **7.4 Role of Staff**

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns.

## **8.0 THE ROLE OF THE CURRICULUM**

Our curriculum is "broad and balanced" in accordance with Ofsted guidance. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

### **8.1 Whole-school approach (see Appendix 4)**

- It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern, multi-cultural Britain and beyond.
- We will all strive to eradicate the myths and assumptions that can lead to children becoming alienated and disempowered.

- We will ensure that our teaching approaches help our pupils to build resilience to extremism and give our pupils a positive sense of identity through the development of critical thinking skills.
- We will help support any of our pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities
- Our programme of assemblies, dedicated to promoting fundamental British values, will further support a holistic approach to our pupils' ongoing development.
- We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- We will teach and encourage our pupils to respect one another and to respect and tolerate difference, including those of a different faith or no faith.

8.2 As a Church school we are committed to serving our community. Our inclusive practice to open the doors to all in our locality, regardless of faith or culture, means that we welcome pupils, and their families, as unique and important individuals who matter both to God and to the school. Within our Christian values, we equally recognise and celebrate the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role our school plays in promoting the British Values of

- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.
- The rule of law
- Democracy

We recognise that children with low self-esteem are more vulnerable to radicalisation. Through our explicit and inclusive Christian ethos, we set and celebrate high standards and expectations for everyone. We promote our school values in a practical way which nurture our pupils to practice respect, tolerance and compassion in their daily lives

We develop key values, e.g. tolerance, and key life skills, e.g. critical thinking, through:

- our RE syllabus
- Our SMSC Development programme
- Our PSHE Framework
- Our Worship & Assemblies programme

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

8.4 We are dedicated to protecting our pupils by engaging them in activities which help them to be more resilient to radical influences.

The following exercises are examples of our overall strategy to encourage tolerance and moderation of views in all children and to prevent radicalisation through learning

### **Exercise 1: Similarities and Differences**

This exercise can be carried out in a classroom environment where children are instructed to walk carefully; otherwise, it is appropriate during a physical education or outdoor lesson where children can be encouraged to run to the various stations.

Two or three stations should be clearly marked and all children should stand in a central group. Options should then be called out enabling children to move to the different stations based on similarities. For example, children can be told to move to station one if they have blue eyes, station two if they have green eyes and station three if they have brown eyes. Care should be taken to ensure that no children are left out or repeatedly isolated, and a range of trivial and more meaningful categories should be called. The purpose of the exercise is to reinforce the wide range of similarities different groups have, some of which are important to people's sense of identity and some of which are not.

Examples of different categories could include:

- Everyone with a brother.
- Everyone with a sister.
- Everyone who enjoys eating sweets.
- Everyone whose family celebrates a religious day.
- Everyone who can speak more than one language.
- Everyone wearing shoes.
- Everyone whose family attends a place of worship.

The different groupings should be discussed at the end of the lesson with a focus on the fact that all people have similarities and differences, and that it is a positive thing that we are all unique.

### **Exercise 2: Similarities and Differences**

Children should move into pairs and then be asked to identify two visible and two ‘secret’ things that they have in common with their partner.

Examples of visible things they have in common could be that they both have two hands, blue eyes, are wearing a school uniform, have their hair in a ponytail, etc. Examples of ‘secret’ things they have in common might include the fact that they both have a sister, enjoy reading, like pets, ate cereal for breakfast, etc.

Wider discussion should then be opened with the class. Children should be asked whether they were surprised by the things they had in common with each other, what makes people similar, what makes people different and why it’s important that we are kind and respectful of people’s similarities and differences.

### **Exercise 3: Communities**

This exercise should focus on the different communities in the classroom. A map of the local area should be used to mark important places which children in the class attend, for example, religious buildings, the park, the school, etc. The class should then discuss why different areas are important to different people.

A world map should also be used for children to point out where they were born, where they have been on holiday, where their mothers/fathers/grandparents/cousins are from, what countries are important to them and why.

A discussion should then be opened about how people from different places are similar to one another and how they are different. As always, a focus on the importance of being kind and respectful of other’s differences and similarities should be reinforced.

## **9.0 STAFF TRAINING**

Through INSET opportunities in school (see Appendix 5), we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

This information also forms part of induction safeguarding training. Staff are updated, as necessary, in weekly briefings.

## **10.0 EXTERNAL AGENCIES VISITORS AND THE USE OF SCHOOL PREMISES (see Visitor & Visiting Speakers Agreement Policy)**

10.1 If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. (see Visitor Policy –Appendix 1). Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

10.2 We will assess the suitability and effectiveness of input from external agencies or individuals (see Appendix ) to ensure that:

- Any messages communicated to students support fundamental British Values
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students

10.3 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.

10.4 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

### **11.0 RISK REDUCTION**

The school governors, the Headteacher and the Senior Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk.

- We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2016)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers
- Risk assessment may include consideration of the school's RE and PSHE curriculum, SEND policy, assembly policy, E Safety policy, visiting speakers, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the governing body, the local authority and the local safeguarding children board.

### **12.0 MONITORING & REVIEW**

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead. This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.



## **Appendix 1 Risk indicators of radicalisation and/or extremism**

### **Indicators of an identity crisis:**

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

### **Indicators of a personal crisis:**

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identify, faith and belonging

### **Indicators of vulnerability through personal circumstances:**

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

### **Indicators of vulnerability through unmet aspirations:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

### **Other indicators:**

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting

## **Appendix 2: Guidance on making a judgement**

**When making a judgement, staff will ask themselves the following questions:**

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

**Critical indicators include where the child is:**

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations .Making significant changes to their appearance and/or behaviour

### **Appendix 3 – Dealing with referrals**

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the Headteacher (DSL) or Pastoral Support Coordinator (DDSL)
- All incidents will be fully investigated and recorded in line with the Behaviour for Learning Policy. All behaviours causing concerns will be tracked, where appropriate.
- Parents/carers will be contacted at an early stage and any incident or behaviour(s) will be discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident(s) or behaviour(s) is serious enough to warrant further action. This may include the initiation of a Prevent Pupil Tracking Form. All records will be kept in line with procedures for any other safeguarding incident. A note of any such meeting will be kept alongside the initial referral in the individual pupil's personal record.
- The Headteacher (DSL) or Pastoral Support Coordinator (DDSL) will follow-up any further tracking/monitoring for a period of four weeks after the incident or behaviour causing concern to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to the Cornwall MARU 0300 1231 116 and the Cornwall Prevent Team 01392 452 555
- In the event of a referral relating to serious and immediate concerns about potential radicalisation or extremism, the school will also contact Devon and Cornwall Police Prevent Team

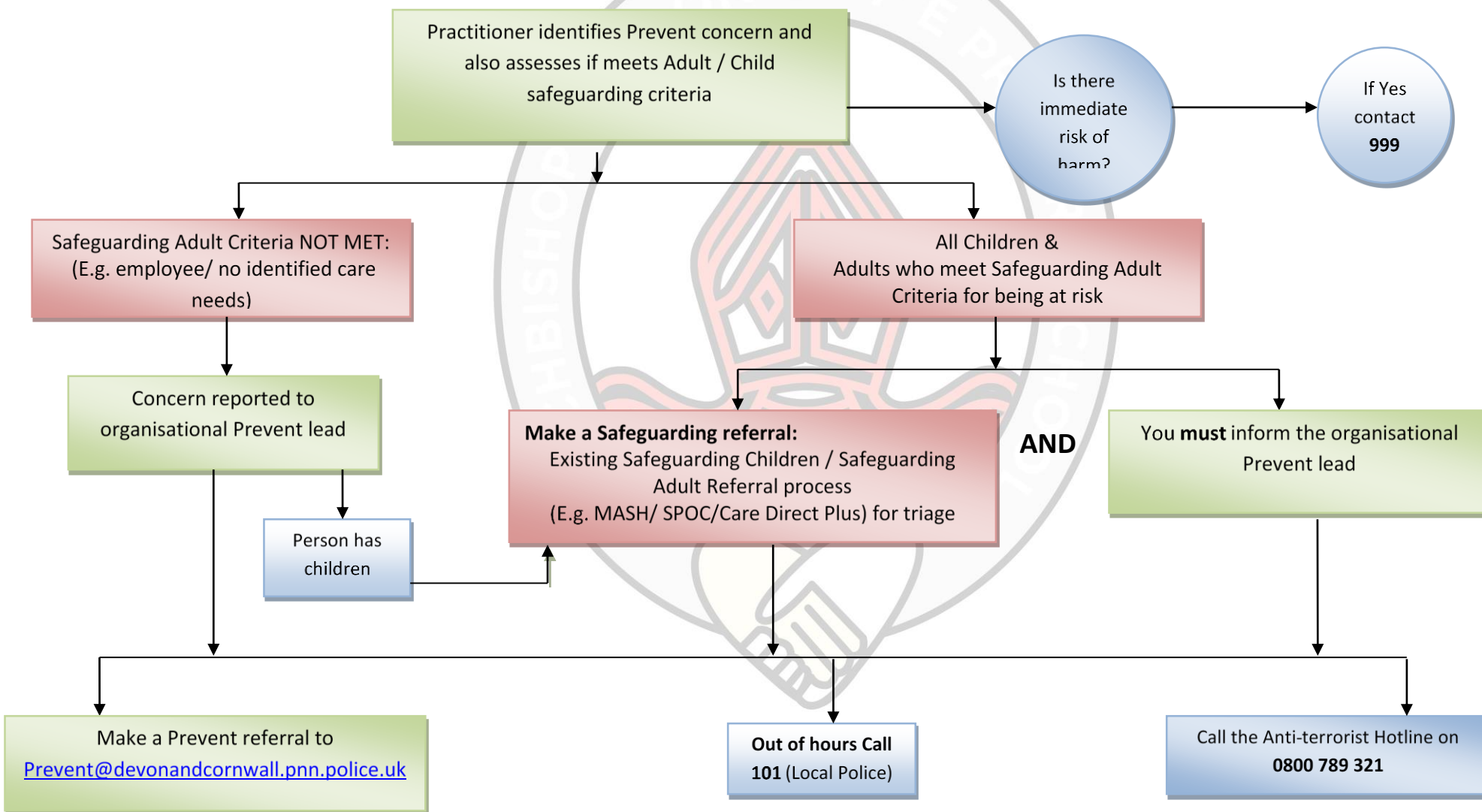
<b>APPENDIX 4</b>	<b>Whole-school approach to building resilience to extremism</b> <b>"Key Ingredients" for successful teaching in the context of 'push' and 'pull' factors</b>	
<p><b>'PUSH FACTORS</b> - factors that push an individual/make an individual vulnerable to extremist messages</p> <p><i>Lack of excitement, frustration</i></p> <p><i>Lack of sense of achievement - seen as significant 'lack of purpose'// confidence in the future, life goals</i></p> <p><i>Lack of an outlet for views</i></p> <p><i>Gaps in knowledge or understanding of Islam - both young people and their parents</i></p> <p><i>Sense of injustice</i></p> <p><i>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)</i></p> <p><i>Exclusion - lack of belonging to peer or community networks, associations etc</i></p> <p><i>Below the line: factors that are out of scope of this study</i></p>	<p style="text-align: center;"><b>KEY INGREDIENTS</b></p> <p><b>Teacher confidence</b> Understanding that teachers' existing teaching skills and methods are the most effective approach. Staff who are more confident in their teaching abilities tend to perform much better even though they may have not received specialist training</p> <p><b>Teacher attitudes and behaviours</b> Awareness that you have a role to play Being open &amp; approachable to children Commitment to social justice Having a school/class ethos that acknowledges the existence of controversial issues Willingness to admit what you don't know but can find out more together Willingness to turn to others for help when you don't know about something</p> <p><b>Specific knowledge:</b> Understanding other cultures and religions as well as alternative values and beliefs Knowledge of an alternative values framework</p> <p><b>Teaching practice/pedagogy:</b> Boosting regular critical thinking- seeing through bias, stereotypes, propaganda, singular messages Using world events as learning opportunities Linking school work to the wider community Helping to see multiple perspectives Using multiple resources/methods Embedding or sustaining dialogue following school/class events or enrichment Enabling students to tackle difficult issues Drawing evidence from across the curriculum using themes from areas like Humanities to present alternative perspectives &amp; points of view Helping young people become aware of, and comfortable with, multiple personal identity</p>	<p><b>PULL FACTORS</b> - factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters)</p> <p>Network/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps.</p>
<p><i>Disaffection with wider societal issues</i></p> <p><i>Disruptive home life</i></p>	<p><b>Other factors</b> Support from senior leaders Pupil support processes</p>	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities</p> <p>Sense of purpose in life</p>



## Appendix 5

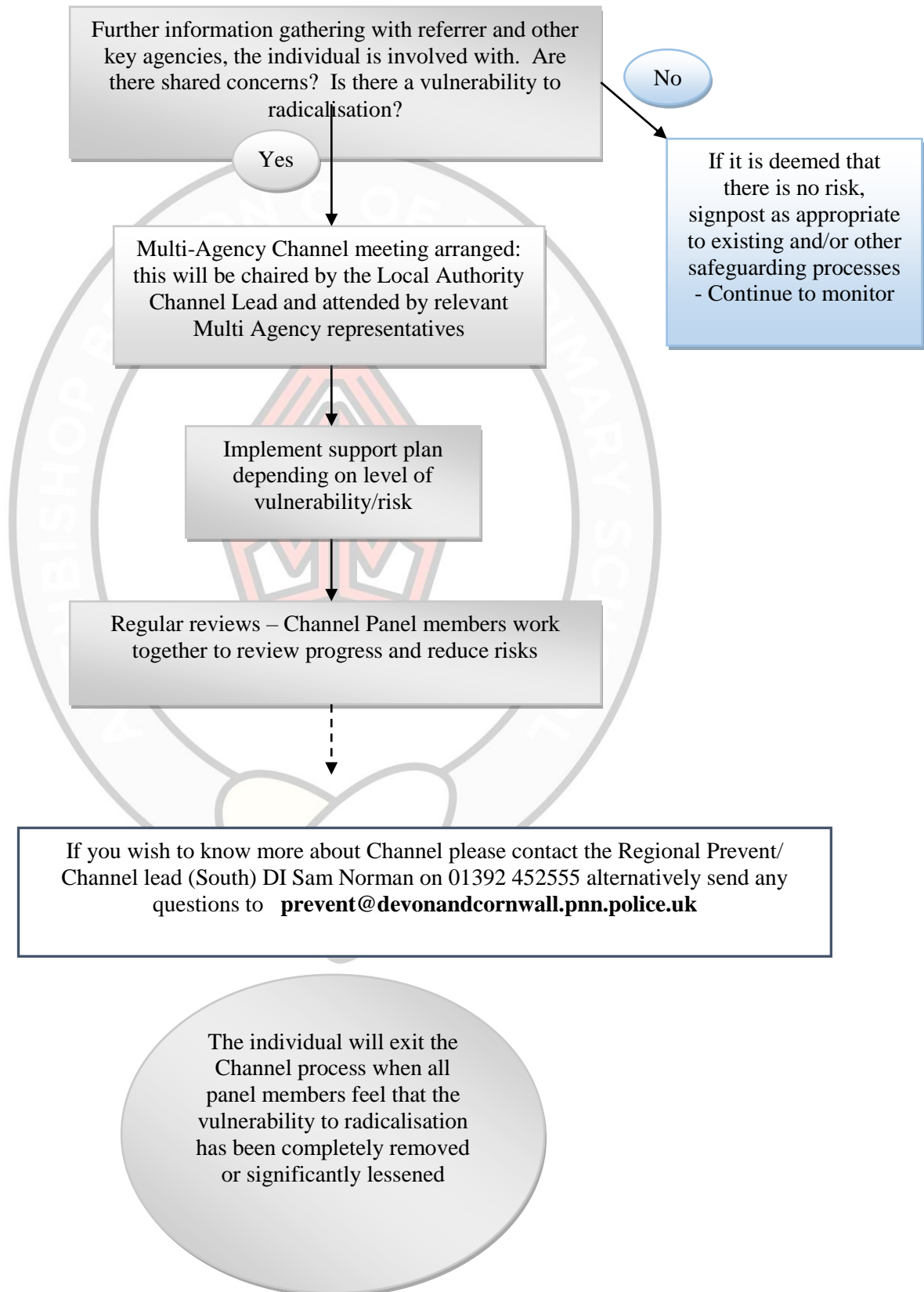
Staff Safeguarding Training Type of Training	Delivered by	Delivered to	When and at what frequency
WRAP (Workshop to Raise Awareness of Prevent)	Cornwall Prevent Lead Officer	All staff, governors, office staff, site management and dinner supervisors	Every Two years. Certificates held in school
Safer Recruitment Training	Services for Education in Partnership with Cornwall Council	All SLT and all governors	Refreshed on 3 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training	Services for Education in Partnership with Cornwall Council	All SLT and designated governors for child protection	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training - (Dissemination)	SLT	All staff, governors, office staff, site management and dinner supervisors	Repeated for all staff during first half of Autumn half term each academic year and ongoing in weekly year group and iNSET meeting
Tackling Homophobia in Schools	Stonewall	All staff, governors, office staff, site management and dinner supervisors	Each academic year
Tackling Domestic Violence	Safer Cornwall	All staff, office staff, site management and dinner supervisors	Each academic year
Tackling Female Genital Mutilation	Safer Cornwall	All staff, office staff, site management and dinner supervisors	Each academic year

Channel is a multi agency safeguarding process and early intervention strategy aimed at identifying and supporting individuals (including children) vulnerable to the recruitment of violent extremism. It must be noted this includes all forms of extremism. It is a mechanism for ensuring that these individuals are assessed and supported by professionals using statutory safeguarding frameworks and multi-agency partnership working. Below is a flowchart which illustrates how to refer a concern of this nature.



## Appendix: 7 The Channel Referral Process

Once a referral has been made and it meets the Channel criteria, the individual/group become part of the Channel process, the Police will carry out the below process with the support of multi agency partners working to the relevant Local Authority Lead. This process takes place in order to identify the level of risk and an appropriate support plan where necessary.



<b>Policy monitored by</b>	<b>FGB</b>
<b>Date of adoption/last re-adoption</b>	<b>18.12.2018</b>
<b>Date of reviews</b>	<b>September 2020 2021</b>
<b>Date of next review</b>	<b>September 2022</b>





