



# Preventing Extremism and Radicalisation Policy

Agreed by Governors on: 23.01.17

Signed by Chair of Governors: Sally Birkbeck

A handwritten signature in dark ink that reads "Sally Birkbeck".

**Statutory Policy: No**

**Frequency of review : Annually**

Date	Description
23.01.17	Agreed by governors

## **Introduction**

This policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Children Safe in Education' (2016), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" guidance (June 2015)

Delius Special School is committed to providing a secure environment for pupils, where learners feel safe and are kept safe. All adults at Delius Special School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for pupils or not.

**'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm'  
(Home Office, Prevent Strategy – June 2015)**

In adhering to this policy, and the procedures therein, staff and visitors will contribute to delivering of the outcomes to all pupils, as set out in section 10 (2) of the Children's Act 2004<sup>1</sup>. This preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all learners in line with our statutory duties set out at section 175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication "Keeping children safe in Education, 2016", "Working together to safeguard children", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help build resilience to Extremism amount Young People", Peter Clarke's Report (July 2014), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" (June 2015): and all the guidance referenced in our Safeguarding, including Child protection, on-line, and preventing radicalisation and Child Sexual Exploitation Policy.

We recognise that the governing body has a responsibility to pay 'due regard to the need to prevent people being drawn into terrorism' (Counter Terrorism and Security Act, 2015) and ensure the school has a 'clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism'.

## **Links to Other Policies**

The Preventing Extremism and Radicalisation Policy links to all the policies referenced in our Safeguarding, including Child protection, on-line, and preventing radicalisation and Child Sexual Exploitation Policy.

## **Objectives**

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues and supporting children and families when relating to vulnerability, radicalisation and exposure to extreme views. There are different forms of extremist organisations in the UK and the world, i.e. – ISIL (Islamic State), Al-Qaeda, Boko Haram, British Defence League, Animal Rights extremist groups such as SPEAK, Irish Republican Army (IRA), Anti-Abortion groups, to name a few.

We recognise that we are well placed to be able to identify safeguarding issues linked the dangers of extremist views and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All governors, teachers and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All members of staff are able to identify children who may be vulnerable to radicalisation and respond by following whole school safeguarding procedures with immediate effect.
- Staff will be aware of signs of danger of radicalisation and will sign post pupils, via the safeguarding team
- All pupils will understand the dangers of radicalisation and exposure to extremist view; learning about key British values to build resilience against these views and knowing what to do if they experience them.
- All pupils will be made aware of and taught about the dangers of radicalisation according to their ability, using a range of resources and communication methods to aid their learning.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

## **Definitions**

When operating this policy we use the following accepted Governmental definition of radicalisation and extremism which is:

Radicalisation – *‘the process by which a person comes to support terrorism and forms of extremism leading to terrorism’ (Prevent Strategy)*

Extremism – *‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect tolerance of different faith and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas’ (Prevent)*

## **Ethos and Practice**

There is no place for extremist views of any kind in our school, whether from internal, sources – pupils, staff or governors, or external sources – school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely, as appropriate to their ability and age and where our teachers and staff encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life changes of young people. Education is a powerful weapon against this; equipping children with the knowledge, skills and critical thinking to challenge and debate in an informed way, according their age and ability.

Therefore we provide a broad and balanced curriculum so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised, although they may not be able to express this. Furthermore we are aware that young people, and young children can be exposed to extremist influences or prejudiced views, sometimes unwittingly, from an early age which emanate from a variety of sources and media, including via the internet and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. As part of our curriculum we teach on-line safety and also support and teach parents about the potential risks their children may face in relation to on-line radicalisation. We advise parents and teach children to report any concerns they may have for themselves or others.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate, refer to our staff Code of Conduct, or where appropriate to our Staff Disciplinary Policy, and if necessary report to the appropriate safeguarding authorities.

There is no single way of identifying a pupil who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibility staff will be alert to:

- Disclosure by pupils, or others, of their exposure to the extremist actions, views or materials of others outside of school such as in their homes or community groups, especially where pupils have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including by accident, including through social networking sites
- Distributing/seeing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting pupils and siblings in other schools or settings
- Pupils voicing opinions, or copying unintentionally opinions drawn from extremist ideologies and narratives
- Changes in behaviour which could indicate that they are in need of help or protection
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, inline within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour, faith, culture, etc
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views, or any other country/are and religions
- Use of extremist language : this can be language /words/phrases used, or misused, over used, out of their original context/meaning by extremists to groom, insult, threaten or intimidate

We recognise that pupils in vulnerable social and domestic situations (mental health issues, single parent families, involvement in gangs) may be at greater risk of radicalisation than other pupils. We also recognise that children with Special Educational Needs and Disability (SEND) are more vulnerable to all forms of abuse. At weekly safeguarding meetings information is shared on targeted pupils and appropriate external support accessed as necessary.

We recognise that all children have a right to be safe, and that some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need,

(all of our pupils) those living with domestic violence or drug/alcohol abusing parents, etc.

In conclusion we will closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## **Ethos and Approach**

We will all strive to eradicate the myths and assumptions that can lead to some young people and young children becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences. Guidance and support will be delivered through the whole school curriculum, and PSD coverage. We will ensure that all of our support and approaches will help our pupils build resilience, independence and be able to communicate their choices, at a very early stage of development and give them a positive sense of identity through the development of critical thinking skills. These will, as the children develop, help them to defend themselves against extremism and radicalisation of any kind. We will develop strategies and staff training to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will differentiate, and be flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation, at the appropriate level for our children : such as using the Delius Charter of Rights (which puts in to child friendly language Fundamental British Values, as a starter for lessons, and provide opportunities to experience multi –faith positive spiritual, cultural, and social events.

We recognise the importance of guiding pupils to be intolerant of all forms of extremism, i.e. violent animal rights extremism, political extremism.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using our Personal and Social Development curriculum (PSD), and a rounded approach to Spiritual, Moral, Social and Cultural opportunities. ( See PSD action Plan )

We will also work with local partners, families and communities in or effort to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

## **Curriculum**

We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs (Delius Charter of Rights). We teach and encourage pupils to respect one another and to respect and tolerate different faiths or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We teach right and wrong. Pupils/families come from all over the world and we embrace this. Through our curriculum we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equity, independence, liberty and right and wrong.

British values run throughout the school curriculum and support the development of the whole child. We embrace the belief that at the heart of a modern ever changing, multi-cultural and multi-faith community is the acceptance of the key British values which it is its responsibility to promote. In doing so, our pupils will be able to grow as individuals and citizens in the community and country in which they live. We believe that this is something not only achieved through the curriculum but through the schools core values and ethos as well as its provision for pupils beyond formal lessons, such as many and effective visits to our local community, which form a core component of functional learning within a SMSC and PSD context.

Therefore by delivering a broad, balanced and creative curriculum ,as described above, augmented by assembly themes we strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also help pupils develop the critical thinking skills needed to engage in informed debate.

Our curriculum and ethos reflects the government's definition of "British Values" in its "Prevent Strategy".

### **Democracy**

Our Delius Charter defines democracy as "We make choices...and 'We think and speak'". The principle of democracy is consistently being reinforced with democratic processes being used for important decisions within the school community, for instance, elections being held for the School Council, class rules, rewards and consequences, in behaviour management etc. The principle of democracy is also explored in the History and Religious Studies, but also in PE, e.g. taking turns, working together, but more importantly across the curriculum and enrichment, as the ethos of our school promotes safe, happy learning for all.

### **The Rule of Law**

Our Delius Charter defines Law, as 'We are Safe and healthy'

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced.

Pupils are taught the rules and expectations of the school which are highlighted by class rules. Pupils are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken, at an appropriate level though a special primary curriculum. Visitors from authorities such as the Police Services reinforce this message.

### **Individual Liberty**

Our Delius Charter defines Liberty as 'We try new things'; 'Learning is Good' and 'We think and speak'.

Pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Our staff educate and provide boundaries for students to make informed choices, through a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through on line safety. Pupils are taught that choices can have consequences and we help them learn to choose, and take the consequences.

Delius has robust anti-bullying culture and excellent Behaviour for Learning.

### **Mutual Respect**

Our Delius Charter defines mutual respect as 'We work and play together'

Pupils learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

### **Tolerance of those of Different Faiths and Beliefs**

Our Delius Charter defines tolerance of those of different faiths and beliefs (and other differences) as 'We work and play together'.

This is achieved through equipping pupils with the ability to understand, or giving them the experience of, their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Pupils benefit from a number of planned visits and events which are culturally and religiously diverse. Additionally, pupils are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the year.

### **The use of ICT**

We strongly recognise the risk posed to our pupils of on-line radicalisation, as terrorist organisations like ISIL seek to radicalise young people through the use of social media and the internet. Research shows that ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West and that it uses its social media to encourage supporters to share the material with a wider online audience. ISIL promotes an image of success online in order to attract young people. The propaganda claims it is the duty of Muslim men and women in the West to join the fight against the West. The seriousness of the potential online threat is highlighted by the fact that 95,000 pieces of terrorist content has been removed from the internet since 2010.

Our staff training ensures all staff are fully aware of the risks posed by the online activity of extremist and terrorist groups.

Online safety equips pupils and parents to stay safe online, both in school and outside. The following examples or similar, are shared with parents and staff by the school and other organisations such as the Community Cohesion team and the Police

- ISIL supporters use Facebook to share content, such as news stories and YouTube videos, amongst their peer groups
- Twitter is a popular platform for pro-ISIL accounts. It is easy to establish an account, stay relatively anonymous and share material
- YouTube is used to host videos, both with official ISIL output and videos created by users themselves. Multiple 'dummy' accounts will be set up so that when videos are taken down they can be reposted quickly
- ASK.FM is sometimes used by people considering traveling to Syria or Iraq and provides information on travel, living standards, recruitment fighting and broader ideology
- Instagram is used by fighters and ISIL supporters to share the photosets frequently used by ISIL media organisations
- Facebook is used to superimpose on flags/ photos 'likes' for a Far Right group
- Tumblr is an online blogging site and is used by ISIL fighters to promote longer, the logical reasons why people should travel to Syria and Iraq. It is popular with female ISIL supporters, who have written blogs addressing the concerns girls have

about travelling to the region, such as leaving their families and living standards in Syria

- Private messaging apps, such as WhatsApp, Kik, SureSpot and Viber, are also commonly used to share messages on what to pack to travel and who to contact when they arrive
- Teaching parents and staff about practical and on line solutions of what to do if they feel they or their pupils and families are at risk

## **Safeguarding**

Please refer to our Safeguarding, including Child Protection, on-line, and Preventing Radicalisation and Child Sexual Exploitation Policy, and the policies referred to in this, for the full procedural framework on our Safeguarding duties. Please also refer to KSCIE. The school follows the guidance outlined by the Bradford Children's Safeguarding Board.

Although serious incidents involving radicalisation have not been substantiated at school to date, we have raised concerns with appropriate authorities and gained the appropriate advice and taken the action advices. It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

Staff and Governors at Delius will be aware of the fact there may be some instances where a child or pupils may be at direct risk of harm or neglect, due to related extremist or radical activities. For example; this could be due to a pupil displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff beware of information about a pupil's family that may be equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive). We train all staff to report any concern about extremism and radicalisation in the same way as they would any other safeguarding concern, using the same documents to the same Named People. We also train associated staff that are not direct employees, such as the catering and cleaning teams.

All adults in school (including visitor staff, volunteers', contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm, linked to radicalisation, to the Designated Safeguarding Named People, Rob Cameron, deputy lead, Richard Meredith, Emma Hardaker, Liz Shields, Debs Marrucci, Charlotte Millea and Mumtaz Butt. They will follow up these concerns by contacting the PREVENT Lead Sally Joy (and also Lead Named Person) who will follow the Local Authority policy. The school will only notify parents of these concerns if this course of action is approved by the external agencies listed above. The school will only speak with the pupil about the concern based on the advice by the specialist agencies.

As with any child protection referral, staff are made aware of their right to refer a concern to the appropriate external agency if they are concerned the Named Person has decided not to refer a concern to the PREVENT Lead (Sally Joy). Referrals can be made to the Bradford Safeguarding Board as outlined in the Child Protection policy, and other external contacts are listed on the Flow Charts around school for any safeguarding concern, including extremism and radicalisation.

We will actively support Multi Agency Safeguarding Hub (MASH) or any multi-agency interventions in any support deemed necessary.

## **Engagement with Parents/Carers**



We will engage with parents/carers as part of our work as we recognise the important role they have in helping us to spot signs of radicalisation. If a safeguarding concern is referred by another pupil or a member of staff, the lead Named Person will contact the parents/carers immediately to discuss the concerns. This will, however, depend on the nature and seriousness of the referral. We will support and advise families who raise concerns and signpost them to the appropriate support services. For example, 'Families against Stress and Trauma' (FAST) has created an on-line guide for parents on the dangers of radicalisation.

However, if we feel that it is not in the child's best interest to notify their parents/carers of our concerns, we will refer directly to the PREVENT team without informing parents/carers. We will make contact directly with PREVENT if we have any concerns about the threat of radicalisation posed by other family members and seek advice from the PREVENT team to see if any other family members are known to the PREVENT team.

As part of our admissions process, parents/carers are asked specific questions about previous and current safeguarding issues, including radicalisation. Before taking a student on roll an Information Request Form is sent to the student's previous school, requesting specific information on any past and present safeguarding risks, including concerns about extremist behaviour displayed by the student or family members. When the family is newly arrived to the UK we request that parents/carers provide a copy of the child's birth certificate and passport.

We are committed to 'Engaging with Families' from all cultures, backgrounds, abilities, faiths and non faiths, social class and welcome the cultural richness and diversity they bring to our community. We offer a range of different social and educational opportunities to meet to reach out to support families, parent(s) and carers and welcome their knowledge, skills and opinions. In particular we offer a range of guidance and support for safeguarding, learning and play for their children and themselves.

## **Training**

Whole school in-service training on Safeguarding will be organised for staff termly and will comply with the prevailing arrangements agreed by the Local Authority. Termly training is effective because it gives the opportunity to reinforce the key messages and update on any national developments, or school concerns quickly, rather than wait for annual training.

The staff training provides specific guidance on extremism and radicalisation and its safeguarding implications. We also go beyond compliance and offer frequent other training. We have a Safeguarding tip of the week and class teams will complete a safeguarding quiz. On line training is organised for staff and parents.

The Named People attend PREVENT training courses as necessary and the appropriate inter-agency safeguarding training organised by the Local Authority at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications. Named People will also access support for the on-line Channel programme and make use of the case studies displayed to develop training support for staff and whole school interventions.

Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in pupil behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, particularly as they get older, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists

or evidence the pupil may have come into contact with a gang in the local community, or accessing or trying to access online sites.

Staff training will also provide staff with information on factors that may make young people, (possibly siblings or family members) want to be radicalised, i.e. – status, identity, sense of belonging, neglect in the family, re-dress some form of injustice, excitement, adventure, political motivation, moral motivation, family/other friends involved in extremist activities. Training will also focus significantly on the possible impact of extremist views on the young person once they have been radicalised, i.e. over-identification so that extremist views become the normal, development of an ‘us and them’ thinking and dehumanising the perceived enemy.

Safeguarding training reinforces the message that staff should never attempt to impose their political or religious views and beliefs on pupils or staff under any circumstances. The school will use internal and if required external systems to deal with any member of staff trying to use their position of trust to influence the views of pupils or staff at Delius, or indeed staff. However, Delius welcomes and encourages open discussion to promote mutual understanding, and welcomes the contribution of governors, staff, colleagues, pupils and their families to the debate. Further advice may be sought about the need to refer to the appropriate authorities.

### **Recruitment (read in conjunction with Recruitment and Selection Policy)**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level (i.e. – links with extremism), that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools and ethos.

We are aware that such person seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

### **Role of Governing Body**

Governors undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. This training is delivered by Governors Support Services.

In line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education, (KCSIE) 2016’ the governing body will challenge the school’s senior management team on the delivery of this policy and monitor its effectiveness. Governors are required to read KCSIE, part 1.

Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

## **Policy, Adoption, Monitoring and Reviews**

Parents will be issued with a hard copy of this policy on request and it is available on the website.

Designated Safeguarding (Named Person ) Lead will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this police as their overall duty to safeguard pupils.

**On discovery or suspicion of children / families / colleagues at risk of being radicalised or extremism  
If in doubt - ACT**

**Inform a Named Person for Child Protection**

**Lead: Sally Joy**



**Liz Shields**



**Rob Cameron**



**Debs Marucci**



**Richard Meredith**



**Mumtaz Butt**



**Emma Hardaker**



**Governor for Safeguarding:  
Sally Birkbeck**

**Child Protection  
Administrator:  
Sam Begum**



Where it is clear that a PREVENT Strategy Referral / Child Protection Referral is needed the designated safeguarding lead / member of SLT to contact the following without delay...

- Alina Khan, Diversity & Cohesion [alina.khan@bradford.gov.uk](mailto:alina.khan@bradford.gov.uk) Tel No 01274 439384
- Michael Churley, Prevent Coordinator [michael.churley@bradford.gov.uk](mailto:michael.churley@bradford.gov.uk) 01274432816
- PC Sullivan [paul.sullivan@westyorkshire.pnn.police.uk](mailto:paul.sullivan@westyorkshire.pnn.police.uk) Tel No 07968 605392
- Insp Jonathan Pickles [jp26@westyorkshire.pnn.police.uk](mailto:jp26@westyorkshire.pnn.police.uk) Tel No 01274 475242
- Children's Initial Contact Point without delay Tel No 01274 437500
- Out of hrs Emergency Duty Team Tel No 01274 431010

Ensure that the person reporting the concern to immediately complete a Cause for Concern form - this to be emailed to the contacts above. An email group '[prevent@deliusspecialschool.co.uk](mailto:prevent@deliusspecialschool.co.uk)' has been created for this purpose. Ensure the person reporting the concern is fully aware for the need for confidentiality.

**Remember always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure**

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to. **Confidentiality is paramount.**

**USEFUL TELEPHONE NUMBERS**

Alina Khan, Head of Diversity and Cohesion T: 01274 439384 E: [alina.khan@bradford.gov.uk](mailto:alina.khan@bradford.gov.uk)  
 Children's Social Care Initial Contact Point: T: 01274 437500  
 Emergency Duty Team: T: 01274 431010  
 PCSO Simon Hartley T: 08456060606  
 E: [simon.hartley@westyorkshire.pnn.police.uk](mailto:simon.hartley@westyorkshire.pnn.police.uk)  
 PC Paul Sullivan: T: 01274 385619 E: [paul.sullivan@westyorkshire.pnn.police.uk](mailto:paul.sullivan@westyorkshire.pnn.police.uk)  
 Whistleblowing: Contact NSPCC 080002802825