

**UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD
PROTECTION
POLICIES AND PROCEDURES
(TEMPLATE FOR ACADEMIES)**

Schools are requested to redact this template policy, personalising and localising it as indicated.

Date of last central office review:	July 2020	Review Period:	1 year (minimum)
Date of next central office review:	July 2021	Owner:	Darran Ellison-Lee
Date of next school level review:	July 2021		Richard Coe
Type of policy:	United Learning Policy	Local Governing Body	Recommends school policy for Group Board approval
		Group Board:	Group Board approves United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	June-July 2020
Policy tailored by individual schools	July-August 2020
Policy ratified by Local Governing Bodies	First full LGB MTG AY2021
Policy approved by the Group Board	July 2020
Implementation of Group Policy	September 2020

UNITED LEARNING TRUST
Glenmoor and Winton Academies
September 2020
CHILD PROTECTION AND SAFEGUARDING
POLICY

KEY EXTERNAL CONTACT DETAILS

<p>Local Authority Designated Officer</p>	<p>Laura Baldwin or John Mclaughlin</p> <p>The main contact number: 01202 456744 The secure email for the service is lado@bcpcouncil.gov.uk [● NAME] Out of hours: childrensOOHS@poole.gov.uk</p>
<p>Local Authority Children’s Social Services</p>	<p>TEL: 01202 458101 (Bournemouth) 01202 735046 (Poole)</p> <p>These numbers are 24 Hours</p>
<p>Multi-Agency Safeguarding Hub</p>	<p>Telephone: 01202 735046 Email: MASH@bcpcouncil.gov.uk TEL- [●INSERT]</p>
<p>Support and Advice about Extremism</p>	<p>Police Dorset Police Prevent TEL: 01202 222222 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 EMAIL: sru@dorset.pnn.police.uk</p> <p>Department for Education NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
<p>NSPCC’s what you can do to report abuse dedicated helpline</p>	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk</p>
<p>Disclosure and Barring Service</p>	<p>Disclosure Service</p> <p>ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom TEL: 03000 200 190 EMAIL: customerservices@db.gov.uk</p>

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	<p>Barring Service</p> <p>ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom TEL: 03000 200 190</p>
Teaching Regulation Agency	<p>TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>
OFSTED Safeguarding Children	<p>TEL: (0300 12344155) EMAIL: Whistleblowing@ofsted.gov.uk</p>

KEY SCHOOL CONTACT DETAILS

United Learning Trust (ULT)	<p>Chair of ULT Dame Yasmin Bevan EMAIL: company.secretary@unitedlearning.org.uk</p> <p>Head of Safeguarding Darran Ellison-Lee, Director of Primary Education EMAIL: : Darran.Ellison-Lee@unitedlearning.org.uk</p> <p>Regional Director (United Learning) Benjamin Antell EMAIL: Benjamin.Antell@unitedlearning.org.uk</p>
Local Governing Body (LGB)	<p>Chair of LGB Anna Cuccia EMAIL: acuccia@glenmoorandwinton.org.uk</p> <p>Nominated Safeguarding/E-safety Governor of LGB Darren Nicholson EMAIL: dnicholson@glenmoorandwinton.org.uk</p>
Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads (DDSLs)	<p>Main DSL for the School Richard Coe TEL: 0102 527818 EMAIL: rcoe@glenmoorandwinton.org.uk</p> <p>Deputy DSL Louise Burley TEL: 01202 527818 EMAIL: lburley@glenmoorandwinton.org.uk</p>

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	Deputy DSL and ESW Dan Brown TEL: 01202 527818 EMAIL: dbrown@glenmoorandwinton.org.uk <u>Designated E-Safety Lead</u> <u>Louise Burley</u> TEL: 01202 527818 EMAIL: lburley@glenmoorandwinton.org.uk
Designated Teachers for Looked After Children	Gavin Darwin TEL: 01202 527818 EMAIL: gdarwin@glenmoorandwinton.org.uk Dan Brown TEL: 01202 527818 EMAIL: dbrown@glenmoorandwinton.org.uk
Head/Principal	<u>Stuart Ingram (Executive Principal)</u> TEL: 01202 527818 EMAIL: singram@glenmoorandwinton.org.uk Samantha Viney (Principal) TEL: 01202 527818 EMAIL: sviney@glenmoorandwinton.org.uk

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Commented [CEM1]: Schools may wish to include details here of the full team or reference to where this may be found e.g. in an appendix.

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POLICY STATEMENT

This policy applies to Glenmoor and Winton Academies. United Learning Trust requires the School's Local Governing Body to review and update this policy annually (as a minimum). This policy is available on the School website. This policy is ratified annually by the United Learning Group Board.

This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (September 2020) ('KCSIE')
 - Disqualification under the Childcare Act 2006 (July 2018)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
 - Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Working Together to Safeguard Children (July 2018)
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
 - COVID-19: safeguarding in schools, colleges and other providers
- Revised Prevent Duty Guidance for England and Wales (April 2019)
 - Protecting children from radicalisation: the prevent duty - Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism. (updated August 2015)

Commented [FS2]: The school policy must be available publicly on the individual school website or if no website exists, it must be provided to parents.

- The use of social media for on-line radicalisation (July 2015)
- Relationships education, relationships and sex education (RSE) and health education (DfE, updated July 2019)

This policy also takes into account the procedures and practice of BCP Council and the published safeguarding arrangements set out by the Pan Dorset safeguarding partnership. The Local Governing body, and their senior leadership teams, especially their designated safeguarding leads, will:

- make themselves aware of and follow their local arrangements (including the local criteria for action and the local protocol for assessment)
- ensure this is reflected in their own policies and procedures
- supply information as requested by the three safeguarding partners
- work with social care, the police, health services and other services to promote the welfare of children and protect them from harm

CONCERNS ABOUT A CHILD

The School always has a duty to consider the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

The School has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers. [Information for pupils including guidance on what to do if they have concerns can be found below under the heading **safeguarding information for pupils**.](#)

Safeguarding Information for Pupils:

[At Glenmoor and Winton Academies, we believe that: All children have the right to be listened to, the right to be heard.](#)

[All children have the right to feel safe, to be safe and protected from harm. Glenmoor and Winton Academies promotes its belief that as children, our pupils have the right to achieve their full potential regardless of their ethnicity, religion, gender, orientation, ability, or disability. We strive to ensure our pupils have the ability to:](#)

- [Be as physically and mentally healthy as possible](#)
- [Gain the maximum benefit possible from good education opportunities](#)
- [Live in a safe environment and be protected from harm](#)
- [Experience emotional well-being](#)
- [Feel loved and valued, supported by affectionate relationships](#)
- [Become competent at looking after themselves](#)
- [Have a positive self-image, a secure identity including cultural and racial identity](#)
- [Develop good interpersonal skills and confidence in social situations.](#)

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At Glenmoor and Winton Academies, we will teach children to understand and manage risk, through our:

- Tutor programme
- Citizenship lessons in the curriculum
- Other lessons, such as Drama
- Assemblies and Special Days
- E-Safety Programme
- Anti-Bullying Programme.

Confidentiality – the information below is shared with pupils at the Academies

As the pupils of Glenmoor and Winton Academies, we want you to know that:

- We will always take what you tell us seriously.
- We cannot agree to keep anything that you tell us secret, but we will only share information with the people that we need to, in order to ensure that you and others are kept safe from harm. Any pupil concerned about their safety can talk to one of the school’s Safeguarding Team which can be identified on the Safeguarding poster which is in every room and corridor, or a member of staff who you feel able to talk to. Alternatively, pupils can also email the safeguarding email to express any concerns that you may have

Staff should expect to support social workers and other agencies following any referral.

~~Details of these arrangements are~~ **[[• INSERT] OR can be found [• INSERT]]**

Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.
- Staff are referred to **Appendix 1** of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

Commented [FS3]: School policy should include reference, as appropriate to each school’s student cohort, to specific safeguarding concerns such as children missing education, FGM, child sexual exploitation, radicalisation, so-called honour-based violence and forced marriage. Appendix 1 provides template wording.

Commented [CEM4]: Schools will need to set out guidance for staff and others on what to do if they have concerns about a child and the main points of local procedures. The wording in this section may therefore be adapted slightly to take account of local arrangements for each school.

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If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below.

Responding to Disclosures

If a child chooses to disclose abuse you the following guidelines should be adhered to:

- Be honest.
- Do not make promises that you cannot keep.
- Explain that you are likely to have to tell other people in order to stop what is happening.

Create a safe environment

- Stay calm.
- Reassure the child and stress that she is not to blame.
- Tell the child that you know how difficult it must have been to confide in you.

All staff should:

- listen carefully
- avoid asking leading questions – refer to the TED (Tell me, Explain to me, Describe to me) model
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and whom the information will be passed to.)

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded on CPOMS:

Step 1: Log on

Step 2: 'Add Incident'

Step 3: Choose the most relevant category and subcategory:

Step 4: Record details including use of body map and linked students where relevant

Step 5: Enter details, place, date and time of incident

Step 6: Enter any relevant agencies (CSC, MARAC, POLICE etc- using drop down) if they have direct involvement

Step 7: Leave as 'ACTIVE' and do not assign to anyone (the safeguarding team will act as a triage)

Step 7: Press ADD INCIDENT

If for any reason a member of staff cannot access CPOMS (or they are a parent, child, or visitor) then the following procedure should be followed.

Record on a "Safeguarding Referral Form" which can be found in the STAFF SHARE -SAFEGUARDING-FORMS exactly what the child has said to you and include:

- Child's name, address, date of birth

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Commented [CEM5]: Schools should provide guidance here in the policy on the actions that staff members should take when receiving a disclosure. This is draft suggested wording only and each school may amend this to reflect their local arrangements.

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- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- Sign and date the record and provide a copy for Safeguarding Team and your records using the safeguarding email or by handing directly to the DSL or one of the Deputy DSLs.

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If a member of staff have not spoken to the child directly or have concerns raised by a third party the guidance would be to notify the DSL or email the safeguarding team: safeguarding@glenmoorandwinton.org.uk

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Guidance

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- Be clear about what the child says and what you say.
- Do not interview the child and keep questions to a minimum (see TED model)
- Disclosures of abuse must be investigated by the police and not by school staff
- Where a report includes online elements, staff are reminded not to view or forward any illegal images of a child but note what has been reported

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Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. The School manages this through the non-teaching pastoral support team who are available to speak to in private at any point in the school day (if a student is challenged by staff as to why a student is out of lessons and their reply is "I need to see my HOY" or "I need pastoral support," the staff member should escort them to the Brundle building to ensure they reach this destination in line with the behaviour policy). This team works closely with the SENDco and the Alternative Curriculum Centre to ensure that students with communications difficulties and vulnerabilities are properly supported. The implementation of a sensory room, outdoor sensory space and Forest School are further support systems put in place to help alleviate stress and worry for students. There is an anonymous Pastoral Team comment box where students are able to leave suggestions and feedback. We also have a designated Student Pastoral Prefect team who are available to discuss feedback concerning pastoral and safeguarding issues. All prefects are given Level 2 Safeguarding training by either the DSL or DDSL at the start of their tenure. Safeguarding information will often be special category personal data and the School will have due regard to its data protection obligations when sharing such data.

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The school will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and

that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

- not providing pupils' personal data where the serious harm test under the legislation is met.

When sharing information staff will ensure they comply with group data protection policies and keep records of disclosures as required by these policies.

[Data Sharing Policy](#)

[Requests for personal data from a third party](#)

[Procedure for disclosing information safely](#)

[Procedure for the secure transfer of files](#)

The School operates its processes with the best interests of the student at their heart.

Commented [FS6]: Updated to provide further clarification about GDPR and withholding information

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the School's DSL ~~or~~ DDSL or other member of the safeguarding team (see poster around school)}. Safeguarding@glenmoorandwinton.org.uk can be used to email concerns if access to CPOMS is not available or visitors, agency staff or new staff can report to either reception who can contact a member of the safeguarding team immediately. If, in exceptional circumstances, the DSL ~~or~~ DDSL is not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL ~~or~~ DDSL as soon as is practically possible.

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The DSL will consider the appropriate action to take in accordance with the threshold document published by ~~the~~ the School's local safeguarding partners ~~OR~~ ~~INSERT~~ Safeguarding Children Board)). Options will include:

- managing any support for the child internally via the School's own pastoral support processes;
- making an early help assessment; or
- making a referral for statutory services.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Please see Appendix 2 for an overview of local authority guidelines on level of intervention

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Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

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

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the School's DSL or DDSL. If early help is appropriate, the DSL, DDSL, SENDco or pastoral leaders will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

What staff should do if a child is suffering, or is likely to suffer from harm

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to children's social care (and/or the Police if appropriate) is made in accordance with BCP referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local agency is now the PAN Dorset Multi Agency Safeguarding Partnership. A full copy of their local procedures can be found here: <https://pandorsetscb.proceduresonline.com/>.

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All agency and peripatetic staff complete safeguarding induction training. All agency and Peripatetic staff are required in advance of starting to complete the PREVENT training module and attend a Level 1 Safeguarding training with the DSL. Staff are then requested to attend the next available Level 2 Safeguarding training session which is offered on a termly basis. They are also required to complete the FGM online learning mode and e-safety unit and provide certificates of completion. This is in addition to reading the Academy policy of staff – student relationships and Section 1 of the KCSIE documentation

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to children’s social care (and/or the Police if appropriate) is made in accordance with BCP [local authority] referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. [EITHER The [INSERT] Safeguarding Children Board] is still currently in operation. A full copy of their local procedures can be found [either insert a link to the LSCB website or identify the location in the school where printed copies can be found.] OR [The School’s local safeguarding partners are Pan Dorset Safeguarding Children Partnership. [INSERT] and the locally agreed safeguarding arrangements can be found here: <https://pandorsetscb.proceduresonline.com/> [INSERT a link to the safeguarding partners website or identify the location in the school where printed copies can be found.]

For the pan Dorset safeguarding children partnership, the lead representatives are: Graham Farrant Chief Executive Bournemouth, Christchurch and Poole Council Matt Prosser Chief Executive Dorset Council Tim Goodson Chief Officer Dorset CCG James Vaughan Chief Constable Dorset Police [INSERT any school-specific safeguarding arrangements. (FOR EXAMPLE, where children are engaged in close one to one teaching; off-site provision and alternative provision)]

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School’s normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children’s social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism submit a referral form to MASH or call them directly. Advice and support can also be sought from children’s social care.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL or DDSL and governor responsible for safeguarding to ensure the School’s safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

Further advice and information can be found in our Extremism policy, which is on the School website

What staff should do if they discover an act of Female Genital Mutilation (‘FGM’)

All staff should speak to the DSL or DDSLs about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

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Commented [CEM7]: These will be the school’s local authority, clinical commissioning group for the local area, and chief officer of police for the police area in the local authority area.

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Commented [FS8]: It is possible that staff may encounter these issues relating to a girl in the family of a boy in a single sex school and they should still take action. It may also be that staff in all-boy settings work across a cluster in a mixed or girls’ school, so they need to know the risks and their duty to report.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of a range of safeguarding possibilities. The School’s procedures for unauthorised absence and for dealing with children who go missing from education are laid out in the DFE guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/564599/school_attendance.pdf

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The Academy has its own procedure for unexplained absences lasting longer than three days, which can be found in Appendix 5 of this policy.

The School will report to Bournemouth Local Authority a student who fails to attend school regularly or has been absent from school without the School’s permission for a continuous period of 10 school days or more.

What staff should do if they have concerns about another staff member (including supply staff and volunteers)

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Principal and/or the Executive Principal. Where there are concerns/allegations about the Principal or the Executive Principal, this should be referred to the Chair of the LGB and Head of Safeguarding. In the event of concerns/allegations of abuse being made, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and United Learning Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff (available on the United Learning Hub).

What staff should do if they have concerns about safeguarding practices in the school

Where staff have concerns about poor or unsafe practices and potential failures in the School’s safeguarding regimes, these should be raised in accordance with the School’s whistleblowing procedures, which can be found on the School website. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

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If staff and volunteers feel unable to raise an issue with the School, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Commented [FS9]: Each school should ensure this policy reflects local arrangements.

Safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children’s relationships (both intimate and non-intimate). The School recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be “victims” and boys “perpetrators”) and that it can manifest itself in many ways and can include (but is not limited to) sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

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Peer-on-peer abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing peer-on-peer abuse.

Peer-on-peer abuse is abuse and is never acceptable. It should never be passed off or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

The School takes the following steps to minimise the risk of peer-on-peer abuse

- We teach children about safeguarding and how to keep safe through assemblies, tutor programme and e-safety modules as part of the e-safety curriculum
- We encourage children to express their views and give feedback e.g. School Leadership, Student Prefects, comment boxes
- We support vulnerable children to do this through e.g. Peer Mentors, Buddying systems, School Counsellor

Commented [CEM10]: Each school should have procedures to minimise peer on peer abuse. Each school should insert their arrangements here.

The School’s approach to sexting is to call it *youth produced visual imagery* (as suggested by the UK council for internet safety) as there are many discrepancies regarding the definition of ‘sexting.’

Commented [CEM11]: Schools should ensure sexting and the School’s approach to it is reflected in the child protection policy. Schools should insert their arrangements here.

‘Youth produced sexual imagery’ best describes the practice because:

• ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.

• ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.

• ‘Imagery’ covers both still photos and moving videos (this is taken from “Sexting in Schools and Colleges”)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. ‘Indecent’ is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety.¹³ For most purposes, if imagery contains a naked young person, a topless girl, and/ or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

When an incident involving youth produced sexual imagery comes to a school or college’s attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.

Staff are also referred to United Learning E-Safety Policy (available on United Learning Hub).

Where an issue of student behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:

Safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include (but is not limited to) sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Peer-on-peer abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing peer-on-peer abuse.

Peer-on-peer abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

[● The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse.]. [● INSERT procedures for responding to issues in boarding accommodation.]

The School takes the following steps to minimise the risk of peer-on-peer abuse [● INSERT].

The School's approach to sexting is [● INSERT]. Staff are also referred to United Learning E-Safety Policy (available on United Learning Hub).

Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

What to do if staff suspect that a child may be at risk or hears a report of peer-on-peer abuse

In the event of disclosures about peer-on-peer abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy will be followed (see '*Procedures for dealing with concerns about a child*'). This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure, the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

The School will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents

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following appropriate liaison with children’s social care. The School should manage the child/children’s expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by peer-on-peer abuse will be supported by the pastoral support team and support from external agencies will be sought, as appropriate. “Victims” will be reassured that they are being taken seriously and that they will be supported and kept safe. The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children such as the use of the Alternative Curriculum Centre, school counsellor or non-teaching heads of year.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the BCP partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged “victim” and “perpetrator”. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the BCP parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the BCP and/ or the Police as appropriate.

Reports concerning harmful sexual behaviour

Where a report concerns an allegation of sexual violence and/or sexual harassment, if possible two members of staff should be present when managing a report (preferably one of them being the DSL or DDSL). The DSL or DDSL should be informed as soon as practically possible if they were not involved in the initial report. In an ideal scenario at least one member of staff should be the same sex as the victim although their individual wishes, cultural context and orientation should be considered.

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- The wishes of the victim,
- The nature of the alleged incident,
- The ages of the children involved,
- The developmental stages of the children involved,
- Any power imbalance between the children,
- If the alleged incident is a one-off or sustained pattern,
- Any ongoing risks,
- Other related issues and context.

Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy DSL) should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there

Commented [CEM12]: Schools should have clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported. Schools should insert their arrangements here.

Schools should also recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, schools should be prepared to use any term with which the individual child is most comfortable.

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has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the “victim”;
- the alleged “perpetrator”; and
- the other children (and, if appropriate, staff) at the School.

The DSL will consider as part of the School’s response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the “victim” and alleged “perpetrator” and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform the School’s approach.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children’s social care.

If the DSL decides to make a referral to children’s social care and/or a report to the police against a “victim’s” wishes, the reasons should be explained to the student and appropriate specialist support offered. The DSL or DDSL will also work closely with children’s social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged “perpetrator”, staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

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Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children’s social care to ensure the welfare and safety of all children and update the risk assessment and ensure relevant protections and measures are in place for all children.

The School will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child’s behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School.

The DSL will ensure that where children move to another educational institution following an incident of peer-on-peer abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

The School recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists the School in meet its Public Sector Equality Duty.

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Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these

environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

ARRANGEMENTS FOR DEALING WITH CONCERNS/ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS, SUPPLY STAFF AND VOLUNTEERS)

The School’s procedures for managing concerns/ allegations against staff who are currently working in the School follows Department for Education statutory guidance and BCP and Pan Dorset Safeguarding partnership arrangements and applies when staff (including supply staff and volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student;
- Possibly committed a criminal offence against or related to a student; or
- Behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Commented [FS13]: Added a fourth bullet point under the behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

Allegations against an adult that is no longer working/volunteering with children should be referred to the Police. Where it is known that the adult is still working/volunteering with children, all allegations (including historical/non-recent allegations of abuse) should be referred to the Police and also the LADO in the local authority that the adult is working/volunteering.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority ‘designated officer’ or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the ‘designated officer’ on a no-names basis (if local safeguarding procedures allow).

Commented [FS14]: Where the LADO and/or the police need to be informed this should be done immediately. UL Human Resources and Safeguarding Lead should be informed within one working day if there has not already been contact.

All allegations should be investigated as a priority to avoid any delay.

Commented [FS15]: Some LSCP procedures may not allow this and further details may need to be provided.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the ‘case manager’ who is the Principal/Head and/or the Executive Principal/Head, where applicable. Where the Principal/Head or the Executive Principal/Head, where applicable is absent or is the subject of the allegation or concern, reports should be made to Chair of the LGB and Head of Safeguarding. Where the Principal/Head or the Executive Principal/Head, where applicable is the subject of the allegation or concern, the Principal/Head or the Executive Principal/Head, where applicable must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and designated officer.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing,

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and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

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4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

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~~5. [• Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made]~~

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~~6-5.~~ The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

~~7-6.~~ The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

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~~8-7.~~ On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

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The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a student who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

Supply teachers

Where the school has to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'), they will ensure allegations are dealt with properly. They will liaise with the local authority designated officer (LADO) to determine a suitable outcome and discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part

The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

When using an agency, the schools will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Commented [FS16]: Added further statutory guidance from KCSIE 2020 as to how schools and colleges should ensure allegations against supply teachers are handled.

STAFF BEHAVIOUR POLICY / CODE OF CONDUCT

The School's staff code of conduct is covered at induction and can be found on the staff share area in the induction document folder or in the HR Teams folder for inductees. The aim of the staff code of conduct is to provide clear guidance about behaviour and actions so as to not place students or staff at risk of harm or of allegation of harm to a student. All staff are required to review the Staff Code of Conduct annually.

SAFER RECRUITMENT

The School is committed to safer recruitment processes and ongoing safer working practices. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

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For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and the School will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed and the individual will be appropriately supervised. Please refer to Section C and Appendix 5 of the 'Safeguarding Children – HR Procedural Guidance' available on the United Learning Hub for further guidance.

Full details of the School's safer recruitment procedures for checking the suitability of staff members of the School, LGB and volunteers to work with children and young people is set out in

- United Learning / the School's Recruitment and Selection Policy;
- United Learning's Safeguarding Children – HR Procedural Guidance;
- United Learning's LGB Handbook; and
- United Learning's guidance: Trustees - Recruitment, Appointment, and Removal Process

These documents are available on the United Learning Hub.

Safer recruitment means that all applicants are required to:

- Complete an application form
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Be checked through the disclosure and barring service as appropriate to their role
- Be subject to a Prohibition Order check if applying for a teaching position
- Provide evidence for right to work in the United Kingdom
- Assist in the completion of overseas checks, (as appropriate) - Be subject to checks carried out to ensure that individuals are not disqualified under the Childcare (Disqualifications) Regulations 2009 including barred by association, as appropriate to the role, (as appropriate).
- Be subject to a Section 128, Prohibition from Management check, (as appropriate).
- Be subject to EEA check, (as appropriate)
- Be interviewed including explicit questions on safeguarding
- Provide evidence on medical fitness (mental and physical).

In addition, the school will:

- Obtain assurance that the appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's students on other sites.

In line with our Child Protection procedures and policy, all of the Senior Team (including 2 Governors) have updated safer recruitment training in October 2018

MANAGEMENT OF SAFEGUARDING

The School's DSL is Richard Allan Coe who is a member of the leadership team.

Louise Burley is the DDSL and the person to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to: maintain an overview of safeguarding within the School; to open channels of communication with local statutory agencies; to liaise closely with children's social care and the police; support staff in carrying out their safeguarding duties children's social care and the police; support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL (and DDSL) are most likely to have a

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Commented [CEM17]: If a school has a deputy DDSL, their details should be included here and at the start of the policy.

complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern.

The DSL works with the LGB to review and update the School's safeguarding policy. Where a student leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. The School will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are to delegate a member of the safeguarding team to be "on call" and to check the school and safeguarding email regularly. The DSL and DDSL for LAC will liaise to ensure that one is able to check the email daily for any MARAC referrals or other updates from LA including domestic abuse referrals from the Police.

Full details of the DSL's role can be found at Annex B of KCSIE.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training (including online safety) are in line with advice from BCP. Pan Dorset Level 2 training is provided by the LA on a 3-year rolling programme and the DSL or DDSL leads on Level 2 updates on a termly and annually basis as new protocol or information is created. In response to Covid-19 the Academies have used the virtual College L3 course as recommended by BCP safeguarding leads.

Induction and training (including online safety) are in line with advice from [~~● LCSB OR local safeguarding partners~~].

All Staff

All new staff will be provided with induction training that includes:

- the child protection policy, including information about the identity and role of the DSL(s) and DDSL
- the behaviour policy
- the safeguarding response to children who go missing from education
- the staff code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media

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- a copy of Part 1 of KCSIE
- School leaders and staff who work directly with children will be required to read Annex A of KCSIE

For new starters in September, Induction training usually takes place prior to the Summer Holidays. For new starters during the Academic Year, induction training usually takes place within 7 working days of staff commencing work.’ Copies of the above documents are provided to all ‘staff’ during induction and are also made available on the staff share. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up to date versions of the Staff Student Relationship Letter and Acceptable Use Declaration. The staff code of conduct can be found in the staff share in the induction folder.

Temporary staff and volunteers are provided with L1 overview by the DSL or DDSL and shown where key documents and policies can be found.

All staff are also required to:

- Read Part One of KCSIE and confirm that they have done so through a signed declaration that is given to the DSL and HR. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via Termly Staff INSET or Weekly Staff Briefings. In the last few years the DSL has given specific training at the start of the academic year regarding KCSIE updates.
- Understand key information contained in Part One of KCSIE. The School will ensure staff understanding by Regular staff updates.
- Receive training in safeguarding and child protection regularly, in line with advice from the Bournemouth LCSB. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, emails, e-bulletins and staff meetings.
- In AY2021 it will also be an expectation linked with Appraisal, that staff evidence personalised CPD in Safeguarding as most relevant to their post. Our investment in Safeguarding Essentials will allow staff to access modules that are most appropriate and relevant to their posts and experience.
- In AY2021 it is a requirement for all teaching staff and an option for non-teaching staff to complete the ACES course on-line (endorsed by the Home Office) as part of their CPD.

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Commented [CEM18]: Each time Part One of KCSIE is updated by the Department for Education, existing staff must be updated. Each school should insert how they do this here.

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All new staff will be provided with induction training that includes:

- the child protection policy, including information about the identity and role of the DSL(s) (and DDSL)
- the behaviour policy
- the safeguarding response to children who go missing from education
- the staff [code of conduct OR behaviour policy] including the School’s whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media
- a copy of Part 1 of KCSIE

• School leaders and staff who work directly with children will also be required to read Annex A of KCSIE
{● INSERT any timings agreed e.g. 'Induction training usually takes place within seven (7) working days of staff commencing work.'} Copies of the above documents are provided to all 'staff' during induction. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up to date versions of the Staff Student Relationship Letter and Acceptable Use Declaration. The staff {● code of conduct OR behaviour policy} can be found {● INSERT e.g. Staff Handbook, a copy of which is available on the School intranet}.
{● Temporary staff and volunteers are provided with {● INSERT}};

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All staff are also required to:

• Read Part One of KCSIE and confirm that they have done so. {● INSERT any means of confirmation used e.g. via a signed form}. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via {● INSERT}.

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• Understand key information contained in Part One of KCSIE. The School will ensure staff understanding by {● INSERT}.

• Receive training in safeguarding and child protection regularly, in line with advice from the {● LCSB OR local safeguarding partners}. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.

• Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, {● emails, e-bulletins and staff meetings.}

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DSL(s)

The DSL and DDSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes: local inter-agency working protocols; participation in child protection case conferences; supporting children in need; identifying children at risk of radicalisation; supporting SEND children particularly when online; overseeing online safety in school; record keeping and promoting a culture of listening to children; training in line with Pan Dorset Safeguarding Partnership; approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

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In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSL is trained to the same level as the DSL.

Commented [CEM19]: It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of harmful sexual behaviour. This could form part of their safeguarding training.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Mary Curnock-Cook is the board-level lead designated to take a lead in relation to responsibility for the Trust's safeguarding arrangements. Darren Nicholson, [Name] is the LGB lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. They are a member of the School's LGB and/or a member of ULT.

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A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies. The DSL and DDSs review both the policy and safeguarding arrangements through an annual audit review using the BCP template and the policy is reviewed by the link governor and DSL annually.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The local governing body ensures that all students are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching students, for example about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

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Commented [CEM20]: This can be omitted for primary only schools.

The School recognises the additional risks that children with SEND face online and works with the Head of IT to ensure that additional support and measures are in place to support these children. Online safety is an integral part of the School's E-safety curriculum and also embedded in Citizenship and Relationships and Sex Education. Pupils will be taught what positive, healthy and respectful online relationships look like; the effects of their online actions on others; how to recognise and display respectful behaviour online; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns

Commented [CEM21]: This can be omitted for primary only schools.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are protected by filters set by the network manager and reviewed regularly by the lead for e safety. Lightspeed filters are also reviewed weekly by the lead for e safety to ensure that students are not searching for potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in United Learning E-Safety Policy (available on the United Learning Hub) and in the School's E-Safety Policy which also includes detail on the use of mobile

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Commented [CEM22]: Each school will need to insert here their filters and monitoring systems in place to keep children safe online. This will likely require liaison internally with the IT Department.

Commented [CEM23]: Each school will need to insert here their policy on the use of mobile technology in the school.

technology in school and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Mobile phones, and other portable devices are prohibited at the Academies and will be confiscated on sight. Students or parents (if there is continual breach of policy) can collect these at the end of the school day. For more information on this please see the schools Behaviour Policy which is available on our website.

Looked after children (and previously looked after children)

Looked after children (and previously looked after children) are a particularly vulnerable group. The School will ensure that prompt action is taken when necessary to safeguard these children and the local governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Gavin Darwin is the designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. The School ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

Children potentially at greater risk of harm (Children who need a social worker - Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where the local authority have made the school aware a child has a social worker, the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

The new Team around the school (TAS) group from September 2020 will allow the school to raise concerns regarding students with multi agencies to provide early or ongoing help.

Use of 'reasonable force'

The School recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The School will

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consider its duties under the Equality Act 2010 and their Public Sector Equality Duty. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force as set out in the DfE “use of reasonable force” guidelines.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

A summary can be found below:

Glenmoor and Winton Academies follows the DfE guidelines (July 2013) as outlined in the Academy Behaviour Policy. The Principal or members of staff designated by the Principal have the power to search pupils without consent. Further details can be found in the Academy behaviour policy.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes –to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools do not require parental consent to use force on a student

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organised visit. In addition to the general power to use reasonable force described above, the Principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable¹. The School’s responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker’s presentation and/or footage in advance of the session being provided.

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Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Commented [CEM24]: Schools should have clear protocols for ensuring that any visiting speakers are appropriately supervised.

In collaboration with the EVC (James Attridge) trips and workshops will undergo a full risk assessment taking into account any outstanding safeguarding concerns at all stages of the trip. This documentation is also seen and signed off by the Principal or Senior Line Manager for departments.

Use of mobile phones and cameras

Commented [FS25]: The school's safeguarding policy must include the school's policy on the use of mobile phones and cameras in the setting.

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy 'Staff are not permitted to use their personal mobile devices or cameras in school beyond the guidelines set out in the BYOD policy. Staff who wish to use take photographs or video of students (whether on a personal or school device) must first speak with the Principal, Executive Principal or Senior Line Manager to obtain their approval before taking any image of a student. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with the Principal. Staff who act in breach of this may be subject to disciplinary action.

Ambassadors and Peer Mentoring

All students in prefect roles and peer mentoring positions have adequate staff supervision, training and measures to counter possible abuses of the role and received appropriate training on managing any concerns about their peers. Bespoke guidance is given directly by the DSL or DDSL or other L3 trained pastoral lead to these students.

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APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

Commented [FS26]: There have been some updates in the content to this section, so schools need to ensure all staff have read it as part of the updated policy.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Sexual Exploitation (CSE): CSE is a form of 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. CSE does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact

sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of sexual exploitation:

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

CSE is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

Child Criminal Exploitation (CCE) and Child Sexual Exploitations are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with **serious violent crime**. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

If staff have a concern about a child or a child make a report to the, staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

So Called 'Honour Based' Abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

If staff have a concern that a student may be at risk of HBA or has suffered HBA, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a student over 18, teachers should follow the School's local safeguarding procedures.]

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is 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. It can also call for the death of members of the armed forces.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social

media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Special Educational Needs and/or Disabilities: Students with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the School has put in place the following pastoral support measures: Four non-teaching Pastoral Leads who work with the inclusion department to identify and support vulnerable students; our Alternative Curriculum Centre (ACC) which is manned all day, every day by trained staff in supporting students who have particular needs; TAs who have specific EAL skills; targeted TA support (skills base) to ensure students get the help they need. SEND soundboard so that all teaching staff are updated weekly about SEND students and needs that they might have. The ACC have also worked on their social media profile so are now available to students on twitter and Instagram.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN

Lesbian, Gay, Bi or Trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

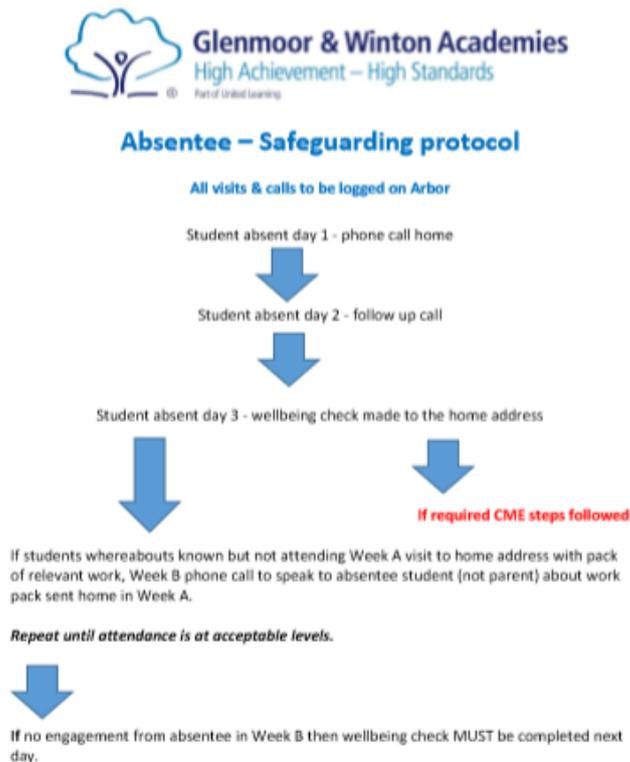
Children and the court system: Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

Children who go missing from education or school:

A child going missing is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The School holds more than one emergency contact number for each student so additional

options are available to make contact with a responsible adult when a child goes missing is also identified as a welfare and/or safety concern.

Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found below. All unexplained or unauthorised absences will be followed up in accordance with this policy outline below which are a precursor to a CME referral to the LA after 10 days.



The School shall inform the local authority of any student who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education;
- and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident if different of any student who fails to attend school regularly, or has been absent without the School's permission for a

continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority which follows national guidelines

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.

Children with family members in prison: Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

Domestic Abuse: domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Homelessness: Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

Peer on peer abuse: peer on peer abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up skirting (which is a criminal offence and typically involves taking a picture under a person's clothing without the knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm); sexting and initiating/hazing type violence and rituals. Students with SEND and LGBT children are more at risk of peer-on-peer abuse. Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks;
- suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age;

- abusive behaviour towards others.

Sexual violence and sexual harassment, as a type of peer on peer abuse, may overlap and can occur online and offline (both physical and verbal). Sexual violence are sexual offences of rape, assault by penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature and 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. Examples of sexual harassment include sexual comments sexual "jokes" or taunting; physical behaviour such as deliberately brushing against someone; non-consensual sharing of sexual images and sexualised online bullying.

Mental Health

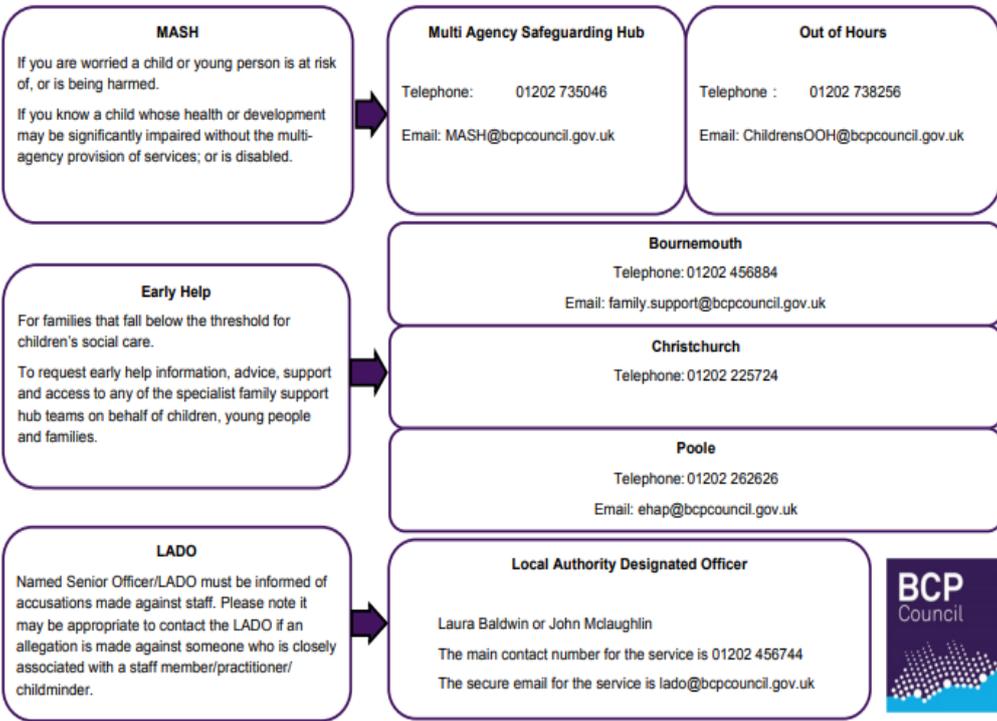
All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

APPENDIX 2 – contact details and overview of intervention BCP

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Safeguarding is Everybody's Business

BCP Safeguarding Contact Details (children)



APPENDIX 3 – Meet the Safeguarding Team

Safeguarding Team

Mr. R. Coe



Designated Safeguarding Lead (DSL)

Ms. L. Burley



Deputy DSL

Mr. D. Brown



Educational Social Worker (ESW)

Pastoral Safeguarding Team 2020/2021

<p>Mr S Ingram – Executive Principal</p> <p>Mr L Lima – Vice Principal</p> <p>Mr A Parker – Assistant Principal</p> <p>Ms S Ham – Assistant Principal</p> <p>Ms H Chappell – SENCO</p> <p>Ms B Wentley – Pastoral Support</p> <p>Ms E Parkin – Pastoral Support</p> <p>Mrs K Burford – Pastoral Support</p> <p>Ms D Nisaker – Pastoral Support</p> <p>Mr D Collins – Gateway Administrator</p>	<p>Mrs S Wentley – Principal</p> <p>Mr C Arnold – Head of Year 7</p> <p>Mr D Wilcox – Deputy Head of Year 7</p> <p>Ms Hayley Parsons – Head of Year 8</p> <p>Ms C Alliman – Head of Year 9 Glenmoor</p> <p>Ms J Ford – Head of Year 9 Winton</p> <p>Mr L Nash – Head of Year 10</p> <p>Mr R Mills – Head of Year 11</p> <p>Mr J Wentley – Grammar Stream Coordinator</p> <p>Ms N Jackson – Attendance Officer</p>
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~~Ms G Dineen~~ – Senior Pastoral Lead

Email: Safeguarding@glenmoorandwinton.org.uk



Glenmoor Academy
Glenmoor & Winton Academies
High Achievement – High Standards
for all learners

APPENDIX 4 – Safeguarding Training Log (Template)

Attendees
Principal/Head
DSL
(• DDSL)
Senior Leadership Team
Pastoral Leads
Whole School
e-safety Lead
P.E. staff
Medical Needs Officer
Paediatric First Aiders
Health & Safety /COSH
EVC
Chair of Governors of LGB
Nominated Safeguarding Governor of LGB
Local Governing Body (whole board)
Agency Staff /Peripatetic
Volunteers
Contractors
Other

Safeguarding Training Log – Academic Year		
Attendees	Type of training provided	Date undertaken
Executive <u>Principal</u>	<u>Level 3</u>	<u>February 2019</u>
Principal	Level 3	August 2020
<u>DSL</u>	<u>Level 3</u>	<u>July 2018</u>
<u>DDSL</u>	<u>Level 3</u>	<u>July 2018</u>

<u>Senior Leadership Team</u>	<u>Level 2 including KCSIE update from LA</u> Vice <u>Principal</u> (Behaviour) L3 Assistant Vice Principal L3 Update Assistant Vice Principal L3	<u>September 2020</u> January 2019 October 2018 <u>October 2019</u>
<u>Pastoral Leads</u> <u>Year 7</u> CAR Year 7 DWI <u>Year 8</u> HPA <u>Year 9</u> CAL/JFO <u>Year 10</u> LNA <u>Year 11</u> RMI <u>Year 7 pastoral support</u> DNO Year 8 pastoral support KBU <u>Year 9 pastoral support</u> EPA Year 11 pastoral support Pastoral Leader	<u>Level 3</u> Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 update Level 3 Level 3 Level 3 update	July 2019 August 2020 November <u>2018</u> August 2020 August 2020 <u>November 2017</u> October 2019 October 2018 February 2020 May 2018 September 2019
<u>Whole School</u>	<u>Level 2 LA update</u> <u>Level 2 School Update</u> ACES training (teaching staff)	<u>September 2018</u> <u>September 2020</u> September 2020
<u>E-safety Lead</u>	<u>CEOP training</u> <u>Level 3</u>	<u>June 2019</u> <u>July 2018</u>
<u>Staff from all areas of Academy including teaching, support, exams and reception</u>	<u>First Aid Training</u>	<u>November 2018</u>
<u>Medical Needs Officer</u>	<u>First Aid Training</u>	<u>June 2018</u>
<u>Health & Safety /COSH</u>	<u>COSH training</u>	<u>October 2015</u>
<u>EVC</u>	<u>Level 3</u>	January 2020

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<u>Chair of Governors of LGB</u>	<u>Safer Recruitment</u> <u>Level 2 Safeguarding</u>	<u>May 2017</u> <u>September 2018</u>
<u>Nominated Safeguarding Governor of LGB</u>	<u>Level 2 Safeguarding</u>	<u>September 2020</u>
<u>Local Governing Body (whole board)</u>	<u>Level 2 Safeguarding</u>	<u>September 2018</u>
<u>Agency Staff /Peripatetic</u>	<u>Level 2 Safeguarding</u>	<u>Termly induction as required</u>
<u>Volunteers</u>	<u>Level 2 Safeguarding</u>	<u>Termly induction as required</u>
<u>Contractors</u>	<u>Given Level 1 information in booklet</u>	<u>As required</u>
<u>Attendance Officer</u>	<u>Level 3 Update</u>	<u>September 2018</u>
<u>Gateway Lead</u>	<u>Level 3</u>	<u>February 2020</u>

APPENDIX 5 – STAFF/STUDENT RELATIONSHIP LETTER AND GUIDANCE NOTES

Glenmoor and Winton Academies United Learning Dear Colleague, September 2020 Every one of us working within United Learning, whatever our role, is acutely aware that the protection of children is of the highest possible importance. Trust underpins everything that we do in schools. The parents of our pupils entrust the care of their children to us and together we are all responsible for their wellbeing. United Learning also has a responsibility to ensure that those working in our schools are themselves protected - against putting themselves in a vulnerable position and against the possibility of false accusation. The COVID-19 pandemic this year has created an unprecedented situation. The provision of home learning and partial opening of schools has presented us all with new safeguarding challenges, which are detailed in the accompanying guidance, and should be considered within the wider context of safeguarding which continues to be relevant as schools begin to return to some form of normality. This letter has also been prompted by the isolated actions of a small number of employees who have acted improperly or who have found/put themselves in a vulnerable position. Increasingly, this is in relation to the inappropriate use of social media. These instances have all led to disciplinary action including in the most serious cases dismissal for gross misconduct. I am writing to every person employed by United Learning to remind us all just how serious these matters are but also to offer some advice as to how to respond in potentially difficult situations. Heads will discuss this issue with their staff at appropriate times during the school year. This letter reinforces those statements and ensures that no-one associated with our schools is in any doubt that child protection is an issue that must be treated with the utmost seriousness. Acts of child abuse may be blatant and incontrovertible. However, they may also be more subtle. It must be understood that the following are almost always inappropriate within the professional context of schools and can easily be construed as child abuse in some circumstances:

- touching and physical contact, other than for staff working with very young children in primary or nursery settings, where it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children;
- contact through electronic or digital communications using personal accounts. Against this background, we must ensure that no situation could arise which is or could reasonably be construed as acting against the safety of each child. This is not always an easy line to draw but crossing that line, or being in a position where it appears that the line has been crossed, is unacceptable. Some adults within the school undertake roles where this is even more important because of the ease with which the proper execution of their duties might be misinterpreted or because the vulnerability of the young people in their care might be more easily exploited. These might include those:

- working in boarding houses or residential situations, including, for example, school trips and excursions;
- whose work requires them to interact in a one to one situation, particularly when that work takes place behind closed doors as is often the case with peripatetic music lessons;
- whose work by its nature requires some physical contact with children, for example, those working with very young children and those involved in the coaching of sport or other practical subjects where a correct technique may need to be demonstrated;
- who have high levels of access to ICT systems and, indeed, all who use the internet, email, text messaging and other forms of electronic communication;
- young employees and workers whose duties require them to work with older pupils (e.g. sixth formers) where the age differential is quite small;
- who work with especially vulnerable children for example those with special educational needs, disabilities, mental illness or those that require intimate care. Within each school, Head Teachers will issue both verbal and written guidance from time to time and will make available appropriate training to help everyone deal with this difficult issue. A statement of guidance follows this letter. The DfE has published updated guidance for all schools on their duties to safeguard and promote the wellbeing of children, 'Keeping Children Safe in Education' (DfE,

September 2020). It is important that you are familiar with this guidance and, as a statutory minimum, have read and can demonstrate your understanding of your responsibilities in relation to Keeping Children Safe in Education Part 1 and Annex A. Finally, having said all this, it is still important for all of us to retain an appropriate balance. United Learning greatly appreciates the devotion and commitment of all of you who work in our schools. We know that your work is effective because every day you respect and care for children, enjoy their company and celebrate their achievements. The trust placed in us as we guide young people through their formative years is huge; we all need to help each other shoulder this responsibility to the very best of our ability. Thank you again for all you're doing for children and young people through this particularly difficult time. Whether you are working with pupils coming in to school, providing online learning, or supporting the core operations, your commitment and support for the schools and the children has been inspiring.

Yours sincerely

Sir Jon Coles Chief Executive

Sam Viney Principal United Learning Glenmoor and Winton Academies

UNITED LEARNING NOTES OF GUIDANCE FOR STAFF-STUDENT RELATIONSHIPS 2020

This guidance is not exhaustive and is designed to set out principles rather than to give detailed and specific advice. Clearly, the circumstances in which staff work vary (e.g. working with very young children, boarding staff, sports staff, etc.); this guidance is meant to give general principles only. Indeed, for staff working with very young children in primary or nursery settings it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children. Although this advice applies primarily to teachers and to other adults with educational roles, all adults working within schools relate to students during the course of their duties; again, the general principles apply equally to all who are involved in the school. Staff should be aware that departure from this guidance could result in disciplinary action.

- 1 The relationship between staff and students is a professional one. It is fully expected – and, indeed, hoped – that staff in the school have a friendly and caring relationship with students; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child’s parents would be happy with the relationship if they were standing with you.
- 2 A personal relationship between staff and a student is inappropriate unless it is with the full knowledge and consent of the student’s parents or guardians. Circumstances in which such a personal relationship may arise might be when your own children are friends with those in the school or when you have a personal relationship with parents of children in the school. It is not normally appropriate for a member of staff to meet with a student out of school hours or off school premises except with the prior knowledge and consent of parents and the school.
- 3 In general, unnecessary physical contact with students must be avoided. In some circumstances, physical contact between a member of staff and a student is necessary and beneficial; it might be, for example, that a Reception teacher might need to pick up a 5 year old who has fallen over in the playground, a sports coach may need to demonstrate to a student how to hold a racket or a secondary teacher may give a student a gentle pat on the back as encouragement. In rare circumstances it may be appropriate for members of staff to use reasonable restraint in circumstances where a student is behaving in a manner which endangers him or herself or other people. In these situations, staff are advised to be very sensitive to the student’s likely reaction and to watch out for signs that the student is apprehensive or uncomfortable. We all have our own personal space that needs to be protected.
- 4 Over-familiar words and actions, displays of affection, discussion of one’s personal life or the personal life of the student are almost always inappropriate. Sexual innuendo is wrong in all circumstances. Staff must avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any student. In the professional staff-student relationship it is not appropriate to single a student out for favours or to suggest to a student that he or she is a special friend.
- 5 Occasionally it is necessary for professional academic reasons for staff to communicate with students out of school. Except where absolutely necessary, personal email addresses, home,

mobile phone numbers, social media contact details, online aliases or text based messaging aliases must not be given, asked for or used. A staff mobile phone number might be given to students for use during an educational visit; where possible, the school's mobile phone (if there is one) should be used for this purpose. Pastoral matters should not normally be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a student, should pastoral matters be dealt with by personal email, using personal phone contact or other personal communication tools. In any event, records of all contacts must be kept on the student file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual contact is appropriate except through official school channels.

- 6 It is not normally appropriate for students to visit a member of staff in their own home. Such a visit might be more likely within a boarding context where staff live on site and so might invite a group of students– say, a tutorial group – to their house for a meeting or for a celebration. Where such a visit does take place, it must be with the full knowledge and consent of the School and parents/guardians. If possible, more than one adult should be present on such an occasion.
- 7 With older students, where a gathering is held as part of a celebration, it is generally advisable if that is held on school premises. It is essential that professional criteria (e.g. all the students in a particular teaching or tutorial group) rather than personal criteria (e.g. selected students only) are used for inviting students, that the event is held openly, and that senior colleagues are aware of it. Staff on such an occasion have a particular duty to ensure that the supply and consumption of alcohol is appropriate, is responsible and falls within the law and the school's guidelines on alcohol. As a rule, staff should not consume alcohol whilst in the company of children. This includes educational visits and celebratory functions. There will be occasional situations where alcohol is served either at a meal or school function and in these instances should be approved by the Head Teacher in advance.
- 8 Wherever possible when working with students, other people (adults, colleagues or students) should be present or the door should be open. All members of staff who, in the course of their professional duties, need to work on a one-to-one basis with a student (e.g. a piano lesson, a maths tutorial, etc.), must take care to ensure that the circumstances of the meeting or lesson are always entirely professional. Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. It is helpful if the meeting or lesson can be arranged during normal school hours or immediately before or after school when there are plenty of other people about. Similarly, where it is necessary for staff to drive students in their own cars, e.g. to sporting fixtures, drivers should ensure they are not alone with just one student, written parental consent should be obtained and a central dropping off point arranged rather than home drops.
- 9 Staff must avoid threatening words, raised voices and any aggressive contact such as holding, pushing, pulling or hitting, which could amount to or which could be interpreted as a criminal assault.
- 10 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions that

involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent injury or violence. 'Reasonable' in these circumstances means 'using no more force than is needed'. This may involve either passive physical contact, such as standing between pupils, or active physical contact such as leading the pupil by the arm. Current DfE guidance is contained in ['Using Reasonable Force: Advice for head teachers, staff and governing bodies'](#) which can be found on United Hub. Members of staff must also ensure they are familiar with the Independent School's/Academy's physical restraint policy and procedures document.

- 11 Social networking sites used for personal use, such as Facebook, Twitter, Instagram, WhatsApp, online games, digital communication/online services and other digital media, pose risks for all staff in terms of professional integrity and the welfare of students.
 - (a) Staff must not use these sites to contact or communicate with current students, students who have recently left, or ex-students under the age of 18 or who are still in full time education. Employees wishing to befriend students who are over 18 and who have left school should do so with extreme caution and with the knowledge that any content posted on either ex-students' or their own social network, may not only compromise their own position but that of any colleagues with whom they are also friends and who may not want their content to be seen by any ex-student. Unfortunately, some students post information on their social networking sites which is inappropriate in language or visuals. To view such pages may alter your judgement of students, to be known to be viewing them may alter a student's view of you, and to comment to students about what you have seen is likely to have an impact on your professional reputation, as well as possibly causing distress to students concerned.
 - (b) Social media should not be used to address concerns regarding a student's welfare, which should instead be raised with an appropriate member of the school's SLT or safeguarding team.
 - (c) Caution should also be taken when staff become friends with parents of children at the school, or staff with children at the school, when posting or commenting on posts within social media and ensure that they do not put themselves at risk of any accusations or bring their school into disrepute.
 - (d) Should you become aware of material about yourself, the school, a student, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.
- 12 Social networking sites used for professional use, such as LinkedIn, Twitter, YouTube, and other social media, also pose risks for all staff in terms of professional integrity and the welfare of pupils.
 - (a) Before using social media for professional purposes, or as part of their teaching, staff should seek guidance and training on the risks associated with using social media.
 - (b) Staff should not follow students' personal social media feeds even though it is likely that students will be following them. It may be appropriate to follow students if done as part of

an educational activity but this should be properly risk assessed and not using students' personal accounts.

- (c) Staff are advised not to accept connection requests on sites such as LinkedIn from students. Accepting requests from ex-pupils post 16 or 18 should be used with care and thought given to how much information is visible to connections – phone numbers, email addresses etc.
 - (d) When uploading images or posting content on social media platforms, you should not link to children's online personas through tagging or mentions as this will increase the risk to them from online threats. You should also ensure you comply with the school image use policy; such as not including names with pictures and ensuring parental permission has been given before posting a child's image.
 - (e) All content posted will be linked to you and your employer. Should you become aware of material about yourself, the school, a pupil, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.
- 13 If you are at all concerned about anything which has occurred or which has made you uncomfortable, you must discuss the matter with a senior colleague at the earliest opportunity, even if it turns out that nothing untoward has happened. You must make a written record, dated and signed, of any such incident.
- 14 Where any allegation of abuse is made against a teacher, other member of staff or volunteer, the Group is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 15 Staff will also find information relevant to staff-student relationships in the policies and procedures in their school or academy which they should make themselves familiar with and cover the following:
- (a) Safeguarding Policy and Child Protection Policy and Procedures;
 - (b) Behaviour and Discipline;
 - (c) Physical Restraint;
 - (d) Email and Internet Acceptable Use Policy;
 - (e) Social Media Policy.

Coronavirus/Covid-19 Addendum

During the Covid-19 period, additional guidance will apply to support safe working practice in areas where staff have had to adapt working arrangements.

All staff must continue to follow their school's code of conduct and ICT acceptable use policy. Some staff will be working from home, and most content will be delivered in an 'asynchronous' way. Where staff are either teaching or speaking to children in 'real time' (for example, in small group tutorial 'catch-ups'), they should ensure that any visible background and foreground is appropriate and does not reveal any personal information.

16 **Contact with children at home**

Schools may have concerns about children's wellbeing and/or need to follow up a lack of engagement with remote learning. Contact with individual children and families must be carefully managed and monitored. Generally, we would expect this to involve the DSL or DDSL. Contact with children at home will normally be through a parent.^[1] For example, a member of staff may call the parent(s) (withholding their number) and seek consent to speak to the child, with the parent present in the background (or by putting the call on speaker phone). In a very limited set of circumstances (for example, where the school has not been able to get through to a parent) it may be appropriate to make contact directly with a pupil using their own mobile phone. If this is considered necessary, contact must not be 1:1 – two members of staff must be present on the call or make use of agreed recording facilities. Where contact is made for welfare reasons, details should be recorded on CPOMS/My Concern (or other similar system), including how contact was made, confirmation that consent was sought and a record of what was discussed.

17 **Home visits**

Home visits should therefore not be required and should only be considered if a school feels it is absolutely necessary. There may be situations in which schools do feel a home visit is necessary, or are asked to carry out a visit by the local authority. In such cases, schools must ensure that two members of staff (including the DSL) are always present. Visits should be 'doorstep' visits (considering individual health and individual safety). The DSL(s) should ask for the parent's consent to speak to the child. If consent is given, the DSL should speak to the child giving them the opportunity to discuss anything they need to.

18 **Physical Contact with children and social distancing**

There may be occasions where physical contact takes place (e.g. positive handling/physical intervention to keep a child or others safe) despite current social distancing requirements. DfE guidance should be followed before and after such incidents to ensure any health risks are minimised. Any physical contact should be consistent with the content set out in this document.

