



# SAFEGUARDING CHILDREN, YOUNG PEOPLE & VULNERABLE ADULTS POLICY & PROCEDURES

## Contents

1. POLICY STATEMENT .....	2
2. SCOPE .....	2
3. LEGAL FRAMEWORK .....	2
4. SAFEGUARDING CHILDREN AND VULNERABLE ADULTS.....	3
5. STANDARDS OF BEHAVIOUR .....	4
6. SAFEGUARDING PROCEDURES.....	5
Adopt a School training .....	5
Shadowing and Mentoring.....	5
Safeguarding Code of Conduct .....	6
Supervision in school .....	6
DBS checks .....	6
Other procedures.....	7
School registration & Consent Forms.....	7
Communication with schools and chefs.....	7
7. PROCEDURES FOR REFERRAL.....	7
8. ALLEGED ABUSE BY STAFF OR VOLUNTEERS.....	8
9. SAFEGUARDING TRAINING .....	9
10. REVIEW.....	9
11. DEFINITIONS.....	9
11.2 Types of abuse.....	9
12. SUPPORTING GENDER IDENTITY AND GENDER VARIANT YOUNG ADULTS AND CHILDREN....	13
13. THE PREVENT DUTY.....	13
14. SUPPORTING POLICIES AND DOCUMENTS .....	14
15. IMPORTANT CONTACTS.....	14

## 1. POLICY STATEMENT

The Royal Academy of Culinary Arts' Adopt a School Trust is committed to the protection of children and vulnerable adults, and regards the safeguarding and promoting of the interests and wellbeing of children and vulnerable adults as of paramount concern. Although The Royal Academy of Culinary Arts' Adopt a School Trust does not manage, deliver or have direct responsibility for the delivery of childcare services, our staff and volunteers will come into contact with children, young people and vulnerable adults within the context of our programme work.

## 2. SCOPE

2.1. This policy applies to all staff, volunteers and the Trustees or anyone representing the Royal Academy of Culinary Arts' Adopt a School Trust. The purpose is:

- To protect children, young people and vulnerable adults who receive Royal Academy of Culinary Arts' Adopt a School Trust's services.
- To provide staff and volunteers with the overarching principles guiding our approach to safeguarding.

The Royal Academy of Culinary Arts' Adopt a School Trust believes that a child should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practise in a way that protects them.

2.2. We consider it the duty of all those employed or involved with the organisation to safeguard the welfare of the young people and any vulnerable adults we work with by protecting them from physical, sexual or emotional abuse, including reporting any abuse discovered or suspected.

2.3. To ensure effective safeguarding arrangements in all areas, Royal Academy of Culinary Arts' Adopt a School's approach to safeguarding is aligned with statutory guidance and underpinned by two key principles:

- Safeguarding is everyone's responsibility: for services to be effective each Royal Academy of Culinary Arts' Adopt a School employee or representative should play their full part; and,
- A child, young person and vulnerable adult-approach should be based on a clear understanding of the needs and views of the individual.

## 3. LEGAL FRAMEWORK

3.1 This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998

- Human Rights Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Acts 2006
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Special educational needs and disability (SEND) code of practice: 0 to 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2015
- Working together to safeguarding children 2019
- Children and Social Work Act 2017
- Keeping Children Safe in Education 2020 (KCSIE)

#### **4. SAFEGUARDING CHILDREN AND VULNERABLE ADULTS**

4.1 This policy is designed to meet our safeguarding commitment by ensuring that:

- Those who are known to be unsuitable do not gain access to children or vulnerable adults
- Those who become unsuitable are detected at the earliest stage and prevented from continuing to work with children and young adults
- Those who intend to do harm are prevented at every possible stage from entering the workforce
- Those who are identified as being at risk of abuse are afforded every practicable protection by the Royal Academy of Culinary Arts' Adopt a School Trust
- Those we discover are being abused are afforded the relevant protection and assistance by the relevant bodies as soon as practicably possible

4.2 We will seek to keep children and young people safe by:

- valuing, listening to and respecting children and young people
- appointing a Designated Safeguarding Officer (DSO) for children and young people
- adopting child protection guidelines and safeguarding practices through procedures and a code of conduct for staff and volunteers
- providing effective support to staff and volunteers through supervision and training
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- recording and storing information professionally and securely, and sharing information about safeguarding and good practice with staff and volunteers
- sharing information about concerns with agencies who need to know and involving parents and children appropriately
- using our procedures to manage any allegations against staff and volunteers appropriately

4.3 In order to assess risk in relation to all our activities, focus on prevention, and minimise risk, our safeguarding processes include:

- communicating in advance with the senior leadership team and teachers at the schools we work so they know what to expect from the Adopt a School sessions and can identify any areas of concerns with regards to safeguarding the children
- obtaining prior agreement from the school that the chef or hospitality professional should not be left alone with children and that the class teacher holds responsibility for supervision and discipline
- ensuring that we communicate through training and procedures to all our staff and volunteers that when they visit a school, they should never be alone with children
- always working in an open environment, where possible avoiding private or unobserved situations
- treating all young people fairly with respect and dignity
- being an excellent role model
- keeping a written record of any injury or incident that caused harm (including verbal attacks) along with any steps taken

## 5. STANDARDS OF BEHAVIOUR

5.1 When engaging with children and young people on behalf of the Royal Academy of Culinary Arts' Adopt a School Trust, employees and volunteers are considered to be acting in a position of trust. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

5.2 When working with children and young people through any of the Royal Academy of Culinary Arts' Adopt a School Trust's activities or events, it is essential that all:

- uphold the Safeguarding Code of Conduct, and any additional safeguarding procedures, at all times;
- behave as a role model, displaying a consistently high standard of behaviour and appearance (disciplined/committed/time keeping), remember children learn by example;
- treat children and young people fairly, without prejudice or discrimination and avoid favouritism;
- establish and address the additional needs of disabled participants or other vulnerable groups;
- respect and listen to the opinions of children and young people;
- consider the wellbeing and safety of children and young people at all times;
- take time to explain techniques and instructions to ensure they are clearly understood;
- develop an appropriate working relationship with participants, based on mutual trust and respect;
- never use sanctions that humiliate or harm young people. The class teacher is responsible for managing class behaviour and discipline;

- ensure all contact, interactions, and communications (face-to-face and online) with children and young people are appropriate and relevant to the work of the Royal Academy of Culinary Arts' Adopt a School Trust and always use language which is appropriate and is neither bullying, offensive, sexist, racist, homophobic, intimidatory or discriminatory;
- maintain appropriate conduct and avoid threatening or potentially violent behaviour such that children or young people have no cause to feel anxious or frightened by adult behaviour during Adopt a School sessions, events or other activities;
- ensure that the focus of your relationship with a child or young person that you have met through the Royal Academy of Culinary Arts' Adopt a School Trust remains professional at all times.
- foster a culture where children, young people and adults alike feel comfortable enough to raise any concerns they may have about inappropriate attitudes or behaviour towards children or young people;
- consider carefully any physical contact with a child or young person. If a child or young person is distressed, always seek help from a member of school staff. Be aware that physical contact with a young person may be misinterpreted, no matter how well intentioned.
- ensure allegations or disclosures about abuse by a child, young person or another adult are taken seriously and reported, including peer-on-peer abuse by children or young people and any allegations made against you. Follow the Royal Academy of Culinary Arts' Adopt a School Trust safeguarding procedures for reporting such concerns;
- challenge unacceptable behaviour and report all allegations and suspicions of abuse regardless of the status of the adult(s) or organisation(s) that may be implicated in so doing.

## 6. SAFEGUARDING PROCEDURES

6.1 The following measures and procedures have been put in place to ensure the Royal Academy of Culinary Arts' Adopt a School Trust is able to uphold its commitment to safeguarding:

### Adopt a School training

Safeguarding forms a key part of the Adopt a School **training** session. All staff and volunteers are required to attend training before they deliver the programme. We regularly review and update training around all aspects of safeguarding.

### Shadowing and Mentoring

To further improve our safeguarding procedures, we have introduced '**shadowing and mentoring**' as part of the Adopt a School training:

- Before delivering a session in a school, all staff and volunteers should shadow an Adopt a School chef delivering a session.
- An Adopt a School chef or team member should attend a new recruit's session to provide support and advice (ideally the first).

- Mentoring – the Adopt a School team are always available to provide support to volunteers by phone or email. Support from an Adopt a School chef or team member at additional sessions can also be arranged.

This approach provides an opportunity to gain a better understanding of the type of person a volunteer is, as well as a chance for volunteers to work alongside an established member of the Adopt a School team to learn more about the role.

### Safeguarding Code of Conduct

The Safeguarding Code of Conduct outlines the behaviour, as outlined above, expected of staff and volunteers of the Royal Academy of Culinary Arts' Adopt a School Trust. The underpinning principles of the code are that:

- the welfare of children and young people is paramount;
- it is the responsibility of all staff and volunteers to behave with integrity, maturity and good judgement.

Following the Safeguarding Code of Conduct will help to protect children and young people from abuse and/or inappropriate behaviour from adults; clarifies the standard of behaviour expected of staff and volunteers; and will reduce the possibility of unfounded allegations of abuse being made against them.

All staff and volunteers participating in the Adopt a School programme must uphold the code of conduct. It must be signed before they are partnered with a school. Volunteers are also provided with a copy of this Safeguarding Policy.

### Supervision in school

When schools sign up to the programme, we obtain their consent that the volunteer chef will be supervised at all times, by the class teacher or member of school staff, whilst in school and delivering the Adopt a School Programme. A record of this consent is logged on the registration spreadsheet and .pdf copies of the registration form are available.

### DBS checks

#### ***DBS checks for Adopt a School team***

All our employed chefs, delivering the Adopt a School programme on a daily basis, have Enhanced DBS checks on an updated service.

#### ***DBS checks for volunteer chefs / hospitality professionals***

The role of the volunteer chef / hospitality professional visiting a school infrequently (three or four times a year) under supervision of the class teacher or other appropriate adult from the school is not classified as regulated activity. The role does not therefore require a DBS check.

The majority of schools are happy that their own supervision arrangements, as well as our own procedures, amount to sufficient safeguarding for volunteers delivering the Adopt a School programme. However, we have seen a small increase in the number of schools requesting DBS checks.

DBS customer relations has advised that schools may request an Enhanced DBS check for volunteer chefs/hospitality professionals even if the role is not regulated activity. The rationale behind this is detailed in the Department for Education's 'Keeping Children Safe in Education' guidance booklet from September 2020. A few of the schools that we work with have a policy that all volunteers must have a DBS. In these instances, the schools have processed the checks through their system. We inform schools of this process.

We inform volunteers during training that a DBS check is not a requirement of the role however there may be occasions when a check is required by the school or LEA prior to participation in the Adopt a School programme. We inform them that this will incur a cost to the individual or their employer.

### Other procedures

We have a **self-declaration and disclosure form** which all staff and volunteers must complete. Staff and volunteers must inform of any changes since they completed the self-declaration and disclosure form or since their Enhanced DBS check was carried out.

Questions asked in the self-declaration and disclosure form:

- Have you ever been known to any Children's Services department or Police as being a risk or potential risk to children?
- Have you been the subject of any disciplinary investigation and/or sanction by any organisation due to concerns about your behaviour towards children?

We communicate clearly that the information contained through the self-declaration and disclosure forms, the results of the DBS checks and information supplied by third parties may be supplied by our organisation to other persons or organisations in circumstances where this is considered necessary to safeguard children.

### School registration & Consent Forms

Before the programme commences, all schools are required to complete a registration form and new school survey. Allergy and intolerance information forms and photo/film consent forms must be completed at the start of the programme and at the beginning of each academic year. The Adopt a School team share this information with the volunteer chef. It is good practice to check that information is still current before commencing a session; however, we expect schools to check and apprise us of any changes over the duration of the programme.

### Communication with schools and chefs

We share details of our safeguarding policy and procedures during initial communication with both schools and volunteers.

## 7. PROCEDURES FOR REFERRAL

7.1 All action is taken in line with law and guidance.

7.2 If a child, young person or vulnerable adult makes a disclosure to you as an employee or representative of Royal Academy of Culinary Arts' Adopt a School Trust or indicates that they would like to make a disclosure, it is important that you:

- Take what the child, young person or vulnerable adult is saying seriously, however, you MUST inform the child that you cannot keep any shared information confidential
- Listen with care but do not ask any leading or unnecessary questions
- Do not make any judgments on what is said, but try to reassure the person that they are not to blame and they are right to tell
- Do not approach a suspected abuser yourself

7.3 If you suspect or are told about an alleged abuse, you must take the following actions:

- If it is an emergency, call 999
- Write down the nature of your concern and anything the child, young person or vulnerable adult may have told you using their words. Sign and date the notes taken
- Immediately report the grounds of your concern to the Royal Academy of Culinary Arts' Adopt a School Trust's Designated Safeguarding Officer (DSO).
- The DSO will immediately inform the relevant local authority children's social care Initial Response Team (IRT) and will follow up in writing, detailing what was discussed and any actions arising. The designated person should record:
  - Child's name age and date of birth
  - Child's home address and telephone number
  - What was said or seen
  - By whom
  - Date time and location
  - All records should be signed and dated and include the contact details for the referrer

7.4 The safety of the child is paramount. If you believe a child or young person to be in immediate or imminent danger, call 999. If you are with the child or young person, remain with them where possible and if it is safe to do so, until advised otherwise by the police.

7.5 Confidentiality will be maintained and information relating to individual children and young people/ families shared with staff on a strictly need-to-know basis.

## **8. ALLEGED ABUSE BY STAFF OR VOLUNTEERS**

8.1 When an allegation is made against a member of staff or volunteer then the allegation must be passed to the Designated Safeguarding Officer.

8.2 The Designated Safeguarding Officer must then make a referral to the relevant local authority children's social care team.

8.3 The local authority officer contacted will record a note of the consultation and will advise on the appropriate action that needs to be taken.

8.4 If an allegation is made against the Designated Safeguarding Officer then the allegation must be passed to the Chair of Trustees. Please see 'Definitions' for possible signs of abuse.

8.5 Our Safeguarding Policy will be made available to schools for review on request. Concerns should be discussed with the school and the Designated Safeguarding Officer should make a referral to the relevant local authority children's social care team.

8.6 Reported allegations against a member of staff or a volunteer must remain confidential. Reporting an allegation does not give an individual the right to know the details of how the allegation has been investigated, nor are they entitled to know the outcome of any consequential disciplinary hearing.

8.7 If a member of staff or volunteer is concerned about how any allegation of suspected abuse has been handled, they should refer to the whistleblowing policy.

## 9. SAFEGUARDING TRAINING

9.1 The Designated Safeguarding Officer and at least one other from Adopt a School Trust must receive training every two years in child protection.

9.2 All staff and volunteers will have access to appropriate training on a regular basis at least every 3 years.

## 10. REVIEW

We are committed to reviewing our policy and good practice annually.

## 11. DEFINITIONS

11.1 "Designated Safeguarding Officer" refers to the member of staff responsible for child protection issues. In the case of Royal Academy of Culinary Arts' Adopt a School Trust this is the Chief Executive or, if they are unavailable, the Programme Director. At the date of policy review (October 2020) the contact details for the "Designated Safeguarding Officer" are as follows: Sara Jayne Stanes [sarajaynestanes@raoca.org.uk](mailto:sarajaynestanes@raoca.org.uk) 02086736300 Helena Houghton [helenahoughton@raoca.org.uk](mailto:helenahoughton@raoca.org.uk) 02086736300

### 11.2 Types of abuse

We recognise that children, young people and vulnerable adults are subject to abuse when they experience the following types of abuse, as defined by statutory guidance: (As defined by the Department for Education (KCSIE 2020) and Children Act 1989 and 2004 and Care Act 2014)

11.2.1 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or adult. It also includes giving a child harmful drugs or alcohol. Female genital mutilation is a form of physical abuse which is illegal in the UK. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child or adult and also if inappropriate restraint is

used. Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

Signs of physical abuse:

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or games
- Unexplained bruising, marks or injuries on any part of the body
- Bruises which reflect hand marks or fingertips (from slapping or pinching)
- Cigarette burns
- Bite marks
- Broken bones
- Scalds
- Injuries which have not received medical attention
- Neglect-under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care
- Repeated urinary infections or unexplained stomach pains

Changes in behaviour which can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example, wearing long sleeves in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

11.2.2 **Emotional abuse** can involve threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. In the Children Act 1989 it is defined as the persistent emotional ill-treatment such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all participants of ill treatment of a child or adult, though it may occur alone.

Signs of emotional abuse: The physical signs of emotional abuse may include:

- A failure to thrive or grow particularly if a child puts on weight in other circumstances: e.g. in hospital or away from their parents' care
- Sudden speech disorders • Persistent tiredness
- Development delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Being unable to play
- Attention seeking behaviour
- Fear of making mistakes
- Self-harm
- Fear of parent being approached regarding their behaviour

11.2.3 **Sexual abuse** is when a child is used sexually by an adult or young person. Sexual abuse can include kissing, touching the child's genitals or breasts, vaginal or anal intercourse and oral sex. Encouraging a child to look at pornographic magazines or videos is also sexual abuse. Bullying, racism and other types of discrimination are forms of child abuse. Like other kinds of abuse, they can harm a child physically and emotionally. Sexual abuse includes sexual exploitation, such as forcing or enticing a child or young person to take part in sexual activities, including prostitution. Boys and girls can be sexually abused by males and/or females, by adults and by other young people.

Signs of sexual abuse: The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal area
- Bruising or bleeding near genital/anal areas
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming withdrawn or aggressive
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as over-eating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money or expensive gifts
- Not allowed to have friends (particularly in adolescence)
- Acting in an inappropriate sexually explicit way with adults

11.2.4 **Neglect** is the persistent failure to meet basic physical, medical and/or psychological needs, likely to result in a serious impairment of health or development. Neglect is also failure to provide access to appropriate services and the withholding of the necessities of life, e.g. nutrition, medication and heating. Neglect may occur during pregnancy as a result of maternal substance abuse.

Signs of neglect: The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or smelly
- Loss of weight or being constantly underweight
- Inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised

11.2.5 Other issues to be aware of:

- **Financial Abuse** including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- **Discriminatory Abuse** including racist, sexist, that based on a person's disability, and other forms of harassment, slurs or similar treatment.
- **Institutional Abuse** may take the form of isolated incidents of poor and unprofessional practice at one end of the spectrum, through to pervasive ill treatment or gross misconduct at the other.
- **Self-harm** is when somebody intentionally damages or injures their body. It is usually a way of coping with or expressing overwhelming emotional distress. Sometimes when people self-harm, they feel on some level that they intend to die. More than half of people who die by suicide have a history of self-harm. But the intention is more often to punish themselves, express their distress, or relieve unbearable tension. Sometimes it's a mixture of all three. Self-harm can also be a cry for help.
- **Bullying** is deliberately hurtful and harmful behaviour, often repeated over a period of time and from which it may be difficult to defend. Bullying may take many forms, including: physical attacks, verbal (which would include name-calling, threats, racist or homophobic remarks) and emotional (for example, isolating an individual from the activities and social acceptance of others). Cyberbullying involves making use of social media, internet, the mobile phones or any other electronic device used to communicate with, to taunt, intimidate or threaten.

### 11.3. Further definitions: -

When a child is referred to in this policy the following definition applies - As defined in the Children Act 1989 and 2004, child means a person who has not yet reached their 18th birthday. This includes participants who are aged 16 and 17 who are living independently; their status and entitlement to services and protection under the Children Act 1989 is not altered by the fact they are living independently.

Although Royal Academy of Culinary Arts' Adopt a School Trust does not regularly work with people aged 18-25, when a young person is referred to in the policy, for the purpose of this policy, this would be defined as people aged between 18-25 who are participants in our programmes.

Similarly, Royal Academy of Culinary Arts' Adopt a School Trust's work does not regularly involve contact with vulnerable adults. When an adult at risk is referred to in the policy, the following definition applies: an adult at risk is any person aged 18 years or over who is, or may be, unable to take care of him or herself or who is unable to protect him or herself against significant harm or exploitation. This may be because he or she has a mental health problem, a disability, a sensory impairment, is old and frail, or has some form of illness. Because of his or her vulnerability, the individual may be in receipt of a care service in his or her own home, in the community or be resident in a residential care home, nursing home or other institutional setting.'

The rights of adults to live a life free from neglect, exploitation and abuse are protected by the Human Rights Act 1998. Specifically, an adult at risk, right to life is protected (under Article 2); their right to be protected from inhuman and degrading treatment (under Article 3); and their right to liberty and security (under Article 5).

Some of our beneficiaries neither qualify as a child or adult at risk but we are committed that the principles and practices set out in our policies are also to be applied to all young people we work with.

## 12. SUPPORTING GENDER IDENTITY AND GENDER VARIANT YOUNG ADULTS AND CHILDREN

12.1 Gender identity is a way to describe how someone feels about their gender. For example, some people may identify as a boy or a girl, while others may find neither of these terms feel right for them, and identify as neither or somewhere in the middle. Some of the terms a young person or child might use to describe their gender identity are:

- **Trans or transgender:** this is when someone feels their gender is different from the gender they were assigned at birth.
- **Non-binary, gender fluid or gender queer:** this means someone doesn't identify as either male or female. They could identify as both, or neither.
- **Cisgender:** this is when someone's gender identity is the same as the gender they were assigned at birth.

12.2 While many people identify with the gender they were assigned at birth, for others gender is more of a spectrum, with lots of different possible identities. Gender identity is a personal feeling, and a child or young person will be the best person to know what matches how they feel. Children and young people can also question or feel unsure about their gender identity, or find that their gender identity changes over time. This is sometimes called 'gender fluid'.

12.3 Gender expression is how someone chooses to express their gender identity. This could be through the way they dress, speak or act. For example, by wearing dresses or choosing to shave. How someone looks or dresses does not always reflect their gender identity. Children and young people will feel comfortable expressing their gender identity at different ages and in different ways.

12.4 Young people may want to use pronouns that reflect their gender identity such as 'she' or 'her' while others may prefer gender neutral pronouns such as 'they'. They may also want to change their name. Try to use the correct pronouns and name when referring to a child.

## 13. THE PREVENT DUTY

13.1. The Prevent duty is intended to help providers consider what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. The work of the Royal Academy of Culinary Arts' Adopt a School Trust brings us into contact with young people in their educational settings and there is a responsibility for our representatives to report any concerns they may have.

Key Definitions:

- **Radicalisation** – The process by which someone comes to support terrorism, or extremist ideologies associated with terrorism.

- Extremism – Vocal or active opposition to Fundamental British Values. Extremism also includes calls for the death of members of our armed forces in the UK or overseas.
- Terrorism – An action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system.

One way to build resistance to radicalisation is to promote Fundamental British Values such as:

- Democracy - A system of government where the people choose their leaders by voting for them.
- Rule of law - Rules that the government develop.
- Individual liberty - The rights of each person to live and move freely within the law.
- Mutual respect and tolerance - A willingness to accept and respect the behaviour and beliefs of people with different faiths and beliefs other than your own.

The Fundamental British Values can be incorporated into a child's SMSC development (spiritual, moral, social and cultural). This involves things such as:

- learning right from wrong
- cultivating self-awareness and understanding
- practicing tolerance/challenging stereotype
- sharing/giving/volunteering/participating in the local community
- learning about different beliefs/cultures
- celebrating diversity (cultural traditions, music, food, stories)
- building friendships and working/playing well with others (sports/ games/school trips/group projects)

## 14. SUPPORTING POLICIES AND DOCUMENTS

These documents can be accessed at [www.adoptaschooltrust.org.uk](http://www.adoptaschooltrust.org.uk) or on request by contacting the Head Office. They will be sent to all volunteers on signing up to the programme.

- Code of Conduct
- Safeguarding Code of Conduct
- Whistleblowing Policy
- Self-declaration and disclosure form
- Health and Safety Policy and Covid-19 Risk Assessment

## 15. IMPORTANT CONTACTS

**NSPCC Help Line:** 0808 800 5000

**Barnardo's:** 020 8550 8822

**In extreme emergencies:** 999

**Last updated: October 2020**  
**Helena Houghton and Sara Jayne Stanes**

**Next update: October 2021**