



## Child Protection and Safeguarding Policy and Procedures

### 1.0 Introduction

1.1 The Governing Body of our school is responsible for ensuring the annual review of this policy.

1.1 The Governing Body understands, takes seriously and fulfils its safeguarding responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. The Governing Body ensure that all staff are familiar with statutory guidance and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities, and ensure they listen, record and act NOT investigate.

1.3 Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean, "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies".

1.4 The Governing Body understands, takes seriously and fulfils its safeguarding responsibilities under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have due regard to statutory guidance issued under section 29 of the CTSA 2015 (Prevent Guidance) to the need to prevent people (and children) from being drawn into terrorism.

1.5 We recognise that all staff<sup>1</sup> and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All professionals who come into contact with the Academy's pupils should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

1.6 We recognise that all forms of so called HBV (honour-based violence) are abuse (regardless of the motivation) and are handled and escalated as such. HBV 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. If in any doubts staff will speak to the Designated Safeguarding Lead, just as they would with any other Safeguarding issue. <sup>2</sup>

Since 31 October 2015 there has been a mandatory reporting duty placed on teachers (Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) that places a statutory duty upon teachers along with regulated

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<sup>1</sup> "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

<sup>2</sup> Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

health and social care professionals in England and Wales, to 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.)

1.7. Unaccompanied asylum seeking children and child victims of human trafficking are some of the most vulnerable children in the country. Trafficked children can be at risk of returning to their traffickers and of further exploitation for sex, forced labour, domestic servitude or criminal activities. The Governing Body will work with the local authority to protect and support these highly vulnerable children. This will include a multi-agency approach, which is essential in protecting trafficked children from further risk from their traffickers. In particular, they will work closely with RBWM Local Safeguarding Children Boards and the police in planning protection and responding if a trafficked child goes missing. (APPENDIX 6)

1.8 We recognise that children are capable of abusing their peers and ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person. Children and young people may be harmful to one another in a number of ways which is classified as peer on peer abuse. A list of the different forms that peer on peer abuse can take is included in Appendix 8.

1.9 Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. The Governing Body recognise that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. However, the Governing Body acknowledge that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. The Executive Principal and SLT make every effort to ensure that all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and are provided with appropriate training (TeamTeach)\* to deal with these difficult situations.

\*Team Teach aims: Through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

<http://www.teamteach.co.uk/>

1.8 We believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

1.9 This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

The Prevent Duty (Departmental Advice for schools and childcare providers) June 2015

Working Together to Safeguard Children March 2015

Keeping Children Safe in Education September 2016



Education Act 2002

Childcare Act 2006 sect.49 & 50

UK Safer Internet Centre: appropriate filtering and monitoring  
<http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring>

Mandatory Reporting of Female Genital Mutilation – procedural information  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)

‘Framework for the Assessment of Children in Need and their Families’ 2000

What to do if you are worried a Child is being Abused March 2015

‘Berkshire Local Safeguarding Children Boards (LSCB) Child Protection Procedures Manual online at: [http://berks.proceduresonline.com/windsor\\_maidenhead/index.html](http://berks.proceduresonline.com/windsor_maidenhead/index.html) July 2017

Local Safeguarding Children Board 01628 683234 <https://www.wamlscb.org/>

Multi-Agency Safeguarding Hub (MASH) and Early Help Hub  
01628 683150 (Hrs 08:45-17:15). Out of hours Team 01344 786543.  
LADO 01628 683194.

A Guide to Eligibility for DBS checks. April 2016  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/519060/Guide\\_to\\_eligibility\\_v8.1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/519060/Guide_to_eligibility_v8.1.pdf)

Further information regarding Mandatory Reporting can be found at:  
<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>  
Keeping Children Safe in Education Statutory Guidance for Schools and Colleges 2016, page 53)

Care of unaccompanied and trafficked children  
Statutory guidance for local authorities on the care of unaccompanied asylum seeking and trafficked children July 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/330787/Care\\_of\\_unaccompanied\\_and\\_trafficked\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/330787/Care_of_unaccompanied_and_trafficked_children.pdf)

All staff have read and understood Part One of Keeping Children Safe in Education. All staff have been issued with a paper copy and all teaching staff have a copy saved on their iPad Bookshelf.



## **1.9 The aims of this policy are:**

To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. (Staff will receive appropriate safeguarding and child protection training which is regularly updated. Staff members will receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. )

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.

To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse. This includes procedures for HBV (Honour based violence)

To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

To protect children from the risk of radicalisation and to have due regard to the need to prevent people from being drawn into terrorism. This will include ensuring that we are doing all that we reasonably can to limit children's exposure to the three areas of risks from the school IT system (Content: being exposed to illegal, inappropriate or harmful material; Contact: being subjected to harmful online interaction with other users; Conduct: personal online behaviour that increases the likelihood of, or causes, harm).

To ensure that the Academy has appropriate filters and monitoring systems in place to limit children's exposure to the three areas of risk (see above) from the school's IT system.

## **2.0 Procedures**

2.1 We have a Designated Safeguarding Lead for Child Protection, Miss Bianca Iasi, Head of School, who has undertaken appropriate training for the role, within the past two years. Our Designated Safeguarding Lead will update her training every two years.

2.2 We have a member of staff who will act in the Designated Safeguarding Lead's absence, Mr Dave Rooney, Executive Principal, who has also received training for the role of Designated Safeguarding Lead, and who will have been briefed in the role.

2.3 We have a further two Deputy Designated Safeguarding Leads, Mary Gallop and Pauline Reid, they are also Home Office Accredited Trainers for WRAP (Workshop to Raise Awareness for Prevent)



2.4 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the Designated Safeguarding Lead and have these explained, as part of their induction into the school.

2.5 All members of staff are provided with opportunities at least every three years to receive Safeguarding and Prevent Duty training arranged or delivered by the Designated Safeguarding Lead in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. In addition all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

2.6 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it is on our website and home school agreement.

2.7 Our lettings policy will seek to ensure the suitability of adults working with children on the school site at any time.

2.8 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

2.9 Our selection and recruitment policy is to include all checks on staff and regular volunteers' suitability, this includes Disclosure and Barring Service checked in accordance with current legislation and will be renewed by the school every three years. The Principal, School Business Manager and Safeguarding Deputy are trained in Safer Recruitment, as is the Chair of Governors. Staff trained in Safer Recruitment always form part of interview panels.

2.10 The name of any member of staff considered not suitable to work with children will be notified to the DfE Teachers' Misconduct Team, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations<sup>2</sup>. A referral to the DfE, List 99 POCA (Protection of Children's Act) should be made.

2.11 Our policy and procedures will be annually reviewed and up-dated and also when new Guidance is published; staff will be informed of any updates.

2.12 The name of the Designated Safeguarding Leads will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

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<sup>2</sup> The 'Barring Regulations' are the Procedures for Barring or Restricting People Working with Children in Education' DfE July 2003

### 3.0 Supporting Children

3.1 We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

3.2 Miss Bianca Iasi, Head of School, and SENDCO is the designated teacher appointed by the Governing body to promote the educational achievement of children who are looked after. She ensures that she has the relevant information needed in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. She holds information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

3.3 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

3.4 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

3.5 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

3.6 We recognise that protecting children from the risk of radicalisation is a part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

3.7 We recognise that during the process of radicalisation it is possible to intervene to prevent vulnerable children from being radicalised. As with managing other safeguarding risks, our staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.

3.8 Our school will support all pupils by:

- Maintaining an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Providing, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensuring children are taught about safeguarding, including online safety training.

#### **4.0 On-line Safety**

4.1 We recognise that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation-technology often provides the platform that facilitates harm. We will ensure that we protect and educate our pupils in their use of technology and establish mechanisms to identify, intervene and escalate any incident where appropriate.

4.2 The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

We will do all that we reasonably can to limit children's exposure to these risks from the Academy's IT system by ensuring that there are appropriate filters and monitoring systems in place and are informed in part by the risk assessment required by the Prevent Duty.

\*(Appendix 3)

#### **5.0 Monitoring and Filtering Systems**

5.1 Our monitoring systems ensure that Staff always directly supervise children whilst using technology including the Internet.

5.2 Whilst we recognise that no monitoring can guarantee to be 100% effective we will ensure that our monitoring system is as robust as possible. It includes filtering for Key words, controlled by Google managed by Key Networks that automatically forces Safe Search and blocks access to inappropriate websites.

Our monitoring system covers the following content:

Content	Content or communications that:
Illegal	Is illegal (eg. Child abuse images and terrorist content)
Bullying	Involves the repeated use of force, threat or coercion to abuse, intimidate or aggressively dominate others.
Child Exploitation	Is encouraging the child into a coercive/manipulative sexual relationship. This may include encouragement to meet.

Discrimination	Promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, sex, disability or gender identity.
Drugs / Substance abuse	Displays or promotes the illegal use of drugs or substances.
Extremism	Displays sexual acts or explicit images.
Self- Harm	Promotes or displays deliberate self-harm.
Violence	Displays or promotes the use of physical force intended to hurt or kill.
Suicide	Suggest the user is considering suicide.

A list of web filtering categories are in Appendix 3.

5.3 We will ensure that our monitoring strategy meets the following principles:

Content	
Age appropriate	Includes the ability to implement variable monitoring appropriate to age. This will in turn define which alerts are prioritised and responded to.
Data retention	User accounts are disabled once pupils have left the school
Monitoring Policy (E-mail, E-Safety and Internet Policy)	Pupils are routinely reminded that their online access is monitored. They are taught about on-line safety and to behave appropriately and responsibly.
Impact	Key Network review regularly and monitor the impact of the systems. Weekly E-mails are sent to the school. Serious breaches are notified immediately.
Prioritisation (How alerts are generated and prioritised to enable rapid response)	Key Networks send an automated E-Mail alerting web traffic events that violate our policy .They would inform us immediately if there was a serious breach eg multiple attempts to access an inappropriate website by a single user.
Reporting	Weekly E-Mail to Pauline Reid(School Business Manager)/ Bianca Iasi (Head of School) , Raman Herr



5.4 Schools in England (and Wales) are required “to ensure children are safe from Terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering (Prevent Duty 2015). We ensure that access to illegal content is blocked, specifically that the filtering providers are IWF members and block access to illegal Child Abuse Images and Content (CAIC) . Untangle.com are the manufacturer of our firewall/web filter. The filter automatically receives updates from a company called Zvelo who are members of the IWF.

Recognising that no filter can guarantee to be 100% effective, our filtering system manages the following content (and web search):

Content	Content that :
Discrimination	Promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, or sex.
Drugs / Substance abuse	Displays or promotes the illegal use of drugs or substances.
Extremism	Promotes terrorism and terrorist ideologies, violence or intolerance.
Malware / Hacking	Promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content.
Pornography	Displays sexual acts or explicit images.
Piracy and copyright theft	Includes illegal provision of copyrighted material.
Self-Harm	Promotes or displays deliberate self- harm (including suicide and eating disorders).
Violence	Displays or promotes the use of physical force intended to hurt or kill.

5.5 We ensure that our system does not over block access so it does not lead to unreasonable restrictions and that our filtering system meets the following principles:

- Age appropriate, differentiated filtering – includes the ability to vary filtering strength appropriate to age and role; Student and staff are differentiated.
- Control - has the ability and ease of use that allows schools to control the filter themselves to permit or deny access to specific content; IT provider and onsite IT Leader, Lisa Clark, have access to filtering controls.
- Filtering Policy – the filtering provider publishes a rationale that details their approach to filtering with classification and categorisation as well as over blocking.
- Identification - the filtering system should have the ability to identify users; filter is user and device aware (where possible)
- Mobile and App content – isn’t limited to filtering web traffic and includes the blocking of inappropriate content via mobile and app technologies. Encrypted traffic sent by apps like WhatsApp cannot be intercepted by the filter, school provided device should/are not permitted to use apps of this nature.

- Network level - filtering should be applied at 'network level' i.e., not reliant on any software on user devices. Untangle.com works at the network level. (Untangle.com are the Filter Manufacturer).
- Reporting mechanism – the ability to report inappropriate content for access or blocking. Key Networks send an automated weekly E- Mail to P Reid (School Business Manager, SDP, Prevent Trainer), B Iasi (Head of School, SDP) and Raman Herr alerting the Academy to web traffic events that violate our policy. (E-mails provided by Microsoft and managed by Key Networks). See Prevent Risk Assessment Appendix 3
- Key Networks would inform us immediately if there was a serious breach e.g. multiple attempts to access an inappropriate website by a single user.
- Reports – the system offers clear historical information on the websites visited by your users; Data is retained for 30 days.

## 6.0 Peer-on-Peer Abuse

6.1 All staff are aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: physical abuse e.g. (biting, hitting, kicking, hair pulling etc.) bullying- including cyber bullying (physical, name calling, homophobic ), gender based violence/sexual assaults, sexting, initiation/hazing, prejudiced behaviour. All these terms are defined and explained in more detail in Appendix 8.

6.2 Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016 If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

6.2 The type of abuse may have a varying effect on the victim and initiator of the harm, the DSL will clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. After gathering the facts the DSL will consider the intent (begin to Risk Assess) and if there has been a deliberate or contrived situation for a young person to be able to harm another. The DSL will decide on the next course of action and whether to make a safeguarding referral to social care (where a crime has been committed the police should be involved also) and will also inform the parents. ). The DSL and Executive Principal will consider the form the abuse may have taken and will decide upon the subsequent actions that are required.

6.2 Staff are clear as to the school policy and procedures with regards to peer on peer abuse as defined in the anti-bullying, school's behaviour policy and broader child protection procedures and also in Appendix 8. Staff have been trained in dealing with this kind of abuse.

6.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

6.4 Staff recognise that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. Consequently the Academy has an open environment where children feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive Physical and Emotional Health and Citizenship and Ethics curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

## **7.0 Private fostering arrangements**

7.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

7.2 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

7.3 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. Should the Academy become aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the Academy will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

## **8.0 Confidentiality**

8.1 We recognise that all matters relating to child protection are confidential. The Principal or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

8.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

8.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

8.4 We will always undertake to share our intention to refer a child to the Multi-Agency Safeguarding Hub (MASH) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.



## **9.0 Supporting Staff**

9.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

9.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support. This could be provided by the Principal or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

9.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

## **10.0 Allegations against staff**

10.1 All school staff should take care not to place themselves in a vulnerable position with a child.

10.2 All staff should be aware of the school's behaviour/discipline policy. This can be found in the Policy Folder situated in the area outside the Executive Principal's office and is given to all staff on induction.

10.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present.

10.4 The Executive Principal/Head of School will immediately use the schools agreed guidance on managing allegations and on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

10.5 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 8.4 above, without notifying the Principal first.

10.6 The school will follow the annually agreed guidance for managing allegations against staff, a copy of which can be found in the Policy Folder situated outside the Principal's office.

10.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 6.4 above) in making this decision.

10.8 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.



## 11.0 Whistleblowing

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. The 'Raising Concerns at Work (Whistle-blowing Policy) for Schools' can be found in the Policy Folders situated outside the Executive Principal's office and is given to all staff during induction.

## 12.0 Physical Intervention

Our policy on physical intervention by staff is set out separately, as part of our Behaviour Policy. This policy states that staff must only ever use physical intervention as a last resort, eg. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

Designated Safeguarding Lead: -

Miss Bianca Iasi

Deputy Designated Safeguarding Leads: -

Mr David Rooney, Mrs Mary Gallop,  
Mrs Pauline Reid

### Related Policies

Anti Bullying

Lettings

Whistleblowing

Managing Allegations

Behaviour

Confidentiality

Single Equality Scheme

Guidance for Disclosure and Barring Service (DBS) and Safer Recruitment

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The Governing Body approved this policy on date: **2<sup>nd</sup> March 2018**

Signed:

Chair of Governors

Signed:

Executive Principal



## APPENDIX 1

### **Role of the Designated Safeguarding Lead for Child Protection**

1. Making referrals to the Multi-Agency Safeguarding Hub (MASH) if there are concerns about a child's welfare, possible abuse or neglect.
2. Refer cases to the Channel programme where there is a radicalisation concern as required.
3. Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
4. Refer cases where a crime may have been committed to the Police as required.
5. Liaise with appropriate professionals regarding enquiries under section 47 of the Children Act 1989. This may include the case manager and the designated officer(s) at the local authority for child protection concerns
6. Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
7. Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
8. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. An indication of further record-keeping should be marked on the pupil's general record.
9. Acting as a focal point for staff concerns and liaising with other agencies and professionals.
10. Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a report which has been shared with the parents.
11. Ensuring that any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and the keyworker for the child protection plan immediately.
12. Ensuring that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.
13. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years. This should include Prevent Awareness Training.



14. Ensuring that all staff receives basic Child Protection awareness training at least every three years and also Prevent Awareness Training.
15. Providing an annual report for the Governing Body, detailing any training undertaken by staff and Governors, number and type of incidents/cases, referrals to the Multi-Agency Safeguarding Hub (MASH) subject to Child Protection Plans (anonymised).
16. Notifying the Multi-Agency Safeguarding Hub (MASH) when a child attending the school is privately fostered. Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more.
17. Ensuring that any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
18. Ensure the Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and are in line with Statutory Guidance.

Designated Safeguarding Lead:

Miss Bianca Iasi

Date :

Signature:

Deputy Designated Safeguarding Leads:

Mr Dave Rooney

Date :

Signature:

Mrs Mary Gallop

Date :

Signature:

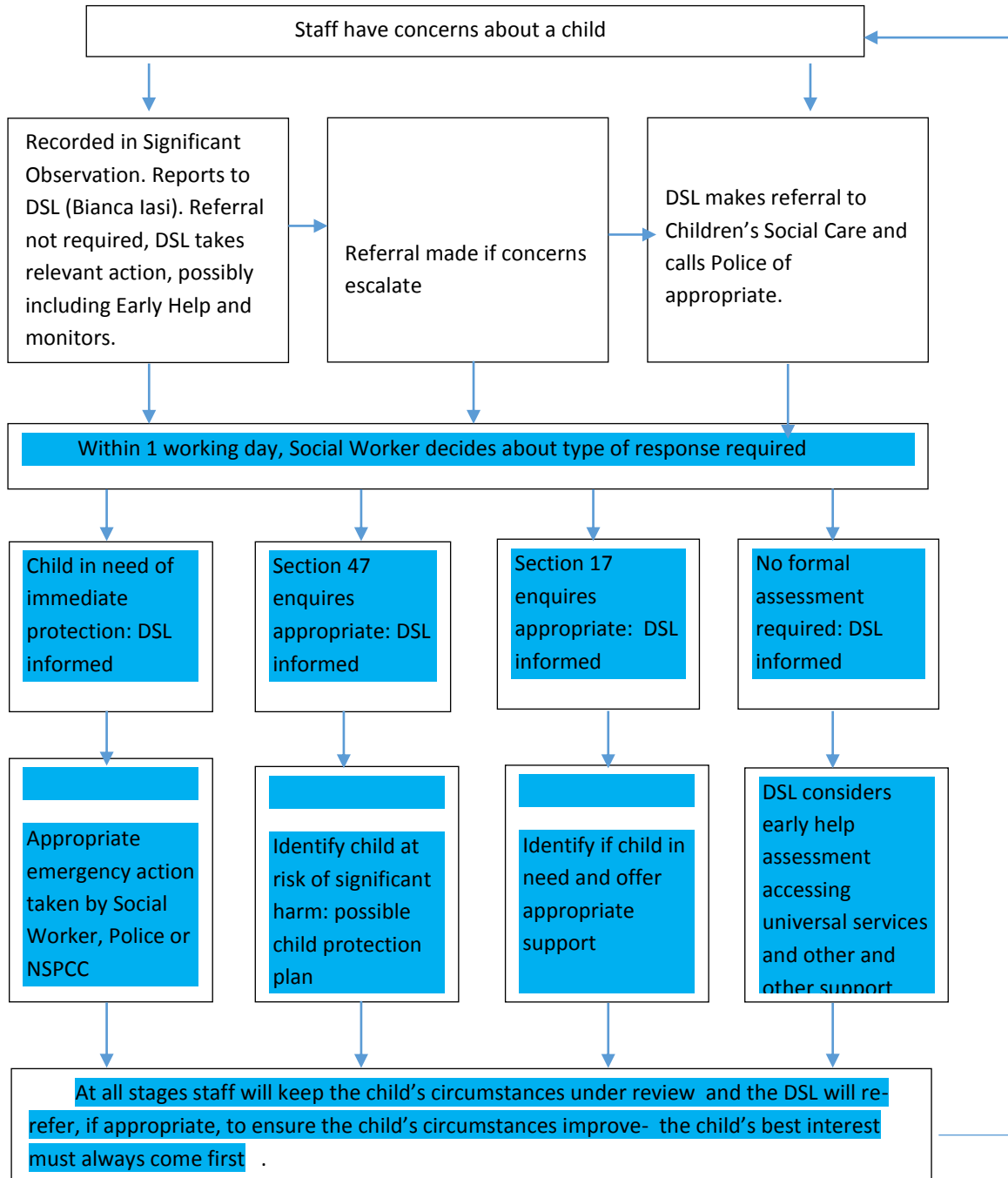
Mrs Pauline Reid

Date :

Signature:

**APPENDIX 2**

**Procedures when there are concerns about a child**



Other Agency action

Other Agency action





### APPENDIX 3

#### List of Web Filtering Categories

Categories				
Category ^	Block	Flag	Description	Edit
Abortion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that discuss abortion from a historical, medical, legal, or other not overtly biased point of view.	
Abortion - Pro Choice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that push the pro-choice viewpoint or otherwise overtly encourage abortions.	
Abortion - Pro Life	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that condemn abortion or otherwise overtly push a pro-life agenda.	
Advocacy Groups & Trade Associations	<input type="checkbox"/>	<input type="checkbox"/>	Web pages dedicated to industry trade groups, lobbyists, unions, special interest groups, professional organizations and other associations comprised of members wi...	
Agriculture	<input type="checkbox"/>	<input type="checkbox"/>	Web pages devoted to the science, art, and business of cultivating soil, producing crops, raising livestock, and products, services, tips, tricks, etc. related to farming.	
Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that promote, advocate or sell alcohol including beer, wine and hard liquor.	
Anonymizer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that promote proxies and anonymizers for surfing websites with the intent of circumventing filters.	
Architecture & Construction	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which involve construction, contractors, structural design, architecture and all businesses or services related to the design, building or engineering of str...	
Arts	<input type="checkbox"/>	<input type="checkbox"/>	Web pages related to the development or display of the visual arts.	
Astrology & Horoscopes	<input type="checkbox"/>	<input type="checkbox"/>	Web pages related to astrology, horoscopes, divination according to the stars, or the zodiac.	
Atheism & Agnosticism	<input type="checkbox"/>	<input type="checkbox"/>	Web pages that pursue an anti-religion agenda or that challenge religious, spiritual, metaphysical, or supernatural beliefs.	
Auctions & Marketplaces	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages devoted to person to person selling or trading of goods and services through classifieds, online auctions, or other means not including "traditional" online ...	
Banking	<input type="checkbox"/>	<input type="checkbox"/>	Web pages operated by or all about banks and credit unions, particularly online banking web applications, but excludes online brokerages.	
Biotechnology	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which include genetics research, biotechnology firms and research institutions.	
Botnet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages or compromised web servers running software that is used by hackers to send spam, phishing attacks and denial of service attacks.	
Businesses & Services (General)	<input type="checkbox"/>	<input type="checkbox"/>	Web pages that include Businesses and Services, generally used unless there is a more specific category that better describes the actual business or service.	
Cartoons, Anime & Comic Books	<input type="checkbox"/>	<input type="checkbox"/>	Web pages dedicated to animated TV shows and movies or to comic books and graphic novels.	
Catalogs	<input type="checkbox"/>	<input type="checkbox"/>	Web pages that have product listings and catalogs but do not have an online shopping option.	
Fitness & Recreation	<input type="checkbox"/>	<input type="checkbox"/>	Web pages with tips and information on fitness or recreational activities.	
Food & Restaurants	<input type="checkbox"/>	<input type="checkbox"/>	Web pages related to food from restaurants and dining, to cooking and recipes.	
Gambling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages which promote gambling, lotteries, casinos and betting agencies involving chance.	
Games	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages consisting of computer games, game producers and online gaming.	
Gay, Lesbian or Bisexual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that cater to or discuss the gay, lesbian, bisexual or transgender lifestyle.	
Government Sponsored	<input type="checkbox"/>	<input type="checkbox"/>	Web pages devoted to Government organizations, departments, or agencies. Includes police, fire (when employed by a city), elections commissions, elected repre...	
Hacking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages with information or tools specifically intended to assist in online crime such as the unauthorized access to computers, but also pages with tools and inform...	
Hate Speech	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that promote extreme right/left wing groups, sexism, racism, religious hate and other discrimination.	
Health & Medical	<input type="checkbox"/>	<input type="checkbox"/>	Web pages dedicated to personal health, medical services, medical equipment, procedures, mental health, finding and researching doctors, hospitals and clinics.	
Hobbies & Leisure	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which include tips and information about crafts, and hobbies such as sewing, stamp collecting, model airplane building, etc.	
Home & Office Furnishings	<input type="checkbox"/>	<input type="checkbox"/>	Web pages that include furniture makers, retail furniture outlets, desks, couches, chairs, cabinets, etc.	
Home, Garden & Family	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which cover activities in the home and pertaining to the family. Includes tips and information about parenting, interior decorating, gardening, cleaning, f...	
Humor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages which include comics, jokes and other humorous content.	
Illegal Drugs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that promote the use or information of common illegal drugs and the misuse of prescription drugs and compounds.	
Image Search	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages and internet search engines used to search pictures and photos found across the Internet where the returned results include thumbnails of the found im...	
Information Security	<input type="checkbox"/>	<input type="checkbox"/>	Web pages and companies that provide computer and network security services, hardware, software or information.	
Instant Messenger	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Instant messaging software and web pages that typically involve staying in touch with a list of "buddies" via messaging services.	
Insurance	<input type="checkbox"/>	<input type="checkbox"/>	Web pages the cover any type of insurance, insurance company, or government insurance program from Medicare to car insurance to life insurance.	

Internet Phone & VOIP	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that allow users to make calls via the web or to download software that allows users to make calls over the Internet.	
Job Search	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages devoted to job searches or agencies, career planning and human resources.	
Kid's Pages	<input type="checkbox"/>	<input type="checkbox"/>	Web pages specifically intended for young children (under 10) including entertainment, games, and recreational pages built with young children in mind.	
Legislation, Politics & Law	<input type="checkbox"/>	<input type="checkbox"/>	Web pages covering legislation, the legislative process, politics, political parties, elections, elected officials and opinions on these topics.	
Lingerie, Suggestive & Pinup	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that refer specifically to photos and videos where the person who is the subject of the photo is wearing sexually provocative clothing such as lingerie.	
Literature & Books	<input type="checkbox"/>	<input type="checkbox"/>	Web pages for published writings including fiction and non-fiction novels, poems and biographies.	
Login Screens	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which are used to login to a wide variety of services where the actual service is not known, but could be any of several categories (e.g. Yahoo and Googl...	
Malware Call-Home	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages identified as spyware which report information back to a particular URL.	
Malware Distribution Point	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that host viruses, exploits, and other malware.	
Manufacturing	<input type="checkbox"/>	<input type="checkbox"/>	Web pages devoted to businesses involved in manufacturing and industrial production.	
Marijuana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages about the plant or about smoking the marijuana plant. Includes web pages on legalizing marijuana and using marijuana for medicinal purposes, marijuana ...	
Marketing Services	<input type="checkbox"/>	<input type="checkbox"/>	Web pages dedicated to advertising agencies and other marketing services that don't include online banner ads.	
Military	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages sponsored by the armed forces and government controlled agencies.	
Miscellaneous	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that do not clearly fall into any other category.	
Mobile Phones	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages which contain content for Mobile phone manufacturers and mobile phone companies' websites. Also includes sites that sell mobile phones and accessories.	
Motorized Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which contain information about motorized vehicles including selling, promotion, or discussion. Includes motorized vehicle manufacturers and sites dedicat...	
Music	<input type="checkbox"/>	<input type="checkbox"/>	Web pages that include internet radio and streaming media, musicians, bands, MP3 and media downloads.	
Nature & Conservation	<input type="checkbox"/>	<input type="checkbox"/>	Web pages with information on environmental issues, sustainable living, ecology, nature and the environment.	
News	<input type="checkbox"/>	<input type="checkbox"/>	Web pages with general news information such as newspapers and magazines.	
No Content Found	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages which contain no discernable content which can be used for classification purposes.	
Non-traditional Religion & Occult	<input type="checkbox"/>	<input type="checkbox"/>	Web pages for religions outside of the mainstream or not in the top ten religions practiced in the world. Also includes occult and supernatural, extraterrestrial, folk rel...	
Nudity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that display full or partial nudity with no sexual references or intent.	
Nutrition & Diet	<input type="checkbox"/>	<input type="checkbox"/>	Web pages on losing weight and eating healthy, diet plans, weight loss programs and food allergies.	
Online Ads	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Companies, web pages, and sites responsible for hosting online advertisements including advertising graphics, banners, and pop-up content. Also includes web page...	
Online Financial Tools & Quotes	<input type="checkbox"/>	<input type="checkbox"/>	Web pages for investment quotes, online portfolio tracking, financial calculation tools such as mortgage calculators, online tax preparation software, online bill paym...	
Online Information Management	<input type="checkbox"/>	<input type="checkbox"/>	Web pages devoted to online personal information managers such as web applications that manage to-do lists, calendars, address books, etc.	
Online Shopping	<input type="checkbox"/>	<input type="checkbox"/>	Websites and web pages that provide a means to purchase online.	
Online Stock Trading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Investment brokerage web pages that allow online trading of stocks, mutual funds and other securities.	
Parked	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that have been purchased to reserve the name but do not have any real content.	
Parks, Rec Facilities & Gyms	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which include parks and other areas designated for recreational activities such as swimming, skateboarding, rock climbing, as well as for non-professional ...	
Pay To Surf	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web sites that offer cash to users who install their software which displays ads and tracks browsing habits effectively allowing users to be paid while surfing the web.	
Peer-to-Peer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that provide peer-to-peer (P2P) file sharing software.	
Personal Pages & Blogs	<input type="checkbox"/>	<input type="checkbox"/>	Web pages including blogs, or a format for individuals to share news, opinions, and information about themselves. Also includes personal web pages about an individ...	
Personal Storage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web sites used for remote storage of files, sharing of large files, and remote Internet backups.	
Pets & Animals	<input type="checkbox"/>	<input type="checkbox"/>	Web pages with information or products and services for pets and other animals including birds, fish, and insects.	
Pharmacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages which include prescribed medications and information about approved drugs and their medical use.	

Philanthropic Organizations	<input type="checkbox"/>	<input type="checkbox"/>	Web pages with information regarding charities and other non-profit philanthropic organizations and foundations dedicated to altruistic activities.	
Phishing/Fraud	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Manipulated web pages and emails used for fraudulent purposes, also known as phishing.	
Photo Sharing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that host digital photographs or allow users to upload, search, and exchange photos and images online.	
Physical Security	<input type="checkbox"/>	<input type="checkbox"/>	Web pages devoted to businesses and services related to security products or other security aspects excluding computer security.	
Piracy & Copyright Theft	<input type="checkbox"/>	<input type="checkbox"/>	Web pages that provide access to illegally obtained files such as pirated software (aka warez), pirated movies, pirated music, etc.	
Pornography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages which contain images or videos depicting sexual acts, sexual arousal, or explicit nude imagery intended to be sexual in nature.	
Portal Sites	<input type="checkbox"/>	<input type="checkbox"/>	General web pages with customized personal portals, including white/yellow pages.	
Private IP Address	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages for Private IP addresses are those reserved for use internally in corporations or homes.	
Product Reviews & Price Comparisons	<input type="checkbox"/>	<input type="checkbox"/>	Web pages dedicated to helping consumers comparison shop or choose products or stores, but don't offer online purchasing options.	
Profanity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that use either frequent profanity or serious profanity.	
Professional Networking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Social networking web pages intended for professionals and business relationship building.	
R-Rated	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages whose primary purpose and majority of content is child appropriate, but who have regular or irregular sections of the site with sexually themed, non-edu...	
Real Estate	<input type="checkbox"/>	<input type="checkbox"/>	Web pages possessing information about renting, purchasing, selling or financing real estate including homes, apartments, office space, etc.	
Redirect	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that redirect to other pages on other web sites.	
Reference Materials & Maps	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which contain reference materials and are specific to data compilations and reference shelf material such as atlases, dictionaries, encyclopedias, census ...	
Religions	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which cover main-stream popular religions world-wide as well as general religion topics and theology.	
Remote Access	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that provide remote access to private computers or networks, internal network file shares, and internal web applications.	
Retirement Homes & Assisted Living	<input type="checkbox"/>	<input type="checkbox"/>	Web pages containing information on retirement homes and communities including nursing care and hospice care.	
School Cheating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that contain test answers, pre-written term papers and essays, full math problem solvers that show the work and similar web sites that can be used to c...	
Search Engines	<input type="checkbox"/>	<input type="checkbox"/>	Web pages supporting the searching of web, newsgroups, pictures, directories, and other online content.	
Self-help & Addiction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages which include sites with information and help on gambling, drug, and alcohol addiction as well as sites helping with eating disorders such as anorexia, bul...	
Sex & Erotic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages with sexual content or products or services related to sex, but without nudity or other explicit pictures on the page.	
Sex Education & Pregnancy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages with educational materials and clinical explanations of sex, safe sex, birth control, pregnancy, and similar topics aimed at teens and children.	
Shipping & Logistics	<input type="checkbox"/>	<input type="checkbox"/>	Web pages that promote management of inventory including transportation, warehousing, distribution, storage, order fulfillment and shipping.	
Social Networking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Social networking web pages and online communities built around communities of people where users "connect" to other users.	
Social and Affiliation Organizations	<input type="checkbox"/>	<input type="checkbox"/>	Web pages built around communities of people where users "connect" to other users.	
Software, Hardware & Electronics	<input type="checkbox"/>	<input type="checkbox"/>	Web pages with information about or makers of computer equipment, computer software, hardware, peripherals, data networks, computer services and electronics.	
Spam	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Products and web pages promoted through spam techniques.	
Sport Fighting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages dedicated to training and contests involving fighting disciplines and multi-person combat sports such as martial arts, boxing, wrestling, and fencing.	
Sport Hunting	<input type="checkbox"/>	<input type="checkbox"/>	Web pages covering recreational hunting of live animals.	
Sports	<input type="checkbox"/>	<input type="checkbox"/>	Web pages covering competitive sports in which multiple people or teams compete in both athletic (e.g. football) and non-athletic competitions (e.g. billiards).	
Spyware & Questionable Software	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages containing software that reports information back to a central server such as spyware or keystroke loggers.	
Streaming & Downloadable Audio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages with repositories of music or that provide streaming music or other audio files that may pose a bandwidth risk to companies.	
Streaming & Downloadable Video	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages with repositories of videos or that provide in-browser streaming videos that may pose a bandwidth risk to companies.	
Supplements & Compounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages containing information on vitamins and other over-the-counter unregulated supplements and compounds.	
Swimsuits	<input type="checkbox"/>	<input type="checkbox"/>	Web pages containing pictures of people wearing swimsuits. Does not include pictures of swimsuits on manikins or by themselves.	
Technology (General)	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which include web design, internet standards (such as RFCs), protocol specifications, and other broad technology discussions or news.	
Television & Movies	<input type="checkbox"/>	<input type="checkbox"/>	Web pages about television shows and movies including reviews, show times, plot summaries, discussions, teasers, marketing sites, etc.	
Text Messaging & SMS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages used to send or receive simple message service (SMS) text messages between a web page and a mobile phone.	
Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages promoting the use of tobacco related products (cigarettes, cigars, pipes).	
Torrent Repository	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that host repositories of torrent files, which are the instruction file for allowing a bit torrent client to download large files from peers.	
Toys	<input type="checkbox"/>	<input type="checkbox"/>	Web pages dedicated to manufacturers of toys, including toy selling or marketing sites.	
Translator	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which translate languages from one to another.	
Travel	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which provide travel and tourism information, online booking or travel services such as airlines, car rentals, and hotels.	
Unreachable	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that give an error such as, "Network Timeout", "The server at example.com is taking too long to respond," or "Address Not Found".	
Violence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that promote questionable activities such as violence and militancy.	
Weapons	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web pages that include guns and weapons when not used in a violent manner.	
Web Hosting, ISP & Telco	<input type="checkbox"/>	<input type="checkbox"/>	Web pages for web hosting and blog hosting sites, Internet Service Providers (ISPs) and telecommunications (phone) companies.	
Web-based Email	<input type="checkbox"/>	<input type="checkbox"/>	Web pages which enable users to send and/or receive email through a web accessible email account.	
Web-based Greeting Cards	<input type="checkbox"/>	<input type="checkbox"/>	Web pages that allow users to send or receive online greeting cards.	
Wikis	<input type="checkbox"/>	<input type="checkbox"/>	Web pages or websites in which a community maintains a set of informational documents where anyone in the community can update the content.	



## APPENDIX 4

### Safeguarding procedures at Lowbrook Academy

All staff have a responsibility to create and maintain a safe learning environment for all children. We have a responsibility to identify where there are child welfare concerns and take action to address them in partnership with other organisations.

The Education Act 2002 – Section 175 states that ‘it is a duty of all LAs and schools to make arrangements to safeguard and promote the welfare of all children.’

- As a member of staff you have a legal responsibility to report any concerns you have regarding safeguarding or any disclosures made by a child or young person.
- You are also responsible for ensuring that action has been taken as a result of your concerns.
- Recording of all concerns/incidents must be followed up in writing.

Section 5B of the 2003 FGM Act (Female Genital Mutilation) requires teachers in England and Wales to report known cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

**Bianca Iasi, Head of School, and Dave Rooney, Executive Principal, are Designated Safeguarding Leads (DSL)**

**Mary Gallop and Pauline Reid are Deputy Designated Safeguarding Officers**

Protocol for Reporting Safeguarding Concerns:

- You should report to the DSL if you have any concerns about the welfare of a child
- **The DSL will then decide on the appropriate course of action**
- Written records of these concerns are essential and should be treated as confidential.
- All confidential files are held in a locked filing cabinet in the Executive Principal’s office.

The Four Categories of Abuse: Physical, Sexual, Emotional and Neglect.

Protocol for Reporting Disclosures or Serious Concerns of Abuse

- Report any concerns to the DSL **immediately** and then follow this up in writing.
- Disclosures from a young person are confidential but if any of the content has a safeguarding concern you should inform the pupil that you will need to tell someone else.
- Reassure them that you will only tell who needs to be told.

Disclosure- What to do:

- Stay calm, tell the child they have done the right thing
- Be honest, do not make promises you cannot keep – YOU HAVE A DUTY TO REFER
- Explain what you have to do next and to whom you have to talk to
- Acknowledge how hard it must have been for the child to tell you what happened.

Disclosure- What not to do:

- Do not ask leading questions
- Do not promise not to tell anyone



- Do not put words into a child’s mouth or assume how the child feels.
- Do not attempt to interview the child.

Record Keeping

- All incidents should be recorded in writing and dated and signed
- Child's name
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of injuries or marks seen, if appropriate
- Exact observation of an incident including any other witnesses
- Name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent(s) (where deemed appropriate)
- Any relevant Significant Observation sheets should be attached to the record

Records Should:

- Be within 24 hours
- Be accurate and descriptive. Do NOT make any assumptions.
- Be clear and concise

**REMEMBER:**

**ALL STAFF MEMBERS HAVE A DUTY TO REFER AND SAFEGUARD THE CHILDREN IN OUR CARE.**

**ALL STAFF MUST ENSURE THEY HAVE READ AND UNDERSTAND THE SCHOOLS SAFEGUARDING POLICIES AND PROCEDURES.**

**I have read and understand the protocol for Safeguarding procedures at Lowbrook Academy.**

**I have read Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education September 2016 Part 1**

**I understand that I will receive regular training and updates.**

**Name ..... Date .....**

**Signed.....**



## Recording Form for Safeguarding Concerns

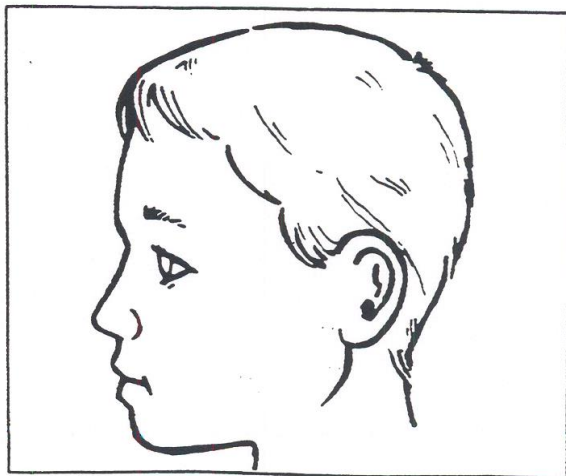
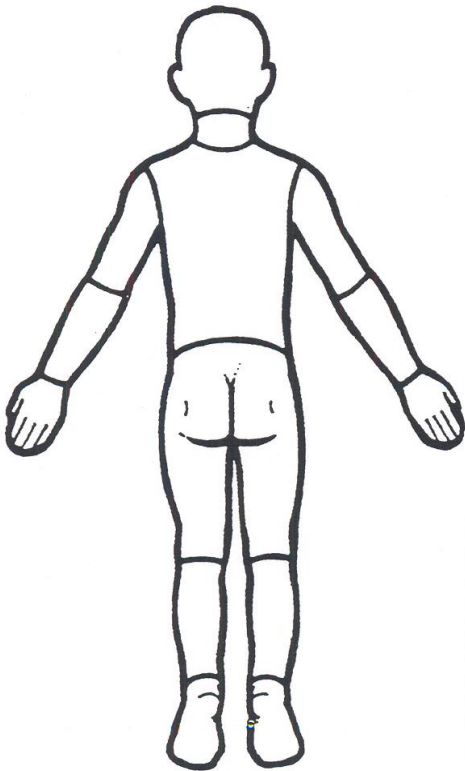
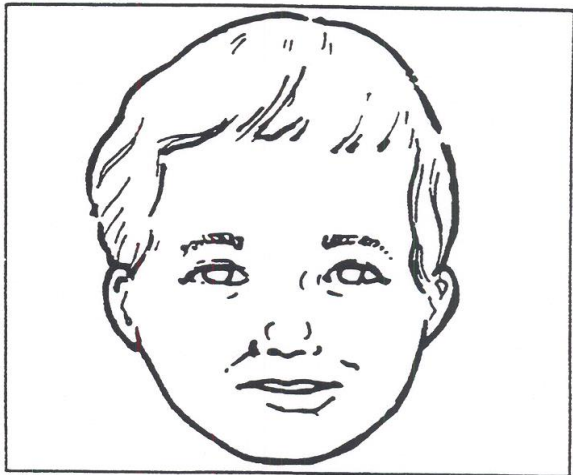
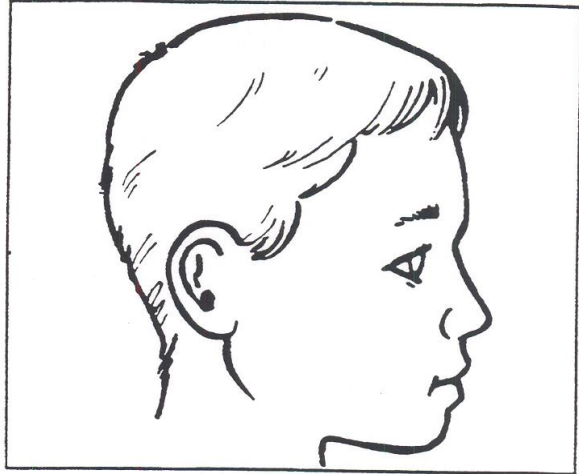
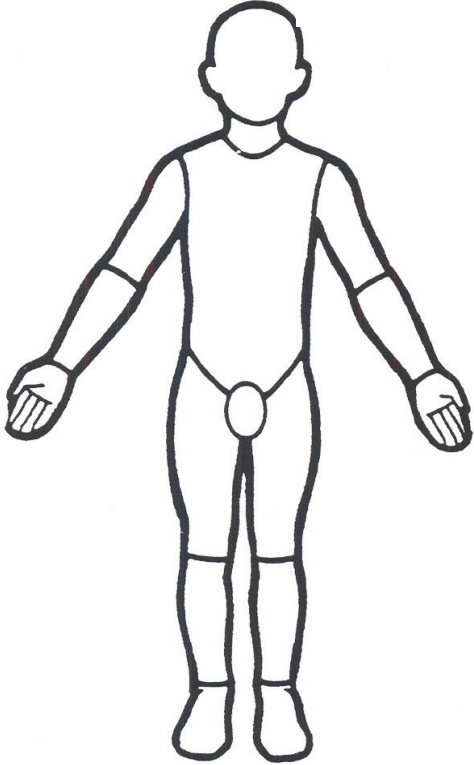
Staff are required to complete this form and pass it to **[Bianca Iasi, Dave Rooney, Mary Gallop or Pauline Reid ]** if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Class	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Time & date of incident:	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	



Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to?  Name:  Position:	
<b>Your signature:</b>  <b>Time form completed:</b>  <b>Date:</b>	







## APPENDIX 5

### Prevent Duty Risk Assessment/Action Plan

Lowbrook Academy recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Duty	What this Means	Action	By Whom
<b>Risk Assessment</b>			
Assess the risk of children being drawn into terrorism.	<u>Leadership:</u> Executive Principal, Governors and SLT have a good understanding of their own and The Academy's responsibilities in relation to the Prevent Duty?	Governors have been given Prevent Training by Prevent Lead, M Gallop, 14.4.16. SLT have been given Prevent Training 25.1.16 by Prevent Lead. Update given to all staff by Mary Gallop on 19.09.16. Mary Gallop/ Pauline Reid (Deputy Designated Safeguarding Leads) are Home Office Accredited Prevent Trainers. WRAP Training 10.11.15 - Misha Upadhyaya, Prevent Officer, Thames Valley Police.	Executive Principal. Prevent Lead.
	<u>Partnership:</u> The Academy has an identified single point of contact (SPOC) in relation to Prevent.	M Gallop responsible for overseeing of the Prevent Action Plan & updating SLT and Governors.	Prevent Lead.
	Staff can demonstrate a general understanding of the risks affecting children and young people.	All staff have copies of Keeping Children Safe in Education, September 2016. All Staff have been trained by Prevent Lead. All have been informed of their duties as set out in The Prevent Duty (DfE, June 2015) 25.1.16 .	Prevent Lead.
	Staff can identify individual children who may be at risk of radicalisation	The Prevent Lead has informed staff about signs and indicators of radicalisation in Prevent Training.	Prevent Lead.

	and how to support them.	Teaching Staff 25.1.16, Teaching Assistants - 7.3.16, 21.3.16.	
	There is a clear procedure in place for protecting children at risk of radicalisation.	All staff have read the Safeguarding Policy which includes a statement regarding the school's Prevent duty. All staff understand how to record and report concerns regarding risk of radicalisation.	Prevent Lead.
	The school has identified a Prevent Lead.	All staff know who the Prevent Lead is and that they act as a source of advice and support. ( M. Gallop)	Prevent Lead.
Prohibit extremist speakers and events in the school.	The school exercises 'due diligence' in relation to requests from external speakers and organisations using school premises.	Speakers are selected by the School and any request is subject to the Executive Principal's approval. Request an outline of what the speaker intends to cover Research the person/organisation to establish whether they have demonstrated extreme views/actions. All events including charity events are approved by the Executive Principal and SLT. Deny permission for people/organisations to use school premises if they have links to extreme groups or movements.	Executive Principal SLT
<b>Working in Partnership</b>			
The school is using existing local partnership arrangements in exercising its Prevent Duty.	Staff record and report concerns in line with existing policies and procedures	All staff have been trained in Safeguarding and Prevent and understand how to register concerns with the Prevent Lead. All contribute to Significant Observations Folder if necessary.	SDPs Prevent Lead.
	The Prevent Lead makes appropriate referrals to other agencies including	RBWM is not considered a High Risk LA. The Prevent Lead is familiar with both Local Authority	Prevent Lead.

	the Multi-Agency Safeguarding Hub (MASH) and Channel Panel.	and Police Prevent Leads.( Misha Upadhyaya Prevent Officer, Thames Valley Police -01753 506291, Internal: 731 6291, Mobile: 07467 444183 <a href="mailto:misha.upadhyaya@thamesvalley.pnn.police.uk">misha.upadhyaya@thamesvalley.pnn.police.uk</a> Prevent Office , Slough Police Station, Windsor Road   Slough   SL1 2HH Website: <a href="http://www.thamesvalley.police.uk">www.thamesvalley.police.uk</a> .Non Emergency Contact Number: 101 Records of any referrals are kept in a locked cabinet in the Executive Principal's Office.	
Staff training			
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	Mary Gallop/ Pauline Reid (Deputy Designated Safeguarding Leads) are Home Office Accredited Prevent Trainers. WRAP Training 10.11.15 - Misha Upadhyaya, Prevent Officer, Thames Valley Police. Prevent Lead has trained all Teaching Staff, Teaching Assistants, Governors and Wrap- Around Care Staff. Staff Safeguarding and Prevent Training register is stored in the Single Central Record.	Prevent Lead.
	All staff have sufficient knowledge and confidence to: 1.Exemplify British Values in their management, teaching and through general behaviours in the institution 2.understand the factors that make people vulnerable to being drawn into terrorism and to challenge	Prevent Lead has trained all Teaching Staff, Teaching Assistants and Governors. The importance of British Values is included in the training. All classrooms have a British values Display and British Values are routinely exemplified throughout the Academy's practise and are well embedded. Our Citizenship and Ethics Curriculum reflects British Values. Weekly Assemblies are also themed around	Prevent Lead.

	<p>extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3. Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response.</p>	<p>British Values.</p> <p>All Wrap- Around Care Staff have also been trained.</p> <p>All Parent Volunteers have been trained as part of Safe Guarding Training</p> <p>All staff have been trained in the Academy's procedures.</p>	
IT Policies			
<p>Ensure that children are safe from terrorist and extremist material when accessing the internet in school.</p>	<p>The Academy has policies in place which make reference to the Prevent Duty.</p>	<p>Safeguarding Policy, E-mail, Internet and E-Safety Policies both refer to Prevent Duty.</p>	<p>Prevent Lead. SLT</p>
	<p>The Academy employs filtering/firewall systems to prevent staff/ students/ visitors from accessing extremist websites and material.</p> <p>The system alerts to serious and/or repeated breaches or attempted breaches of the policy.</p>	<p>Firewall Manufacturer <a href="http://www.untangle.com">www.untangle.com</a> , managed by Key Networks.</p> <p>Automatic E-mails provided by Microsoft and managed by Key Networks sent to school on weekly basis notifying of alerts and security breaches.</p> <p>Key Networks send an automated weekly E- Mail to D. Rooney (Executive Principal), P. Reid (School Business Manager, Deputy Designated Safeguarding Lead), M. Gallop (Prevent Trainer, Deputy Designated Safeguarding Lead), B. Iasi (Head of School, Designated Safeguarding Lead) and Lisa Clark (ICT Lead) alerting the Academy to web traffic events that violate our policy. (E-mails provided by Microsoft and managed by Key Networks).</p> <p>Key Networks would inform us immediately if there was a serious breach e.g. multiple attempts to access an inappropriate website by a single user.</p>	<p>SLT Key Networks P. Reid B. Iasi L Clarke D. Rooney</p>

		Josh Bennett   IT Consultant ,Key Network Services Ltd ,T: 0345 3096090 F: 0345 3096091 E: <a href="mailto:josh.bennett@knws.co.uk">josh.bennett@knws.co.uk</a>	
	Children are taught about on-line safety with specific reference to the risk of radicalisation.	The curriculum reflects this duty. All staff routinely teach and remind children about on-line Safety. Classrooms have On-Line Safety displays.	All Staff
Building children's resilience to radicalisation			
	There adequate arrangements and resources in place to provide pastoral care and support as required.	Circle times are timetabled weekly and children have the opportunity to share and discuss issues. All TAs have received Circle Time training and are experienced in supporting children. L. Elliott, TA, is ELSA trained and runs Social Groups with children identified by Class Teachers; this is also monitored by the SENDCO/Head of School (B. Iasi.) Class teachers carefully monitor welfare of pupils, Significant Observation notes are kept in Assessment Folders. Children are discussed regularly in Team Meetings and SLT Meetings.	All Staff
Ensure that pupils have a safe environment in which to discuss controversial issues.	Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society.	Through Citizenship and Ethics, Faith and Belief and other curriculum activities, pupils are able to explore political, religious and social issues.  Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. Staff are aware of the government guidance : <a href="https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/">https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/</a> as part	All Staff



		of their Prevent Training.	
<b>Site Security</b>			
Ensure that the Academy manages the access of all visitors to the site.	There are effective arrangements in place to manage access to the campus by visitors and non-students/staff.	All external doors are locked, playground gates are locked. Entry to the school by Front Door via buzzer Security System. All visitors to site are signed in and out by Office Staff. All visitors wear Visitor ID Badges. All visitors to the site are DBS checked. The Single Central Record contains details of all staff, Governors and Volunteers DBS checks and Safeguarding Training.	All Staff
	<u>Incident Management</u> : The Academy has a critical incident management plan which is capable of dealing terrorist related issues.	We have a School Emergency Plan for On- Site and Off-Site Incidents.	
<b>Safeguarding</b>			
Protection against the risk of radicalisation and extremism is included within Safeguarding and other relevant policies.		Protection against the risk of radicalisation and extremism and The Prevent Duty is included within Safeguarding Policy. DSLs receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism.	SDP Prevent Lead

References: Keeping Children Safe in Education: Information for all school and college staff” DfE, September 2016  
 “The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, June 2015

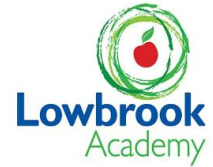
APPENDIX 6





APPENDIX 7

Reference Request for Teaching Staff



Candidate Name:

Current Job Title:

Current Salary:

Dates of Employment: From:

To:

**Assessment:** Please give your assessment of the candidate's professional abilities indicating any areas of strength and any areas which require development/improvement. If the candidate is currently serving as a teacher please comment with reference to the national standards for teachers .Please indicate your assessment of the candidate's professional abilities in their current role and how prepared they are, in your opinion, for the role that they are applying for.



<p><b>Additional</b> : If you answer NO to question a) <b>or</b> YES to question d) please provide additional details. If more space is required please attach a separate sheet.</p>		
a) Would you re-employ?	Yes	No
(If no please provide further information)		
b) Why did this candidate leave your employment		
c) How long have you known this candidate and in what capacity	Years	
In what capacity		
d) Has there ever been any disciplinary action taken against the candidate (see below for what should be included*)	Yes	No
What was the reason for disciplinary action		
When did it occur		
<p>*Please include :</p> <ul style="list-style-type: none"> <li>• details of any disciplinary procedures the candidate has been subject to in which the disciplinary sanction is current;</li> <li>• details of any disciplinary procedures the candidate has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and,</li> <li>• details of any allegations or concerns that have been raised about the candidate that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.</li> <li>• <b>Please do not include details of any allegation which was proven to be false, unsubstantiated or malicious.</b></li> </ul>		
<p>Has the candidate been subject to formal capability action within the last two years? Please note that under the School Staffing (England) (Amendment) Regulations 2012, maintained schools are required to provide this detail, where requested, in respect of candidates applying for teaching positions in maintained and academy schools.</p> <p>YES/NO</p> <p>If YES please provide details below</p>		
<b>Suitability to work with children</b>		
Do you know of ANY reason why this applicant may not be suitable to work with children?	Yes	No
If yes please give details		



Under the Data Protection Act 1998, where there has been a Subject Access Request, your consent is required before we may disclose to the data subject the information contained in this reference

I do/do not agree to the disclosure of the information contained in this reference

Signed		Position	
Name		Tel. Number	
Relationship to candidate (i.e. Chair of Governors)			
Do you wish to talk further to the Recruiting Manager		Yes	No

Please ensure the reference is accurate and does not contain any material misstatement or omission.  
The Recruiting manager may contact you if clarification is required on any point  
or if there has been an omission

Thank you for taking the time to complete this reference

Please return to Pauline Reid, School Business Manager



## Reference Request for Teaching Assistants



Candidate Name:

Current Job Title:

Current Salary:

Dates of Employment: From:

To:

**Assessment:** Please give your assessment of the candidate's professional abilities indicating any areas of strength and any areas which require development/improvement. If the candidate is currently serving as a Teaching Assistant please comment on the candidate's professional abilities in this role and how prepared they are, in your opinion, for the role that they are applying for. If they are not currently a Teaching Assistant please indicate your assessment of the candidate's professional abilities in their current role and how prepared they are, in your opinion, for the role that they are applying for.

--

**Additional** : If you answer NO to question a) **or** YES to question d)

please provide additional details. If more space is required please attach a separate sheet.

a) Would you re-employ?	Yes	No
-------------------------	-----	----

(If no please provide further information)

b) Why did this candidate leave your employment

c) How long have you known this candidate and in what capacity	Years
--	-------

In what capacity

d) Has there ever been any disciplinary action taken against the candidate (see below for what should be included*)	Yes	No
---	-----	----

What was the reason for disciplinary action

When did it occur

\*Please include :

- details of any disciplinary procedures the candidate has been subject to in which the disciplinary sanction is current;
- details of any disciplinary procedures the candidate has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and,
- details of any allegations or concerns that have been raised about the candidate that relate to

the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.

- **Please do not include details of any allegation which was proven to be false, unsubstantiated or malicious.**

**Suitability to work with children**

Do you know of ANY reason why this applicant may not be suitable to work with children?

Yes

No

If yes please give details

Under the Data Protection Act 1998, where there has been a Subject Access Request, your consent is required before we may disclose to the data subject the information contained in this reference

I do/do not agree to the disclosure of the information contained in this reference

Signed

Position

Name

Tel. Number

Relationship to candidate (i.e. Chair of Governors)

Do you wish to talk further to the Recruiting Manager

Yes

No

Please ensure the reference is accurate and does not contain any material misstatement or omission.  
The Recruiting manager may contact you if clarification is required on any point  
or if there has been an omission

Thank you for taking the time to complete this reference

Please return to Pauline Reid, School Business Manager



## Reference Request for Office Staff



Candidate Name:

Current Job Title:

Current Salary:

Dates of Employment: From:

To:

**Assessment:** Please give your assessment of the candidate's professional abilities indicating any areas of strength and any areas which require development/improvement. If the candidate is currently working in a school setting please comment on the candidate's professional abilities in this role and how prepared they are, in your opinion, for the role that they are applying for. If they are not currently working in a school, please indicate your assessment of the candidate's professional abilities in their current role and how prepared they are, in your opinion, for the role that they are applying for.

--

**Additional** : If you answer NO to question a) **or** YES to question d)  
please provide additional details. If more space is required please attach a separate sheet.

a) Would you re-employ?	Yes	No
-------------------------	-----	----

(If no please provide further information)

b) Why did this candidate leave your employment

c) How long have you known this candidate and in what capacity	Years
--	-------

In what capacity

d) Has there ever been any disciplinary action taken against the candidate (see below for what should be included*)	Yes	No
---	-----	----

What was the reason for disciplinary action

When did it occur

\*Please include :

- details of any disciplinary procedures the candidate has been subject to in which the disciplinary sanction is current;
- details of any disciplinary procedures the candidate has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and,
- details of any allegations or concerns that have been raised about the candidate that relate to

the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.

- **Please do not include details of any allegation which was proven to be false, unsubstantiated or malicious.**

**Suitability to work with children**

Do you know of ANY reason why this applicant may not be suitable to work with children?	Yes	No
---	-----	----

If yes please give details

Under the Data Protection Act 1998, where there has been a Subject Access Request, your consent is required before we may disclose to the data subject the information contained in this reference

I do/do not agree to the disclosure of the information contained in this reference

Signed		Position	
Name		Tel. Number	

Relationship to candidate (i.e. Chair of Governors)

Do you wish to talk further to the Recruiting Manager	Yes	No
---	-----	----

Please ensure the reference is accurate and does not contain any material misstatement or omission.  
The Recruiting manager may contact you if clarification is required on any point  
or if there has been an omission

Thank you for taking the time to complete this reference

Please return to Pauline Reid, School Business Manager





## Reference Request for Wrap Around Care Staff

Candidate Name:

Current Job Title:

Current Salary:

Dates of Employment: From:

To:

**Assessment:** Please give your assessment of the candidate's professional abilities indicating any areas of strength and any areas which require development/improvement. If the candidate is currently working in a school setting please comment on the candidate's professional abilities in this role and how prepared they are, in your opinion, for the role that they are applying for. If they are not currently working in a school, please indicate your assessment of the candidate's professional abilities in their current role and how prepared they are, in your opinion, for the role that they are applying for.

--

**Additional** : If you answer NO to question a) **or** YES to question d)  
please provide additional details. If more space is required please attach a separate sheet.

a) Would you re-employ?	Yes	No
-------------------------	-----	----

(If no please provide further information)

b) Why did this candidate leave your employment

c) How long have you known this candidate and in what capacity	Years
--	-------

In what capacity

d) Has there ever been any disciplinary action taken against the candidate (see below for what should be included*)	Yes	No
---	-----	----

What was the reason for disciplinary action

When did it occur

\*Please include :

- details of any disciplinary procedures the candidate has been subject to in which the disciplinary sanction is current;
- details of any disciplinary procedures the candidate has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and,
- details of any allegations or concerns that have been raised about the candidate that relate to

the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.

- **Please do not include details of any allegation which was proven to be false, unsubstantiated or malicious.**

**Suitability to work with children**

Do you know of ANY reason why this applicant may not be suitable to work with children?

Yes

No

If yes please give details

Under the Data Protection Act 1998, where there has been a Subject Access Request, your consent is required before we may disclose to the data subject the information contained in this reference

I do/do not agree to the disclosure of the information contained in this reference

Signed

Position

Name

Tel. Number

Relationship to candidate (i.e. Chair of Governors)

Do you wish to talk further to the Recruiting Manager

Yes

No

Please ensure the reference is accurate and does not contain any material misstatement or omission.  
The Recruiting manager may contact you if clarification is required on any point  
or if there has been an omission

Thank you for taking the time to complete this reference

Please return to Pauline Reid, School Business Manager



## APPENDIX 8

### Peer on Peer Abuse

#### Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools ; it needs to be managed and appropriate support and intervention put in place to meet the needs of the individual and also preventative strategies should be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

#### Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

#### **Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)**

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

#### **Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

#### **Bullying (physical, name calling, homophobic etc.)**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include: An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if



they involve the same people. Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### **Cyber bullying**

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have



something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### **Action taken by staff**

As with all Child Protection and Safeguarding issues staff should follow the procedures laid done in this policy and should speak to the DSL ,Bianca Iasi , as soon as possible.

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

### **Gather the Facts**

The DSL will speak to the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what



happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

### **Consider the Intent (begin to Risk Assess)**

Has this been a deliberate or contrived situation for a young person to be able to harm another?

### **Action by DSL**

If from the information gathered it is believed that any young person is at risk of significant harm a safeguarding referral should be made immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next the DSL will be informed of the next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also.

### **Informing parents**

If, once appropriate advice has been sought from police/social care the parents will need to be informed as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be \*'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

### **Points to consider:**

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

**Where did the incident or incidents take place?**

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

**What was the explanation by all children involved of what occurred?**

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

**What is each of the children's own understanding of what occurred?**

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

**Repetition**

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

**Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

**For the young person who has been harmed**

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should





they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

### **For the young person who has displayed harmful behaviour**

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.



### **After care**

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.