



Safeguarding Policy: IOWSS P1.1

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Policy Links:

- Health and Safety policy
- Behaviour policy
- Policy for race equality and cultural diversity

Signed

..... Date 30/08/2017.....

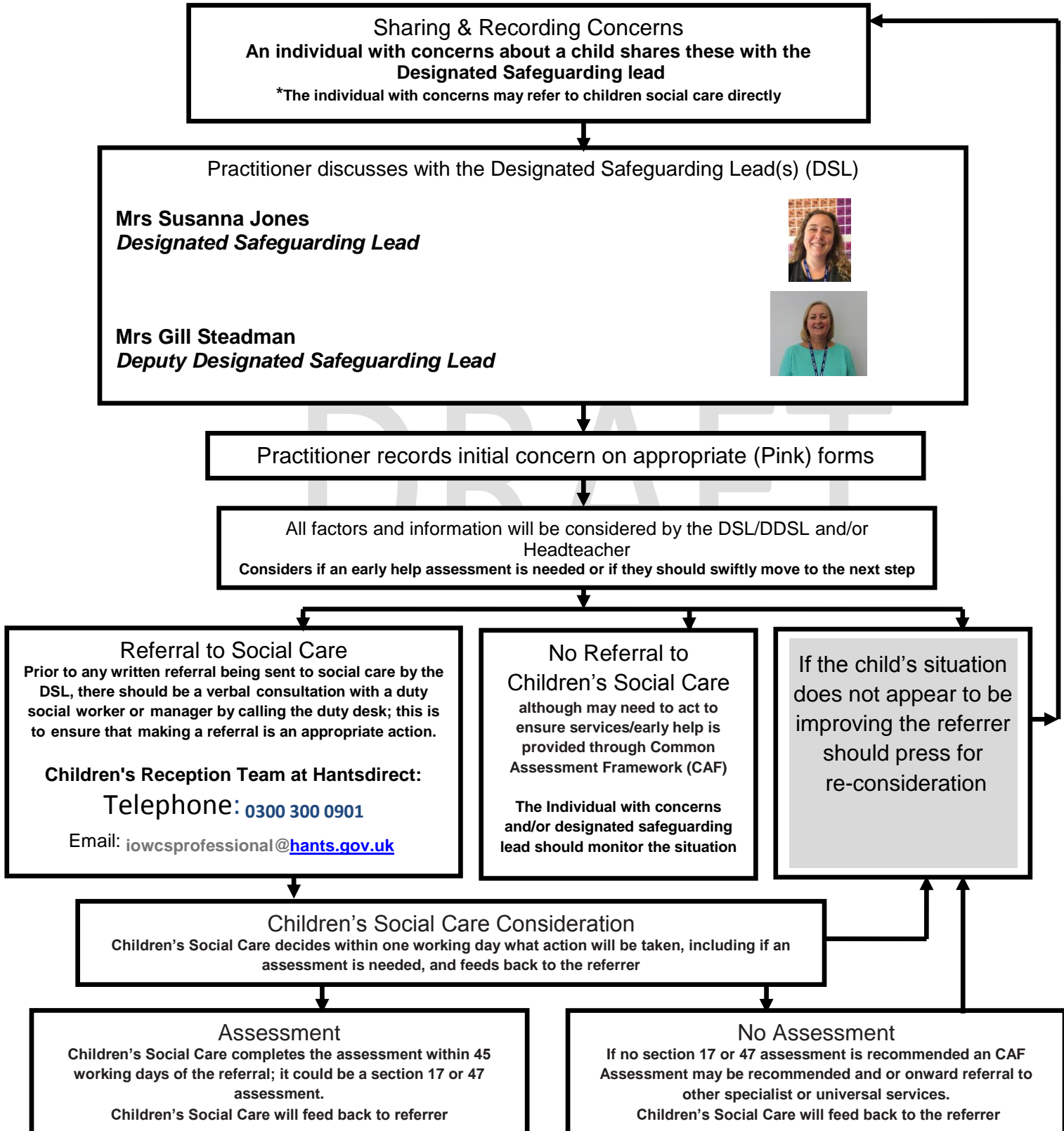
Richard White
Headteacher

..... Date 30/08/2017.....

Kevin George
Chair of Governors

The Isle of Wight Studio School

WHAT TO DO IF YOU HAVE CONCERNS ABOUT A CHILD



The purpose of the policy is to ensure that Safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the children.

**Designated Safeguarding Lead (DSL):
Second Named person:
The Named Governor:
Second Named Governor:**

**Mrs Jones
Mrs Steadman
Mr Archer**

1. Introduction

The governors and staff of the Isle of Wight Studio School fully recognise the contribution it makes to safeguarding children. We recognise that all staff have a full and active part to play in protecting our students from harm.

All Staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

This policy has been written alongside the national Safeguarding Procedures covered by key duties:-

- Via regulations made in Education Act 2002 section 175 duty to safeguard and promote welfare and regulations
- Regulations 2010 as amended by SI 2012/2962
- Education Regulations 2011
- Working Together to Safeguard Children 2017
- Keeping children safe in education 2016

Updated key guidance and advice

- HM Government (2015) What to do if you're worried a child is being abused
- HM Government (2015) Information sharing
- HM Government (2015) Disqualification under the Childcare Act 2006

1.1 The aims of the policy are:

- To support each child's development in ways that will foster security, confidence and independence
- To raise awareness of both teaching and non-teaching staff of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies especially Social Services and the Police.

- To ensure that all adults within our school who have access to children have been checked as to their suitability.

2. Procedures

Our school procedures for safeguarding children will be in line with the national Safeguarding Procedures. We will ensure that:

- We have a designated safeguarding lead (DSL) who is a member of the Leadership Team
- The DSL undertakes regular training.
- There is a trained L3 Safeguarding member of staff on site at all times.
- At the Isle of Wight Studio School with the agreement of the Isle of Wight council Child Protection Lead the work is undertaken with the assistance of a second named person for Safeguarding.
- All members of staff develop their understanding of signs and indicators of abuse.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding procedures.
- Our procedures will be regularly reviewed and up-dated
- All new members of staff will be given Safeguarding training and they will be given a copy of our Safeguarding procedures as part of their induction into the school.
- All staff adhere to the staff code of conduct, with particular reference to the use of social media.
- All volunteers will be trained in safeguarding procedures.
- All visitors will be required to show photo ID, receive safeguarding notices, and sign to evidence that they have done so. Lanyards will be colour coded to show level of student contact allowed:
 - Red: Photo ID shown, no unsupervised student contact.
 - Green: Photo ID and DBS shown, unsupervised student contact allowed.

3. Responsibilities

3.1 All Staff

- Are accountable for the way they exercise authority, manage risk, use resources and protect students from discrimination and unavoidable harm
- Must be aware of their duty to safeguard children and to protect them from physical and emotional harm
- Refer all concerns/incidences reported to them to the DSL.
- Must be aware that they cannot promise a child to keep a secret
- Have a professional responsibility to share information with other agencies in order to safeguard children.
- Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school
- For all staff knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care:

- Children's reception team at Hantsdirect (professionals line): **0300 300 0901**
- Portsmouth City Multi Agency Safeguarding Hub (MASH): **0845 671 0271 / 023 9268 8793**
- Southampton Multi-agency Safeguarding Hub (MASH): **023 8083 3336**
- Safeguarding concerns about another member of staff in the school should be made directly to the Headteacher.
- Concerns about the Headteacher should be referred to the Chair of Governors
- If any member of staff has any concerns about safeguarding in school including whistle blowing procedures they should raise these with the DSL, Headteacher or the Chair of Governors. If the member of staff is not able to raise these concerns within school they may go to the Isle of Wight Safeguarding Children Board (IOWSCB) or Ofsted at whistleblowing@ofsted.gov.uk.

3.2 Designated Safeguarding Lead

The role of the Designated Safeguarding Lead is to:

- Recognise the signs of abuse
- Know the Safeguarding's procedures
- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2015
- Allow access for children's social care from the host LA and where appropriate from a placing LA, for that authority to conduct, or consider whether to conduct, a section 17 or a section 47 assessment.
- Be able to refer to the appropriate agencies
- Attend up to date Safeguarding training
- Give priority to preparation for Safeguarding Case Conferences and Core Group meetings
- Support colleagues who may be attending Case Conferences, and assist in writing reports
- Ensure information about children on the Safeguarding Plan is handled appropriately
- Ensure that all staff receive training in basic Safeguarding
- All records are kept confidentially and securely and are separate from pupil records
- Ensure information about children on the Safeguarding Plan is passed on to the receiving school, if a child moves.

3.3 Headteacher

The Headteacher is responsible for ensuring the following

- There are Safeguarding, Anti-bullying and Restraint Policies within the school
- Consult with the Designated Officer about any allegation regarding a staff member.
- Speak to parents when necessary

3.4 Governors

Governors need to take responsibility to ensure that:

- The school has a Safeguarding Policy
- They must have regard to Keeping children safe in education statutory guidance for schools and colleges July 2015
- To ensure that all policies, procedures and training at the Isle of Wight Studio School are effective and comply with the law at all times
- They know what to do if an allegation of abuse is made against the Headteacher

- Be aware and take the appropriate advice about conducting a Disciplinary Hearing, if an allegation is made against a member of staff, that results in the need for a Hearing
- Ensure that the schools safeguarding arrangements take into account the procedures and practices of the LA as part of the inter agency safeguarding procedures set up by the Isle of Wight Safeguarding Children Board (IOWSCB)

4. Supporting Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of the children who have been abused or who are at risk of harm
- We recognise that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour
- We recognise that some children who have experienced abuse may in turn abuse others
- We recognise that abuse can be peer on peer as well as involving adults.
- We recognise that, in the home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection.
- We also recognize that children with SEND may be particularly vulnerable and in need of support and protection.

The Isle of Wight Studio School will endeavour to support all of its students through:

1. The curriculum, to encourage self-esteem and self-motivation
2. The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
3. A coherent management of behaviour
4. A consistent approach which recognises and separates the cause of behaviour from that which the child displays
5. Liaison with other professionals and agencies who support children and parents
6. A commitment to develop productive support relationships with parents whenever it is in the child's interest to do so
7. The development and support of responsive and knowledgeable staff group whose role it is to respond appropriately in Safeguarding situations (DSL, deputy DSL, Pastoral Lead, Headteacher, SENDCo)

Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that the appropriate information is forwarded under confidential cover to the student's new school.



5. Partnerships with Parents

- We recognise that it is important that the school has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this.
- We recognise that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk. However, professional curiosity requires that questions may need to be asked.
- Where possible school staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases procedures will be followed in line with the flow chart on the first page of this policy. Parents and carers will be made aware of the policy and relevant procedures via the school website where the policy will be available.

6. Confidentiality

- We recognise that all matters relating to Safeguarding are confidential
- The Headteacher or Designated Safeguarding Lead will disclose any information about a student on a need to know basis only within school.
- The only exception to our confidentiality policy is if a disclosure is made that indicates a pupil may be at risk of harm or being harmed. We are then required by law to share information with other agencies.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep a secret

7. Procedures for Monitoring, Recording and Reporting

- The School policy is that brief notes should be kept at the time of the incident or immediately after with the subsequent completion of a Pink CPFS recording form. The need to be signed and dated. Records may be used in legal proceedings and must be kept accurate and secure. All records should be copied to the Designated Safeguarding Lead and should include factual information rather than assumption or interpretation. These should be recorded on the Pink CPFS recording form. The child's own language should be used to quote rather than a translation.
- Records may be used at a later date to support a referral to an external agency
- Safeguarding records are kept in a locked cabinet with the Designated Safeguarding Lead and then for 25 years once the student has left the Isle of Wight Studio School.
- When a student moves on to a new school any Safeguarding records will be passed on to the Designated Safeguarding Lead at the new school/college. A receipt will be required from the receiving school on receiving the file.

8. Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting
- We will support such staff by providing an opportunity to talk through their anxieties

with the Designated Safeguarding Lead and to seek support as appropriate.

9. Staff Training

- The Designated Safeguarding Lead will undertake Safeguarding training and inter agency working every two years.
- All staff at the Isle of Wight Studio School will undertake Safeguarding training every three years, this will be delivered in school.
- There will be an update for all staff on the first training day of the academic year
- Training sessions will be available every term for new staff or for those needing to update their training
- All staff will receive specific safeguarding training on FGM and PREVENT.
- Regular in house training and updates will be offered via staff meetings and the staff newsletter.
- Governors training will take place every three years and regular updates to governors via the student committee panel.

10. Allegations Against a Member of Staff

- Please see Appendix 1. For the full procedures

11. Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude of actions of colleagues, this must be reported to the Designated Safeguarding Lead immediately.

12. Physical Intervention

- Our full guidance on physical intervention is given in a separate policy: Care and Control Policy.

13. Bullying

- Our policy against bullying is set out in a separate policy: Anti-bullying Policy. It is acknowledged that to allow or condone bullying may lead to consideration under Safeguarding procedures.

14. Racist Incidents

- Our policy on racist incidents is set out in a separate policy: Race Equality and Cultural Diversity Policy. It is acknowledged that repeated racist incidents or a single serious incident may lead to consideration under Safeguarding procedures

15. Prevention

- The Isle of Wight Studio School recognises that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supported friends and an ethos of protection. The school community will therefore:
- Establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to

- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities which equip students with the skills they need to stay safe from harm and to know who they should turn to for help.

16. Health & Safety

- Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our students within the school environment
- Our Trips Policy gives clear guidance for when the children are undertaking school trips or visits within this country and abroad.

17. E – Safety and Acceptable Use

- Our E-safety Policy gives key responsibilities for all stake holders

18. Review and Monitoring

- The policy will be reviewed annually and monitored by the Isle of Wight Studio School governing body.

OVERVIEW AND GOOD PRACTICE

1. Understanding the Basics

Children trust and depend on adults to protect and safeguard them from harm. It is therefore our responsibility as adults who come into contact with children on a daily basis to report any suspicions or evidence of abuse which may have occurred or is occurring to a young person whether it is outside or inside the school.

2. Our Role

- To keep our eyes and ears open
- To report
- To be excellent role models

2.1 **NB:** Identifying and investigating actual child abuse is the responsibility of everybody who comes into contact with children.

2.2 It is important that all staff familiarise themselves with the definitions of child abuse that are given on the following page.

2.3 It must be remembered that:

- Children can suffer from one or a combination of these forms of abuse
- Abuse can take place at home, at school or anywhere where children spend time
- It can happen to children and young people of any age, sex, ethnicity, sexual orientation or disability
- In almost all cases the abuser is someone known (and often trusted) by the child such as a parent, carer, teacher, relative or friend.

DEFINITIONS OF CHILD ABUSE – TYPES OF ABUSE AND NEGLECT

1. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by

inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

2. **Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricated the symptoms of, or deliberately induces, illness in a child.
3. **Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
4. **Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
5. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs



SIGNS AND SYMPTOMS

The following behavioural signs may or may not be indications that abuse has taken place; but possibly should be considered:

1. Physical Signs of Abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body, in places which are not normally exposed to via falls, games etc.
- Injuries which have not received medical attention
- Neglect- under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections, or unexplained tummy pains
- Bruises, burns, bites, fractures etc. which do not have an accidental explanation
- Cuts/scratches/substance abuse

2. Emotional Signs of Abuse

- Changes of regression in mood or behaviour, particularly where a child withdraws or becomes 'clingy'. Also, depression/aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away / stealing / lying

3. Signs of Possible Sexual Abuse and sexual exploitation

Sexual abuse

- Any allegations made by a child concerning Sexual Abuse
- Child with excessive preoccupation with sexual matters, and detailed knowledge of adult sexual behaviour; or who regularly engages in age-appropriate sexual play
- Sexual activity through words, play or drawing
- A child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares; sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia

Sexual exploitation

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or don't take part in education

4. Domestic Violence – categories

- Sexual
- Physical abuse



- Emotional abuse
- Threats
- Other aspects

Disclosures of violence by a student, with or without the involvement of the student in the domestic violence should be referred to the Designated Safeguarding Lead

5. Signs and Symptoms

The following behavioural signs may or may not be indications that domestic violence has taken place; but the possibility should be considered

- Physical injury
- Withdrawal
- Insecure / fear
- Self-harm
- Eating difficulties
- Low self esteem
- Poor social skills
- Difficulties in trusting others
- Sadness / depression
- Aggressive to others
- Feelings of guilt
- Protective of mother / siblings
- Weight loss
- Truancy / running away
- Secretive / silent
- Self-blame / bitterness
- Ability to negotiate difficult situations
- Developmental delays

6. Child Sexual Exploitation and Female Genital Mutilation

6.1 Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious behavior crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to behavior that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

6.2 Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or

may have already taken place, can be found on pages 11 – 12 of the Multi-Agency Practice Guidelines referred to previously. Staff should notify the DSL in order to activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

6.3 Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other service providers to have due regard to the need to prevent people from being drawn into terrorism, "the Prevent duty". The Act requires the LA to have a Channel Panel in place who will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered and appropriate and necessary consent is obtained, arrange for support to be provided for those individuals. The Act requires the Isle of Wight Studio School as a partner of the LA Channel panel to cooperate with the Panel in carrying out its functions and with the police in undertaking the initial assessment as to whether the referral is appropriate. The Isle of Wight Studio School are required to have regard to Keeping Children Safe in Education July 2015 and are listed in the Act as partners of the Panel.

6.4 The Isle of Wight Studio School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

6.5 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The behavior action of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Isle of Wight Studio School is clear that this exploitation and behavior action should be viewed as a safeguarding concern.

6.6 The Isle of Wight Studio School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal rights movements.

6.7 Risk Reduction

The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment will include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

6.8 Response

The Designated Safeguarding Lead will be the lead within the action for safeguarding in relation to protecting individuals from involvement in terrorism.

6.9 When any member of staff has concerns that a student may be at risk of action or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

6.10 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of behavior or action, for example they may address mental health, relationship or drug/alcohol issues.

7. LOOKED AFTER CHILDREN

- 7.1 Governing bodies must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- 7.2 The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.



HOW TO RESPOND IF A CHILD CONFIDES IN YOU

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling' on someone more powerful than they are. Therefore this should be kept in mind: The child may be having to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that you will believe what they say.

There are four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect

1. Be alert
2. Question behaviours
3. Ask for help
4. Refer

Helpful response:

1. **LISTEN** to the child. Allow them to talk freely.
2. **ASK** *'Can you tell me who it was?'* if they won't answer do not push them or offer suggestions.

STOP do not ask any more questions. We are here to gather information in order to make a referral, and not to investigate.
3. **TED** – Allow the child to Tell, Explain and Describe what has happened.
4. **TAKE SERIOUSLY** what the child has said. We should not make judgements about the information given.
5. **AFFIRM** *'I'm glad you've told me. It was right to tell me. You have been brave and strong to tell me'.*
6. **REFER** tell the child you must tell other people who can help. Tell the person responsible for Safeguarding within Haydon School; who will then make a decision whether to refer or not.
7. **PUT IN WRITING** what the child has told you, sign and date it.
8. **NEVER TELL A CHILD THAT YOU WILL KEEP A SECRET THEY TOLD YOU.**
9. **What happens if I am concerned about a child but they have not made a disclosure?**

It might happen that you become worried about a child's behaviour or injuries, but the child says nothing to suggest that he/she is being abused. What to do?

- Be the sort of person a child can talk to
- Be available and be prepared to listen
- Discuss your concerns with the Designated Safeguarding Lead
- Do not rely on someone else to take action

10. What to avoid:

- If a disclosure is made to you: Do not speak to a child on a 1:1 in a closed room. Always ensure that the viewing panels on the door are clear or even better leave the door open.



- Do not allow your shock or distaste to show
- Do not probe for more information than is offered. You must not question the child or attempt to counsel the child
- Do not speculate or make assumptions
- Do not make negative comments about the alleged abuser
- Do not make promises that you cannot keep, such as promising that *'everything will be alright'*
- Do not agree to keep the information a secret
- If a physical injury has occurred do not attempt to carry out an investigation.

Make sure that the child knows that the information will be passed on to the Designated Safeguarding Lead.

11. Your role is:

- Be vigilant
- Report accurately and carefully to the Designated Safeguarding Lead
- Support the child by being caring

12. *There is no more to your role*

13. What happens next?

Once you have reported a concern to the Designated Safeguarding Lead she/he will make a decision if a referral is to be made to an outside agency.

YES:

If this is the case, the Designated Safeguarding Lead will telephone the MASH team, or complete an Inter Agency Referral form and email it immediately to the appropriate agency – usually Children's Social Care. They will decide within one working day what action will be taken, including if an assessment is needed and feed back to the referrer. If a Case Conference is to be held, the Designated Safeguarding Lead may need to ask you for further information on that child or a child that you teach. This form should be returned to the Designated Safeguarding Lead by the end of the day it was received.

An early health assessment may be undertaken by a lead professional. The school may take on this role and work with local services to provide support to the child and family.

The DSL will liaise with other professionals involved in the child's care as appropriate to ensure that the concern has been listened to and actioned. Records of this will be kept in the safeguarding file.

NO:

A brief assessment and discussion with the Designated Safeguarding Lead may reveal that the needs of the child can be met by providing specific support from within the school.

**MEMBERS OF STAFF
AND
SAFEGUARDING**



GUIDELINES ON PRACTICE AND PROCEDURE FOR ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

1. This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or capacity. It also refers to allegations about the Isle of Wight Studio School as an organization rather than a specific person.

- Behaved in a way that has harmed a child, or may harm a child**
- Possibly committed a criminal offence against or related to a child or**
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked closely with children.**

This relates to members of staff who currently work at the Isle of Wight Studio School regardless of whether this is where the alleged abuse took place. Allegations against a teacher who is no longer teaching will be referred to the police.

Staff should declare any cohabitants with child protection convictions by completing the self-declaration form annually, or at the start of their contract of employment.

The LADO will be consulted. Many cases may well not meet the criteria set out above or may do so without warranting consideration of either a police investigation or enquiries by local authority children's services. The school will then follow the procedures outlined below.

- 1.1 Academies are required to act in accordance with the Safeguarding procedures of their Local Education Authority. These guidelines are supplementary to those procedures and are specific to dealing with an allegation made against a member of the staff of the school. The following guidelines therefore should be read in the closest conjunction with the guidance of the Local Authority. Headteachers may also wish to refer to "Working Together to Safeguard Children 2015" issued by DFE. The following guidelines deal specifically with allegations made against a member of staff in the school.**
- 1.2 It is extremely important that the Headteacher ensures that Safeguarding procedures are followed even where the allegation is made against a member of staff whom the Headteacher may know well. It is also important to remind anyone investigating allegations of abuse that an open and inquiring mind must be maintained at all stages of the procedure to its conclusion and in the writing of a report of the investigation undertaken. The report may contain conclusions and recommendations to the Headteacher for further action.**
- 1.3 A member of staff facing an allegation of abuse needs to have confidence that**



anyone investigating an allegation will act with an open mind in a careful measured way when the matter is brought to their attention. The following guidelines are designed to be consistent with principles of natural justice.

2. Procedure for Headteacher Dealing with an Allegation against a Member of Staff

- 2.1 Where an allegation is made against a member of staff there should be an urgent initial assessment by the Headteacher. Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police.

The Designated Officer should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult the police and children's social care services as appropriate.

- 2.2 If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with *Working Together to Safeguard Children 2015*. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behavior.
- 2.3 Parents and carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However where a strategy discussion is required, or police or children social care services need to be involved, the headteacher/DSL should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents and carers.
- 2.4 Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.
- 2.5 The decision to suspend a member of staff is taken by the Headteacher, taking advice from investigating agencies or Human Resources. It is important that allegations of abuse are referred in accordance with Safeguarding procedures because:
- a) The allegations may be made directly to the Police and/or Social Services by parents. This will trigger an initial investigation by the agencies. Failure by the Headteacher to notify the agencies may, therefore, give an unfortunate impression that the school is trying to suppress something.
 - b) Even if the allegation is trivial or untrue, case studies show that children making such disclosures may be referring to abuse perpetrated by someone else. It is, therefore, important to activate the Safeguarding procedures so that the appropriate agency can ascertain whether the child is at risk from people outside the school.
 - c) If there is no substance in the allegation against a member of staff it is in his/her interest that the matter is investigated by an external independent agency.



- 2.6 It is important for the Headteacher to act promptly. It is also important to recognise that establishing whether an allegation warrants further investigation is not to form a view on whether the allegation is to be believed. *It would be difficult to say the allegation did not warrant any further investigation unless it was either trivial or demonstrably false.* In any subsequent investigation all the facts will be aimed at establishing whether the allegation can be substantiated.
- 2.7 The following definitions should be used when determining the outcome of allegations:
- **Substantiated:** there is sufficient evidence to prove the allegation;
 - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - **False:** there is sufficient evidence to disprove the allegation
 - **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- 2.8 Confidentiality should be maintained throughout this stage, in order that any subsequent investigation is not prejudiced.
- 2.9 The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. The provision commenced on 2 October 2012.
- 2.10 Immediately an allegation is made, the Headteacher should initiate as necessary the following action:
- a) obtain a written record of the discussion with the pupil or parent from the member of staff, if other than the Headteacher, to whom the allegation is made. The written record should cover all the points raised by the pupil or parent and should be signed and dated by the Headteacher or member of staff to whom the allegation is made;
 - b) in close consultation with the appropriate agencies referred to above undertake an enquiry as a matter of urgency, to check the practical details of the allegation and to establish the facts. It should only involve making enquiries **of fact** of other staff or other pupils, on a confidential basis. The nature of the enquiries might include, for example:
 - were the child/children and member of staff in contact on that day?
 - were there any witnesses?
 - what were the precise times, dates, locations?
- A written record of all this factual information should be made.



- 2.11 Subsequent investigations must be in accordance with the local authority's Safeguarding procedures. Early action to establish the nature of the allegation and to make an initial assessment of whether it should be investigated will be undertaken by the agencies in such a way that it does not prejudice any such subsequent investigation. There must be no interference with evidence.
- 2.12 The Headteacher, in close consultation with the appropriate agencies referred to in 2.1 above, should decide whether or not it is necessary to suspend the member of staff at this point. Where there is a **confident and unanimous view** that the allegation against the member of staff is demonstrably without foundation,
- the **agencies** will consider whether the child might have been abused by someone else.
 - the **Headteacher** will take no further action under disciplinary or Safeguarding procedures in relation to the specific member of staff,
 - the **Headteacher** will inform the member of staff that no further action is to be taken under disciplinary or Safeguarding procedures. The member of staff may be accompanied by a 'friend', which includes a representative of the member of staff's trade union or professional association.
 - the **Headteacher** may also consider whether informal clear professional advice to the member of staff is appropriate and the form it might take. The Headteacher may also wish to subsequently monitor the situation in order to be satisfied that the advice has been acted upon.
 - the **Headteacher** should inform the Chair of Governors that an allegation was made against a member of staff (the name of the member of staff should not be disclosed at this stage).
- 2.13 Where the view of the agencies, i.e. **the police or Social Services**, is that it is necessary to investigate the allegation further, the Headteacher should refer all information to the agencies with the statutory duties and/or powers to investigate and intervene. Such referral of information will be according to the local authority's Safeguarding procedures made by the Headteacher or the Designated Safeguarding Lead in the school who should then:
- i) inform the member of staff against whom the allegation is made and explain the likely course of action including whether or not the teacher is to be suspended at that stage;
 - ii) inform the Chair of Governors of the allegation and any suspension of the member of staff.

3. Police Involvement

- 3.1 In some cases the police might wish to interview the member of staff against whom the allegation is made before any approach is made by the Headteacher. The police may act independently of the school, particularly where the alleged offence is unconnected with a member of staff's employment. Police officers should be given every assistance with their enquiries but confidentiality about the enquiries maintained in the member of staff's interests.
- 3.2 Where the police are involved, it would not normally be expected that police



interviews would be undertaken on school premises and normally appointments are made for such interviews and these occur at reasonable times.

4. Considering Whether Suspension is Appropriate

4.1 Headteachers should not automatically suspend or recommend suspension of a member of staff against whom an allegation is made. The Headteacher should consult with Human Resources before a decision to suspend is taken.

Suspension may be considered at any stage of an investigation.

4.2 Suspension should not be undertaken without good reason. Circumstances in which suspension occurs include:

- where the allegations are so serious that they could constitute gross misconduct
- where it is necessary for the conduct of the investigation to proceed unimpeded
- where it is considered by the agencies that children could be at risk.

4.3 In all cases where suspension is being considered, the Headteacher should advise the member of staff to seek assistance from his or her union/association.

5. Where No Action is taken to Suspend

5.1 The Headteacher should explain to the member of staff the circumstances, which led to consideration of suspension and further explain any follow-up action, which it is proposed to take. A member of staff may be accompanied by a 'friend'. If the member of staff is a trade union representative then, in accordance with the ACAS Code there should be prior contact with a full time officer or other appropriate representative of the relevant trade union. According to the circumstance of the case, appropriate assistance or advice may be offered to the member of staff. The Headteacher should seek to establish what support, if any, is required by the member of staff. According to circumstances, appropriate counselling services should be considered.

5.2 If a member of staff has not been suspended but the Headteacher still has concerns about aspects of a member of staff's conduct, a full disciplinary investigation should be undertaken before making a decision about further action under disciplinary procedures. Advice about that investigation may be obtained from Human Resources in accordance with the school's disciplinary procedures and guidelines.

6. An Interview to Consider Suspension

6.1 Where suspension of a member of staff is being considered, an interview should be arranged in accordance with the following guidelines. **(see paragraph 4.1 above).**

6.2 A member of staff called to an interview where suspension is a likely outcome should be advised by the Headteacher to seek the advice and assistance of his or her trade union or association. A member of staff who is not a member of a trade union or association may be assisted by a 'friend'.

6.3 The member of staff should be informed at the outset of the interview that an allegation has been made and that, at the conclusion of the interview, suspension



might occur. The member of staff, where accompanied, should be offered the opportunity of a brief meeting with the representative or 'friend' before the interview. It should be made clear however, that the interview is not a formal disciplinary hearing but is for the purpose of putting forward a serious matter which may lead to suspension followed by further investigation. It should also be made clear that any suspension is not of itself a disciplinary action but for the purposes of carrying out the investigation and to protect all the parties positions.

- 6.4 The member of staff should be given as much information as possible about the allegation and about the reasons for the suspension. The member of staff should be given an opportunity to make representations concerning the suspension. An adjournment should be offered to the member of staff prior to response.
- 6.5 If, as a result of the interview, it is considered by the Headteacher that suspension is necessary pending a full investigation of the allegation, the member of staff should be advised that s/he is suspended from duty. Written confirmation of the suspension should be dispatched within one working day, giving reasons for the suspension.

7. Following a Decision to Suspend Pending Investigation

- 7.1 Where a member of staff has been suspended, the Headteacher is advised to inform the Chair of Governors. The Headteacher should report that a member of staff has been suspended pending investigation. No more information than the statement of the suspension should be given since this could prejudice the position of governors in any subsequent hearing or appeal in any disciplinary proceedings that may follow.
- 7.2 The pupil or parent/carer making the allegation should be confidentially informed of the suspension. Where the pupil is under 18, his or her parents should normally be informed, so far as is consistent with the local Safeguarding procedures.
- 7.3 Senior member of staff in the school who need to know of the reason for the suspension should be informed, so far as is necessary, of the particular circumstances.
- 7.4 The Headteacher should take advice about any decision on whether to inform other staff colleagues in the school of the suspension. The Headteacher should also take advice in considering the extent to which it is necessary to make a statement to parents/carers of children in the school, having considered the need to avoid unwelcome publicity.
- 7.5 In certain circumstances, it may be necessary for the Headteacher to provide immediate reassurance to parents/carers and children in the school and there may be a need for information to continue to be provided during the course of an investigation to parents, children and other colleagues. The local Safeguarding Service may be available to help deal with concerns expressed by parents/staff.
- 7.6 The Headteacher should consider carefully, and keep under review, decisions as to who is informed of the suspension and investigation and to what extent confidentiality can or should be maintained, according to the circumstances of a particular case. In a situation where a matter becomes common knowledge or the subject of general gossip, it may be desirable to provide an accurate statement for

public information.

8. Support for the Member of Staff during the Period of Suspension

- 8.1 The suspended member of staff should be given the name of a person in the school as an information contact. The main role of the contact person is to provide information as to the progress of the investigation. Social contact with the member of staff's colleagues and friends at the school should not be precluded except where likely to be prejudicial to the presentation of evidence.
- 8.2 The contact, or another person from the school, should provide the member of staff with information about developments at the school in general, taking account of the needs and wishes of the member of staff to be kept informed.
- 8.3 In some cases, it may be appropriate to ask the member of staff whether welfare counselling or the support of the school's medical adviser would be helpful, or to respond to a request of the member of staff for such further support.

9. Support for Others Concerned

9.1 Consideration should be given to what support may be needed for the child or children making the allegations and their parents. Consideration should also be given to what support may be needed for others at the school, both staff and pupils, according to the circumstances of the alleged abuse.

10. The Investigation

- 10.1 There will be three possible routes for an investigation:
- a) a criminal investigation by the police
 - b) under the LA's Safeguarding procedures
 - c) under the school's staff disciplinary procedures
- 10.2 Any investigation by the police or Safeguarding agencies will take priority over an internal investigation by the school. There should **not** be an internal investigation running alongside a police or Safeguarding agency enquiry. Any such enquiry, if it becomes necessary, should be held in abeyance pending the outcome of the external investigation.

11. Outcome of the Investigation

- 11.1 At the end of the investigation, if there is no action by the police, a meeting should be arranged to inform the member of staff of the next steps. The member of staff may be accompanied or represented by a trade union representative or a 'friend'.
- 11.2 If the outcome is a disciplinary charge, further action will be in accordance with the school's disciplinary procedures. *It may be necessary to carry out an internal investigation prior to a decision about the use of the school's disciplinary procedures. This will depend on the availability and appropriateness of the written report of the evidence from the external investigation. Advice may be sought from Human Resources regarding the need for such an investigation, how that investigation should be conducted and by whom.*
- 11.3 Where it is decided not to proceed with any form of disciplinary action, the suspension should be lifted as soon as possible by the Chair of Governors acting



on behalf of the Governing Body. The Headteacher should meet the member of staff to discuss the member of staff's return to work.

- 11.4 Other than in the event of dismissal, the Headteacher should provide the opportunity for informal counselling. This could be used to give appropriate guidance, support and reassurance and to help rebuild, where necessary, a member of staff's confidence.
- 11.5 On the conclusion of any investigation and/or any related disciplinary proceedings, the child or children who made the allegations and their parents should be informed of the outcome of the proceedings. This should be prior to a member of staff's return to school if s/he has been suspended. In some circumstances, consideration should be given to the broader disclosure of details of the outcome.
- 11.6 Support mentioned in paragraph 9 may also need to continue to be provided to the pupil(s) after the conclusion of the investigation.

12. Records

- 12.1 Documents relating to an investigation, both the external and any internal investigation, should be retained, together with a written record of the outcome of the investigation and, where disciplinary action has been taken, retained on the member of staff's personal and confidential file in accordance with the school's disciplinary procedures. The records should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.
- 12.2 Details of allegations that are found to have been malicious should be removed from personnel records.
- 12.3 If an allegation is determined to be unsubstantiated or malicious, the Designated Officer should refer the matter to the children's social services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is taken against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.
- 12.4 If the member of staff is dismissed, or resigns before a disciplinary process is completed, the head teacher should inform the member of staff about the statutory duty to report the case to The DBS. Advice on the report to the DCSF may be obtained from Human Resources.

13. Allegation against the Headteacher

- 13.1 Where an allegation is against the Headteacher, the Chair of Governors should act in accordance with the guidance given above replacing "Headteacher" with "Chair of Governors".



APPENDIX 1

INTERNAL INVESTIGATION PROCEDURES PRELIMINARY TO CONSIDERING DISCIPLINARY ACTION

An external investigation of an allegation against a member of staff will be carried out in accordance with the procedures set out in the Local Authority's Safeguarding Procedures.

The following guidelines should be followed by any person carrying out an **internal investigation** under the school's disciplinary procedures where it is considered necessary and appropriate as referred to in paragraph **11.2** above.

1. The person investigating may be a senior member of staff in the school, with relevant experience, designated by the Headteacher, or the Headteacher may invite an appropriately qualified and experienced person to conduct the enquiry on behalf of the school.
2. The person investigating should:
 - define areas to be investigated
 - draw up a provisional list of those to be interviewed and a list of topics to be discussed, extended as required during the investigation
 - check corroborative evidence
 - assess the credibility of the pupil/person making the allegation
3. Interviews should be carried out as soon as possible. A statement should be taken from each person, signed and dated. The person carrying out the investigation should have access to assistance as necessary to make the record.
4. A suitable venue and time should be selected to encourage co-operation and the opportunity to be accompanied should be offered. At the beginning of an interview, a general explanation of the purpose of the investigation should be provided.
5. If, at any stage during the investigation new evidence emerges which make a referral necessary under the Safeguarding procedures or to the police, the investigation should be held in abeyance immediately following such a referral. Consideration should also be given as to whether suspension is appropriate in such circumstance.
6. Interviewing the Teacher who is the Subject of an Allegation
 - 6.1 The point at which this occurs will depend upon the nature of the allegation and the investigation process.



- 6.2 The teacher should be informed of his/her rights under the school's disciplinary procedure, including the right to representation.
 - 6.3 The teacher should be informed of the allegation and invited to respond and to make a statement. The teacher has the right either to respond or decline to respond.
 - 6.4 Full notes should be taken of the interview and the teacher invited to read and sign them as a true record at the end of the interview. A copy of the notes will be given to the teacher.
 - 6.5 The teacher should be invited to identify any persons who may have information relevant to the investigation. These names should be added to the list of those to be interviewed.
7. Compiling a report
- 7.1 Once all the relevant persons have been interviewed and all the relevant issues have been explored, the investigation is complete. The details obtained and the statements taken should then be compiled into a report.
 - 7.2 Consideration should again be given as to whether there are matters, which should be referred under local Safeguarding procedures or to the police and whether suspension is appropriate at this stage. If there is such a referral, further proceedings at school level should be held in abeyance.
8. Subsequent Action

The report should then be referred to the Headteacher who in consultation with the Chair of Governors will make a decision on whether further action should be taken, including the possible referral of the report under disciplinary proceedings. At this stage reference should be made to the school's disciplinary procedures.

APPENDIX 2

Cause for Concern: Safeguarding.

Student:	Staff:	Date of disclosure/concern:
Time:	Place:	Additional witnesses:
Please describe disclosure or concern in as much detail as possible:		
Outcome: (please continue overleaf if necessary)		
Signed:	Role:	Date:

APPENDIX 3

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behavior by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to behavior or action through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to identify those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or

region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

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