

# SAFEGUARDING AND CHILD PROTECTION POLICY

Last revised: March 2026

## Purpose and Aim:

These procedures establish what must or may be done in order to implement the Safeguarding & Child Protection Policy. The policy and procedures apply to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, or anyone working on behalf of Southside Young Leaders' Academy (SYLA) responsible for the care of SYLA participants: children and young people aged 8-18.

1. It is the responsibility of the CEO to ensure that a Designated Safeguarding Lead is appointed. For further details about their role see **Appendix A**.

SYLA\_Designated Safeguarding Lead: **Charlotte Prendergast**

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2. All staff and volunteers will be carefully selected and vetted to ensure they do not pose a risk to children or vulnerable adults. Please see **Appendix B** for further details.
3. All staff and volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously. For information for staff and volunteers please see **Appendix C**. For advice on training see **Appendix D**.
4. We will endeavour to make this organisation a safe and caring place for children to be by having a **Code of Conduct** for staff and users. This will be given to all staff and users, and they will be expected to comply with it. Arrangements for creating a safe environment can be found in **Appendix E**.
5. There is a complaints procedure, see **Appendix F**.
6. For details of the categories of abuse, definitions and signs to look out for, see **Appendix G**.
7. For useful contacts please see **Appendix H**.

## **Appendix A: Role of Designated Safeguarding Lead**

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding whether or not this should be reported as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the LADO (Local Authority Designated Officer).

The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual or physical abuse or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of the referral.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection (CP) investigations and co-ordinates SYLA's representation at Child Protection conferences and Core Group meetings. In some instances, a nominated member of staff may attend conferences on behalf of the designated person and SYLA.

Confidential information will be stored in a secure place with limited access to designated people, in line with data protection legislation (see GDPR Policy).

## **Appendix B: Staff and Volunteer Recruitment**

### **B.1 Staff**

Safe recruitment processes are followed, and all staff recruited to SYLA will be subject to appropriate identity and qualification checks. References will be verified and enhanced Disclosure and Barring Service Checks (DBS) undertaken and completed before staff are appointed and commence their duties. DBS checks on all staff will be updated on a 3-yearly cycle. For more information, please see the **Recruitment Policy**.

### **B.2 Volunteer**

Any parent or other person/organisation engaged by SYLA to work in a voluntary capacity with young people will be subjected to all reasonable vetting procedures and Disclosure and Barring Service Checks. Volunteers who work with the young leaders in a supervised capacity for a short period will be required to provide references and sign a declaration that they have not been convicted of any criminal or disciplinary offence which could preclude their employment as a worker with children. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of SYLA.

Volunteers will at no time be given sole responsibility for the young leaders. Voluntary sector groups that operate within SYLA provide off-site services for our young leaders or use SYLA facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Southwark Area Safeguarding Children Board.

### **B.3 Contractors**

Contractors who are engaged by or on behalf of the academy to undertake works on site will be made aware of this policy and the reasons for this. Contracts would be set up with DBS checks being part of the requirement for any of the contractors working with children. Long-term contractors who work regularly in the academy will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the academy's protocols for child protection.

## **Appendix C: Information for Staff**

### **C.1 Physical and social contact**

Other than circumstances which are in accordance with an agreed physical intervention policy, physical contact with children or young people should be age appropriate, with the child's permission, and limited to the needs of the child at the time. Contact which is non-abusive may include:

- Applying restraint consistent with legislation and guidance,
- Removing, with reasonable force, potentially dangerous items from a young person's possession, or a young person from a dangerous location,
- Shepherding young people (e.g. hand on back/ shoulder),
- Comforting (e.g. hand on arm/ shoulder/ back),
- Securing attention by tapping a young person's shoulder.

Staff and volunteers should be aware, however, that any physical contact with pupils could be open to misinterpretation. Perceptions and language can present very different views of the same incident. Tapping a child could be interpreted as an assault, particularly where there has been earlier disagreement between the child and the member of staff concerned. Some methods of comforting a child could be viewed as an unwanted sexual advance.

The following are examples of actions, albeit not overtly abusive, that could be interpreted as a member of staff “grooming” a child for sexual purposes and should therefore be avoided:

- Inviting young people to their homes,
- Giving young people gifts,
- Offering young people lifts outside normal duties,
- Singling individual young people out for special attention,
- Seeing young people socially.

See contacts page at end of this policy (Appendix H)

#### **C.2a If abuse is suspected because of a child’s behaviour**

The person suspected of possible abuse must not be confronted.

All observations must be recorded, and the Designated Safeguarding Lead informed immediately and in the strictest confidence.

The Designated Safeguarding Lead must assess the situation and information given. If necessary, the Designated Safeguarding Lead may initiate confidential discussion with other members of staff.

During any time lapse the behaviour of the child should be monitored and observations recorded.

#### **C.2b If abuse is suspected because of physical injury**

All observations must be reported to the Designated Safeguarding Lead.

If **immediate** medical attention is required, the first aider must administer first aid. On investigation, a call to the referral and assessment team should be made. Parents/carers should not be informed, in case they are involved.

If immediate medical attention is not required and the Designated Safeguarding Lead should complete a Safeguarding Incident Report Form.

#### **C.2c If abuse is suspected because a child confides**

The staff member or volunteer should listen to the child, and record what the child has said. It is important to respond to questions in a way that the child will feel comfortable without making the promise that everything will be fine or that the conversation can be kept confidential. Leading questions should not be asked. The staff member or volunteer should let the child know that the information given will have to be passed on.

The staff member or volunteer should inform the Designated Safeguarding Lead immediately, who may initiate confidential discussion with other workers if there is general concern. The Safeguarding Officer must then complete a Safeguarding Incident Report Form.

#### **C.2d If abuse or malpractice is alleged against a member of staff or volunteer**

In these circumstances an open-minded and thorough investigation of any allegation will be made to protect children from abuse and staff from wrongful allegations. When a report is received it is essential to respond immediately. The CEO should interview the informant and record the following information:

- Details of the child and family,
- Nature of the allegation and the alleged perpetrator,
- Dates and times of the incident,
- Anyone else involved.

If the allegation is made against the Designated Safeguarding Lead or the CEO, it will not be appropriate to follow an internal reporting route. The Chair or an independent suitably qualified person should be contacted, and s/he will then interview the informant and record the information. The allegations should then be reported to Social Services by the independent person.

Otherwise the CEO will inform the Chair of the allegations, and where appropriate (in accordance with current guidance) the CEO should call Social Services immediately after reporting the matter to the Chair.

The member of staff against whom a complaint has been made may immediately be suspended on full pay whilst a thorough investigation is conducted. This in no way implicates blame but is a measure taken to protect the child and the staff member. The decision on whether to suspend will be made in accordance with current guidance.

If the complaint is against a volunteer, then the volunteer may be asked to refrain from volunteering for a stated period and will then not be permitted to return until they have been contacted and briefed on the investigation.

If the parent/carer of the child is not the person making the complaint, they will be contacted by the CEO to be appraised of the situation.

If the CEO is absent, the relevant responsibilities will be taken on by the Chair or appropriate board member in that order. (see also Complaints and Whistle Blowing Policies)

#### **Appendix D: Training**

Training on safeguarding is organised on an annual basis, at the appropriate level for their role. All newly recruited staff and Trustees will be informed of this policy and will be invited attend relevant Safeguarding training as soon as possible.

SYLA Staff and Leaders will have an induction on the following:

- Safeguarding Policy
- Keeping Children Safe in Education (September 2018)
- Child Protection Training
- PREVENT Training
- First Aid training
- Data protection Training

#### **Appendix E: Safety in the Academy**

Entry to Academy premises will be controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the Academy will be logged into and out of the premises and will be asked to wear a visitor badge. Unidentified visitors will be challenged by staff or reported to Designated Safeguarding Lead Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the Academy or approaching young leaders will be reported to the Police and the LA with a view to alerting local community through appropriate systems. Parents, carers or relatives may only take still or video photographic images of young people in the Academy or on Academy-organised activities with the prior consent of the Academy and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

#### **E.1 Working with children or young people**

When working with children or young people, staff and volunteers should:

- Arrange that, as far as possible, an adult is not left alone with a child or young person where there is little, or no opportunity of the activity being observed by others. This may mean groups working within the same large room or working in an adjoining room with the door left open. This good practice can be as much benefit to the adult as to the child or young person.
- Always have at least two adults present with a group, and always ensure appropriate ratios of leadership to children are observed according to age and gender. Current regulations recommend that the following numbers of adults should be present when working with children:
  - 0 - 2 years            one leader to every three children,
  - 2 - 3 years            one leader to every four children,
  - 4 - 8 years            one leader to every six children,
  - 9 - 12 years           one leader to every eight children,

- 13 - 18 years one leader to every ten children.

If there are not enough leaders, the event should not take place.

- Never take a group off the premises with fewer than two adults. Consent forms including medical details should always be used for outings or activities outside the SYLA premises. If private cars are used for an outing, the drivers should be properly insured and have clean licences.
- Think about the use of premises. For example, do not expect children or young people to have to walk along a dark unsupervised path in order to enter the activity area.
- Treat it as good practice to keep a record of each activity/session. This record should include a register of children and staff and details of any significant incidents.
- Always keep a register with the address and contact phone number of every child.
- Where children and young people have to be transported by car or minibus, arrange as far as possible to have more than one passenger in the vehicle and for children to be seated in the back seats of the vehicle.
- Ensure that children leave the premises only in the presence of adults known to have permission to collect them.

## **E.2 E-Safety**

The Staying Safe Action Plan 2008 identified that targeted safeguarding is needed for some groups of children who are at greater risk than others. The academy therefore pays particular attention to the online activities of young leaders. In this respect, young leaders will be monitored so that they can be safe online. Further guidance and details are contained in the **Acceptable Use of ICT and E-Safety Policy**. We also recognise the importance of providing advice and guidance to parents and carers on how to encourage safe use of the Internet and mobile technologies in the home.

Any form of cyberbullying is responded to by the Designated Safeguarding Lead. Photographs and images of children are only taken and used with parental consent. Pictures are saved securely and shared only if permission has been given.

For further guidance and support, we recommend parents visit the Childnet International website at: <http://www.childnet-int.org/kia/> (see also GDPR Policy).

## **E.3 Curriculum**

SYLA acknowledges the important role that the leadership and education programme can play in the prevention of abuse and in the preparation of our young people for the responsibilities of adult life and citizenship. It is expected that all staff will consider the opportunities that exist in their area of responsibility. As appropriate, the programmes will be used to build resilience, help young people to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, young people will be taught, for example;

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure

SYLA will work with partners to promote a “Healthy Academy” using planned activities with the aim of:

- Developing an academy ethos and environment which encourages a healthy lifestyle for young people;
- Using the full capacity and flexibility of the planned activities to help young people to achieve safe and healthy lifestyles;
- Ensuring that food and drink available throughout the academy day, reinforces the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

#### **E.4 Working in Partnership with Parents**

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of SYLA:

- We will try to use clear statements in our literature and correspondence.
- We will involve parents and pupils in the development of Codes of Conduct and Equalities and Behaviour Management policies.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will be alert to the needs of parents/carers who do not have English as their first language.
- We will keep parents informed as and when appropriate.

#### **Appendix F: Complaints**

SYLA takes seriously all complaints made against members of staff. Procedures are in place for young leaders, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought immediately to the attention of the CEO in order that they may activate the appropriate procedures. If the allegation concerns mishandling or verbal abuse, this will normally be dealt with under the SYLA's Complaints Procedure.

If the allegation is of physical assault, on investigation staff may inform the CEO to take action in accordance with SYLA's complaints procedure, unless one of the following criteria applies:

- The allegation is one of actual bodily harm – i.e. an injury has necessitated first aid or medical treatment.
- There is reason to suspect parental instigation or collusion.
- The allegation has been reported to the Police or Children's Services by the child or parent.
- The child is Looked After in Public Care.
- The child is the subject of a Child Protection Plan.
- The child has a disability or Statement of Special Educational Needs.
- The member of staff concerned has been subject to previous complaints.
- The allegation is one of sexual abuse.

In these cases, advice will be sought from the Designated Officer for children services.

In considering whether or not a referral to Children's Services is appropriate, the Designated Safeguarding Lead may seek advice from CEO or the Board of Trustees. Parents should also be advised of their independent right to make a formal complaint to the Police.

#### **Appendix G: Definitions, Signs and Information for Staff**

##### **G.1 Neglect**

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?

##### **G.2 Physical Abuse**

Physical abuse 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 fabricates the symptoms of, or deliberately induces illness in a child

##### **G.3 Sexual Abuse**

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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of pornographic materials, watching sexual activities or 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.

In addition; Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 [Sexual Offences Act 2003](#).

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a member of this academy, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

#### **G.4. Sexual Exploitation:**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;

#### **G.5 Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the 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 e.g. where there is domestic violence and abuse;
- Serious bullying, causing children frequently to feel frightened or in danger;
- Exploiting and corrupting children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### **G.6. CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT:**

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are **never** acceptable. It is important that all victims are taken seriously and offered

appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage.

It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and SYLA staff are supported and protected as appropriate. For the purposes of our policy and in line with the Sexual Offences Act 2003, we define the following:

**Sexual Violence:** Any sexual offence that would be classed as rape, assault by penetration or sexual assault.

**Sexual Harassment:** any unwanted conducted of a sexual nature, which can occur online or offline. Sexual harassment is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation, coercion and threats.

We are clear that the above are **never acceptable** and will be treated with the utmost seriousness. At SYLA we are aware of the importance of:

- making clear that sexual violence and sexual harassment is **never** acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- Dismissing or tolerating such behaviours risks normalising them; and understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

We recognise that additional barrier can sometime exist when recognising abuse amongst SEN and vulnerable children who are more likely to be abused. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and communication barriers and difficulties overcoming these barriers.
- SYLA will ensure that any report of abuse regarding a SEN child is investigated thoroughly.

#### **G.7. RESPONSES FROM PARENTS:**

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;

- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

#### **G.8. DISABLED CHILDREN:**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing,
- disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

#### **G.9. INDICATORS OF VULNERABILITY TO RADICALISATION:**

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

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.

- Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour 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 that might lead to inter-community violence in the UK.

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.

Children may become susceptible to radicalisation 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 staff are able to recognise those vulnerabilities.

- a) Indicators of vulnerability include:
- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil 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 / pupil'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 / pupil 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 / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

b) 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;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

c) Safeguarding children vulnerable to extremism:

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

SYLA values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and staff have the right to speak freely. 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.

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 normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

SYLA is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

SYLA seeks to protect children and young people against the messages of all violent extremism.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead and complete a safeguarding referral form. Referrals can be considered by the CEO and passed on to the Prevent team.

**The CEO and Board of Trustees will annually review this policy:**

|                     |            |
|---------------------|------------|
| Date of Next Review | March 2027 |
|---------------------|------------|

**Signed by:**

Chief Executive Officer: Charlotte Prendergast



Trustee: Winston Davies

*Winston Davies*

## **Safeguarding Information for SYLA staff**

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### **TO MAKE A REFERRAL:**

Contact Multi-Agency Safeguarding Hub (Mash) On **020 7525 1921**  
Southwark Safeguarding Children Board Tel: **020 7525 3306/4646**  
Out Of Hours: **020 7525 5000** Or Email: [Sscb@Southwark.Gov.Uk](mailto:Sscb@Southwark.Gov.Uk)

### **Police**

Metropolitan Police – Child Abuse Investigation Team [Cait]:

For General Advice Call: **020 7232 6355/6**

To Make A Referral Call: **020 7230 3700**

Community Safety Enforcement Division **020 7525 0813**

**Lambeth Safeguarding Team:** (For All New Referrals) **020 7926 1772**

How To Contact The Lado (Local Authority Designated Officer) For Advice And Guidance:

Southwark's Quality Assurance Duty Number – **020 7525 3297**

Lado (Quality Assurance Unit Manager) – **020 7525 3295**

### **Other Useful Contacts:**

|                              |  |
|------------------------------|--|
| Childline                    | 0800 1111  |
| Stop it now                  | 0808 100 900   |
| The Samaritans               | 0845 790 9090  |
| Crimestoppers                | 0800 555 111   |
| The virtual Global Taskforce | <a href="http://www.virtualglobaltaskforce.com">www.virtualglobaltaskforce.com</a> |
| There4me                     | <a href="http://www.there4me.com">www.there4me.com</a>                             |
| Think U Know                 | <a href="http://www.thinkuknow.com">www.thinkuknow.com</a>                         |