



London
School of
Jewish
Studies
Since 1855

ITT Child Protection & Safeguarding Policy

DS | 07/2026

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1. Using the child protection and safeguarding policies – an overview

Safeguarding and child protection is **everyone's** responsibility.

Trainees will include postgraduate teaching apprentices for the purpose of this policy.

Trainees who are employed by a school for their training year who have safeguarding concerns about a child in their school need to make use of their school's Designated Safeguarding Lead (DSL) and follow their school's Child Protection and Safeguarding policies as they are members of school staff.

Trainees who are out on placements/ visits at other schools during the year should use the DSL and Child Protection and Safeguarding policies at the school that they are being hosted at if they have concerns about a child. If they are unable to contact the DSL whilst on a placement/ visit, they should seek the advice of a senior member of staff at their school and if they are unable to reach them should contact the LSJS DSLs for assistance in reaching the DSL/ senior team at the school or for advice.

LSJS staff, trustees and volunteers should refer to the wider [LSJS Child Protection and Safeguarding policy](#) rather than this one. The LSJS policy provides advice on contact with/ concerns that they may have regarding children at LSJS (e.g. Bet Limmud programme).

Staff who work in the area of Initial Teacher Training (ITT) with LSJS should refer both to this ITT-specific Child Protection and Safeguarding Policy and to the wider LSJS Child Protection and Safeguarding Policy.

2. Aims

LSJS' ITT department aims to ensure that all those working with children:

- Are aware of their statutory responsibilities for safeguarding children
- Contribute to providing a safe environment in which children can learn
- Understand that they are particularly well placed to observe outward signs of abuse, changes in behaviour, and failure to develop because they have daily contact with children
- Are trained to recognise such safeguarding issues
- Understand how these responsibilities are carried out, taking appropriate action in a timely manner that safeguards and promotes children's welfare

- Are trained to report safeguarding issues
- Maintain a vigilant attitude, where safeguarding is concerned, of 'it could happen here' and 'it could be happening to this child'

3. Key Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. See Appendix 1 for more details/ information on physical abuse, emotional abuse, sexual abuse and the signs of each.

Neglect is a form of abuse and is 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. See Appendix 1 for more details/ information on the signs of neglect.

See Appendix 2 for more information on/ explanations of specific safeguarding issues (e.g. Sexting and FGM).

Children includes everyone under the age of 18.

4. Equality statement/ vulnerable children

All children should have the same protection from harm. Any child may be at risk from harm and may benefit from early help, but some children have an increased risk of abuse or may face additional barriers with respect to recognising or disclosing it. It is important therefore to be particularly alert to the potential risks to and need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan (EHCP))
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child

5. Legislation, statutory guidance, advice and useful references

In order to protect and safeguard the welfare of children, LSJS staff and trainees will act in accordance with the following statutory documents, guidance documents and legislation:

- *Keeping Children Safe in Education (KCSIE)*. Statutory. Updated every September. Statutory guidance on safeguarding children and safer recruitment. All staff and trainees must read at least Part One every year in order to understand and discharge their responsibilities as set out in that section.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- *Working Together to Safeguard Children (WTSC) DfE*. Statutory guidance on inter-agency working to safeguard and promote the welfare of children.
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- *What To Do If You Are Worried a Child Is Being Abused – Advice for Practitioners*. Guidance to help practitioners identify the signs of child abuse and neglect and understand what action to take.
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Staff and trainees are reminded to follow any additional statutory, guidance or advice documents that are not listed here but are published during the course of the year or from time-to-time, even if temporary. For example, specific guidance on safeguarding children during Covid was published and applied throughout the summer of 2020.
- The Children Act 1989 and 2004 amendment, which provides a framework for the care and protection of children
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157), which places a duty on schools to safeguard and promote the welfare of pupils
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (Prevent Duty) and Statutory guidance on the Prevent Duty which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- NB: Staff and trainees are strongly encouraged to undertake the e-learning training on Prevent found at
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

- Anti-Social Behaviour, Crime and Policing Act 2014, which makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry.
- Serious Violence Strategy 2018
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
- Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- Statutory Framework for the Early Years Foundation Stage, which also sets out requirements relating to safeguarding and welfare
- The government's information sharing advice for safeguarding practitioners can be found at <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Guidance from the UK Council for Child Internet Safety on Sexting, for all staff at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf and for DSLs at <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

6. Safer recruitment

LSJS staff are recruited in line with LSJS recruitment procedures. Although the Primary and Secondary Programme Managers are usually accompanied by school staff on their observations of trainees/ unqualified teachers in schools, they both also have an enhanced Disclosure and Barring Service (DBS) certificate.

We will always verify the identity and professional qualifications of the unqualified (UQ) teachers and trainees who take LSJS teacher training courses. Unqualified teachers taking the Assessment Only route and trainees who are unattached to a single school for the year (i.e. SCITT) will show their original documents to the LSJS Academic Registrar and a copy will be kept. Trainees who are attached to a school will show their original documents to the lead school (who will either provide a copy to the LSJS Academic Registrar or will send confirmation that they have seen the documents and kept a copy) and to their own school's HR department.

An enhanced DBS certificate will be obtained for any trainee who will be engaging in regulated activity (see definition below), a separate barred list check if they will start work in regulated activity before the DBS certificate is available and verification that they are not subject to a prohibition order/ disqualified if they are employed to be a teacher.

In the case of salaried trainees and apprentices, the school carries out a DBS check for their trainee/apprentice and undertakes any other checks which are in line with local safeguarding procedures (e.g. contacting the police from another country if a trainee has joined from abroad). A copy of the DBS certificate is kept by the school, and the DBS numbers are passed to the Academic Registrar at LSJS.

The school will also verify the mental and physical fitness of a trainee or apprentice to carry out their responsibilities via a health questionnaire. They will also verify the right of trainees and apprentices to work in the UK and carries out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.

For trainees who are unsalaried or receive a government bursary, the LSJS Academic Registrar will carry out the above checks.

For all teacher training courses and for Assessment Only, trainees are required to complete an application form; the trainee/ UQ teacher's previous employment history is checked for any contradictory/ incomplete information. For teacher training courses references are provided by referees as part of the application process via UCAS/ Apply. For Assessment Only references are sought from the two named referees.

Where a trainee is recruited to a school for their training the recruitment panel should have someone who is safer recruitment trained from the school on the interview panel and be carried out in line with local safeguarding procedures.

There will always be someone from the LSJS ITT provider on the interview panel for teacher training course places.

The Primary Programme Manager and Secondary Programme Manager are both trained in Safer Recruitment for Education.

Regulated activity definition

Regulated activity means a person who will be responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Concerns

LSJS will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where it is believed that:

- The individual has engaged in relevant conduct. See <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#relevant-conduct-in-relation-to-children>
- If the individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009 <https://www.legislation.gov.uk/uksi/2009/37/contents/made>;
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

7. Training and roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility.

The Primary Programme Manager and Secondary Programme Manager are trained as Designated Safeguarding Leads (DSLs). DSLs are responsible for keeping their Level 3 training up to date and for always acting in accordance with their training, the latest legislation and wider documents which are relevant to them as members of staff within LSJS (e.g. staff handbook and other LSJS staff policies). The Chief Executive of LSJS is responsible for ensuring that DSLs have access to the time and funds for this training and guidance.

The DSLs read KCSIE annually, including any updates, and receive the time and training needed to stay up to date for their DSL roles, so that they can effectively train and advise trainees in safeguarding matters.

Trainees who are employed by a school for their training year who have safeguarding concerns about a child in their school need to make use of their school's DSL and follow their school's Child Protection and Safeguarding policies as they are members of school staff.

Trainees who are out on placements/ visits at other schools during the year should use the DSL and Child Protection and Safeguarding policies at the school that they are being hosted at if they have concerns about a child.

A trainee/ LSJS member of staff who has a concern about a child will act in accordance with the Child Protection and Safeguarding policy at the home/ placement/ visit school at which there is a concern and report directly to that school's DSL. However, if a trainee is struggling to reach the DSLs/ senior team at the school, they may contact the LSJS DSLs, who will give assistance to the trainee in contacting the DSLs/ senior team/ Headteacher at the school.

Safeguarding/ child protection concerns will usually be followed up by the school DSLs directly. However, the LSJS DSLs have level 3 training and so should it be appropriate/ relevant, are well placed to be able to provide advice and support on child welfare and child protection matters; liaise with a trainee's school's DSL or Headteacher; take part in strategy discussions and inter-agency meetings and/or support other staff to do so; contribute to the assessment of children; and to refer suspected cases, as appropriate, to the relevant body (e.g. local authority children's social care, Counter-Terrorism Helpline, Disclosure and Barring Service, police); to support staff who make such referrals directly; liaise with case managers and local authority designated officers (LADO) for child protection concerns as appropriate.

All trainees are required to read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance Keeping Children Safe in Education (KCSIE) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (which is updated annually, usually in the Autumn Term) before they start their training and to sign to this effect.

Trainees who are employed as unqualified teachers by a school for their training year will receive Level 1 training via the usual training cycle of their school but will also receive an introduction to safeguarding from LSJS at the start of the year.

Trainees are asked during the start of any training at a school (whether their school for that year or a placement school) to familiarise themselves with key policies including safeguarding/ child protection, behaviour, code of conduct and to know the role and identity of the Designated Safeguarding Lead (DSL) in their school.

Knowledge of specific safeguarding issues

In addition to the introduction to safeguarding or Level 1 training mentioned above, trainees may receive additional training in specific safeguarding issues as part of their centre-based training from LSJS. For example, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Trainees are usually asked to complete the Home Office online Prevent training at <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html> during their training year and to send their certificate to the person overseeing their centre-based training and/ or to include their certificate in their teacher standards evidence file.

Confidentiality/ sharing of information

Timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Staff/trainees should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The government's information sharing advice for safeguarding practitioners at <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff/trainees are in any doubt about sharing information, they should speak to the school DSL or if they are not available, the LSJS DSLs.

Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

Responsibilities regarding concerns about abuse and neglect

Although trainees and LSJS staff should be guided by the school DSLs and school policies, it is important not to delay reporting something if it is believed that a child is suffering or likely to suffer from harm, or in immediate danger. Advice can be sought from the NSPCC helpline on 0808 800 5000 and anyone can make a referral to the local authority children's social care and/ or the police. School DSLs and the LSJS DSLs will be happy to support a trainee who is making a direct referral if they would like this support.

Responsibilities regarding concerns about extremism

Although the school DSLs will often be the ones in schools who make referrals to the Counter Terrorism Helpline (Prevent, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism) or the local authority children's social care team, school staff/ trainees can also call directly to raise concerns about extremism with respect to a pupil on 020 7340 7264. The DfE also has a dedicated email address counter.extremism@education.gov.uk though this is not for use in emergency situations.

Responsibilities regarding concerns/ allegations about a member of staff

Concerns about a member of school staff or school volunteer posing a risk of harm to children should be dealt with in accordance with the relevant school's policies (Safeguarding and Child Protection, policies covering allegations against staff, Whistleblowing).

Concerns about a member of staff from LSJS should be raised with the Primary Programme Manager (DSL) or Secondary Programme Manager (DSL) in respect to the relevant programme. If the concerns/allegations are about a Programme Manager/ DSL, speak to the LSJS Chief Executive. The Programme Managers/ Chair of Trustees will then follow the procedures set out in Appendix 3, if appropriate.

8. Mobile phones and cameras

Staff/ trainees are allowed to bring their personal phones to LSJS/school for their own use but will limit such use to time when pupils are not present. Staff/ trainees will not take pictures or recordings of pupils on their personal phones or cameras without their Headteacher's permission and will familiarise themselves with and adhere to the mobile usage policy of the setting in which they are placed.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in LSJS.

9. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the school DSL, and if they are unavailable, the LSJS DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual trainees will be retained for a reasonable period of time after they have left LSJS.

Safeguarding records relating to individual children will not be retained by LSJS; this will be overseen by the school to whom the safeguarding/ child protection issue was reported.

Documentation such as standards files should be picked up within 3 months of obtaining QTS or they may be discarded.

10. Monitoring arrangements

This policy will be reviewed annually and updated as necessary.

11. Key contacts

Designated Safeguarding Lead, LSJS, Jonny Atkins, Head of Initial Teacher Training Programmes – jonny.atkins@lsjs.ac.uk

Designated Safeguarding Lead, LSJS, Primary Programme Manager –
sharon.mullish@lsjs.ac.uk

Designated Safeguarding Lead, LSJS, Paul Gould, Interim Chief Executive Officer –
paul.gould@lsjs.ac.uk

Prevent Lead, LSJS, Dani Serlin, Head of Business Development and Compliance –
dani.serlin@lsjs.ac.uk

Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse

This 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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.
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse

This 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
- 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.

Neglect

This is 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Specific safeguarding issues

Sexting

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Peer on peer abuse

Peer on peer abuse is inappropriate behaviour between peers that may include but is not limited to bullying; abuse in intimate personal relationships; physical abuse; sexual violence; sexual harassment; causing someone to engage in sexual activity without consent; sexting (consensual and non-consensual sharing of nudes and semi-nude images and or videos); upskirting, (taking a picture under a person's clothing without their permission); initiation/hazing type violence and rituals.

Child criminal exploitation (CCE)

Child criminal exploitation is a form of abuse by which an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal activity, in exchange for something the victim needs or wants, and/or for the financial or status advantage of the perpetrator. For example, children may be forced or manipulated into transporting drugs or money through 'county lines.'

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The school Headteacher or DSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity.

So-called 'honour-based' violence (HBV)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including female genital mutilation, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female genital mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Section 7 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

The above indicators and risk factors are not intended to be exhaustive.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff/trainees have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour, such as:

- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online or possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL. Staff should **always** act if they are worried. Further information on LSJS's measures to prevent radicalisation are set out in our [Prevent policy](#).

Signed on behalf of the LSJS Senior Leadership Team by Paul Gould, Interim Chief Executive Officer

Date created: August 2024

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