



Child Protection and Safeguarding Policy and Procedures

Introduction

The safety and protection of children is of paramount importance to everyone in this school; safeguarding is everyone's responsibility. Adults in our school take all welfare concerns seriously and encourage children to communicate to us anything that may worry them. Our curriculum ensures that children are taught about safeguarding via Citizenship & Ethics, Physical & Emotional Health, use of Circle Time discussions and Social Groups, our safe use of digital technology, Science & Technology, promotion of British Values, Relationships Education and Sex and Relationship Education.

Safeguarding and promoting the welfare of children can be defined as:

"Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

Keeping Children Safe in Education, September 2018

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm (the different types of abuse and possible signs of abuse are outlined overleaf).

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

We are committed to safeguarding at this Academy and see it as our number one priority.

TYPES OF ABUSE

There are four types of child abuse as defined in "Working Together to Safeguard Children" (July 2018):

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

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

POSSIBLE SIGNS OF ABUSE

Physical abuse - Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
 - Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
 - Cigarette burns.
 - Human bite marks.
 - Broken bones.
 - Scalds, with upward splash marks.
 - Multiple burns with a clearly demarcated edge.
1. FGM – *please refer to section 5.8 of this policy.*

Changes in behaviour that can also indicate physical abuse:

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

Emotional Abuse - Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour, e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.

Sexual Abuse - All Staff and Volunteers should be aware that anyone, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.

- Vaginal discharge or infection.
- Discomfort when walking or sitting down.
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

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

Neglect - It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments
- Stealing food.

1.0 Rationale

- 1.1 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.
- 1.2 This policy is based on and 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, July 2018
- Keeping Children Safe in Education Statutory Guidance for Schools and Colleges, September 2019
- Section 175 of the Education Act 2002, which places a duty on schools to safeguard and promote the welfare of pupils
- Childcare Act 2006, sect.49 & 50
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- UK Safer Internet Centre: appropriate filtering and monitoring
<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring>
- Mandatory Reporting of Female Genital Mutilation – procedural information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_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

Teaching online safety in school Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects June 2019

- Berkshire Local Safeguarding Children Boards (LSCB) Child Protection Procedures - Manual online at:
http://berks.proceduresonline.com/windsor_maidenhead/index.html July2018

▪ **Multi-Agency Safeguarding Hub (MASH) and Early Help Hub:**

01628 683150 (Hrs 08:45-17:15).

<https://www.wamlscb.org/professionals/mash-early-help/>.

Out of hours Team 01344 786543.

LADO - Sharon Richards - 01628 683202.

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

- A Guide to Eligibility for DBS checks. April 2016
<https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>

- Further information regarding Mandatory Reporting can be found at:
<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

- Care of unaccompanied migrant children and child victims of modern slavery - Statutory guidance for Local Authorities on the Care of Unaccompanied Asylum Seeking and Trafficked Children November 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/330787/Care_of_unaccompanied_and_trafficked_children.pdf

- 1.3 The Governing Body of our school is responsible for ensuring this policy is in place and reviewed at least annually. At this Academy, updates to this policy are made immediately after statutory guidance policy procedures, legislation or LCSB is changed. The policy is then appropriately disseminated to all staff and Governors and then published on the school website. Formal ratification of this policy at Full Governing Body meetings takes place at the first full Governing Body meeting of each academic year.
- 1.4 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.

- 1.5 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.”
- 1.6 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. This is covered in more detail in section 3.6 of this policy.
- 1.7 We recognise that all Staff¹ 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.
- 1.8 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 issue².

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 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). This is covered in more detail in section 5.8 of this policy.

- 1.9 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. This is addressed in detail in section 7 of this policy. A list of the different forms that peer on peer abuse can take is included in Appendix 8.

¹ “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

2. 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.

3. 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/>

- 1.10 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 (Team Teach)³ to deal with these difficult situations.
- 1.11 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.

2.0 Aims of this Policy

**“Nothing is more important than children’s welfare. Children who need help and protection deserve high quality and effective support as soon as it is identified.”
Working Together to Safeguard Children, 2018**

The aims of this policy are:

- 2.1 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.
- 2.2 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.
- 2.3 To provide a systematic means of monitoring **all** children known or thought to be at risk of harm, and ensure we, the Academy, contribute to assessments of need and support plans for those children.
- 2.4 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 2.5 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.
- 2.6 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’s 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).

- 2.7 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.

3.0 Designated Safeguarding Lead, Deputy Leads, Staff, Parents/Carers & Community

- 3.1 Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and Governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

- 3.2 Roles and Responsibilities are further outlined in Appendix 1.

3.3 Designated Safeguarding Lead for Child Protection (DSL)

- The DSL is a member of the Senior Leadership team. Our DSL is Miss Bianca Iasi, Head of School. The DSL takes lead responsibility for child protection and wider safeguarding and who has undertaken appropriate training for the role.
- This policy ensures that the DSL undertakes training every 2 years and ensures their skills are updated regularly and at least annually. In RBWM, attendance of three twilight sessions annually for qualified DSLs renews DSL certification.
- The DSL will also keep the Executive Principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

3.4 Deputy Designated Safeguarding Leads

- 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.
- 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).
- This policy ensures that Deputy DSLs undertake training every 2 years and ensures their skills are updated regularly and at least annually. In RBWM, attendance of three twilight sessions annually for qualified DSLs renews DSL certification.

- 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.

3.5 The Governing Body

- The Governing Body will approve this policy at each review, ensure it complies with the law and hold the Executive Principal to account for its implementation.
- The Governing Body will appoint a senior board level (or equivalent) lead [or, link governor] to monitor the effectiveness of this policy in conjunction with the Full Governing Body. This is always a different person from the DSL.
- The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Executive Principal where appropriate (see appendix 3).
- All Governors will read Keeping Children Safe in Education.
- Section 13 has information on how governors are supported to fulfil their role.

3.6 Multi-Agency Working

- The Governing Body and SLT adopt a multi-agency approach and regard it as pivotal to our Safeguarding procedures. From the 29th September, when the LCSB is phased out, in line with keeping Children Safe in Education September 2019, our Safeguarding partners will be: -
 - **Kevin McDaniel, Director of Children's Services, Royal Borough of Windsor & Maidenhead**
 - **Sarah Bellars, Director of Nursing & Quality, East Berkshire CCG**
 - **Nick John, Detective Supt, Head of Protecting Vulnerable People, Thames Valley Police**

<https://www.wamlsb.org/about-the-lscb/new-multi-agency-safeguarding-arrangements/>

3.7 Staff Induction and training

- All adults, (including supply teachers, regular contractors and volunteers) new to our school are trained in the school's policy and procedures for child protection. This is completed before staff work with children unsupervised. As a key component of this training they read Part 1 of Keeping Children Safe in Education. A register of completed training is signed by all staff.

- All members of staff are provided with opportunities at least every three years to receive Safeguarding and Prevent Duty training arranged or delivered by a school 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.
- All staff should be aware of their local early help process and understand their role in it.
- All staff should be aware of the process for making referrals to children's social care.
- All staff should know what to do if a child tells them he/she is being abused or neglected.
- All staff should be aware of the role of the Local Authority Designated Officer (LADO). Refer to 1.2 for LADO details.
- Our policy and procedures will be reviewed at least annually and updated when new Statutory Guidance is published or when new LCSB procedures are received; staff will be informed of any updates.

3.8 Parents / Carers and The Community

- All Parents / Carers are made aware of the school's responsibilities in regard to child protection procedures through publication of this policy on our website and home school agreement.
- Parents/ Carers who volunteer regularly in school (three times or more during an Academic year) all receive Safeguarding training on the school's procedures, along with being required to read Part 1 of Keeping Children Safe in Education. A register of this is maintained in the school office. All regular volunteers have a DBS check completed by the Academy every three years. (Please refer to Appendices 9 &10.)
- Parents / Carers who volunteer for a one off activity receive a one-to-one safeguarding briefing with a Safeguarding Lead or Executive Principal and a risk assessment is completed with them. They will have a staff chaperone with them for the duration of their visit. (Please refer to Appendices 9 and 10)
- Our lettings policy will seek to ensure the suitability of adults working with children on the school site at any time. (Please refer to Appendices 9 and 10)
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures. (Please refer to Appendices 9 and 10).

4.0 Safer Recruitment and DBS Procedures

This is covered in Appendix 9, but in summary:

- 4.1 Our recruitment procedures create a culture that help deter, reject or identify people who might abuse children. As all staff will be engaged in regulated activity, an enhanced DBS certificate is required.
- 4.2 Our selection and recruitment policy is to include all checks on staff and regular volunteers' suitability, this includes a Disclosure and Barring Service checked in accordance with current legislation and will be renewed by the school every three years.
- 4.3 The Executive Principal, Head of School, 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.
- 4.4 S128 checks are made on Governors / Trustees, the Executive Principal, Head of School and members of the Senior Leadership Team and Departmental Heads. (The s128 checks that people have not been prohibited from the management of a school. If someone has been prohibited from the management of schools, then this will appear on their DBS certificate.)
- 4.5 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 regulations⁴. A referral to the DfE, List 99 POCA (Protection of Children's Act) will be made.

5.0 Supporting ALL Children

5.1 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language

⁴ The 'Barring Regulations' are the Procedures for Barring or Restricting People Working with Children in Education' DfE July 2003

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
 - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - Are asylum seekers
 - Are at risk due to either their own or a family member's mental health needs
 - Are looked after or previously looked after
- 5.2 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.
- 5.3 Miss Bianca Iasi, Head of School, and former SENCO, is the designated person 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 will hold of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- 5.4 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.
- 5.5 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.
- 5.6 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.
- 5.7 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. As part of the Counter Terrorism and Security Act 2015, schools have a duty to prevent people being drawn into terrorism. This has become known as *Prevent Duty*. 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. We will prevent radicalisation by:
- Having up to date policy procedures and training, identifying children at risk and intervene as appropriate.
 - We will ensure that annual training on PREVENT gives staff the confidence and knowledge to identify children at risk from being drawn into terrorism, radicalisation and extremism, and staff know how to refer children and young people for further help.

- We will ensure children are safe from terrorist and extremist material when accessing the internet at school, including by establishing appropriate levels of filtering.
- Frequent team meetings focus on behaviour (including Prevent) and this is filtered back to the SLT via monthly meetings. Reports will be analysed to assist children at risk.
- We promote and teach the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Through those, we contribute to our students' acceptance of our diverse society.

5.8 We recognise that we must protect children from **Honour Based Violence (HBV)**. So-called HBV encompasses crimes which have been committed to protect or defend the honour of the family and /or community. This includes Female Genital mutilation (FGM) and forced marriage. FGM comprises all procedures involving partial or total removal of external female genitalia or other injury to the female genital organs causing long-lasting harmful consequences. Forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage.

Staff will be trained in identifying signs of HBV annually.

All forms of HBV are abuse and will be handled and escalated as such. If a child discloses to a teacher that they have been a victim of FGM or a teacher observes signs that FGM has been carried out, then that teacher has a legal responsibility to report this person to the relevant police force within one working day; this duty cannot be passed to another member of staff although the teacher will be supported by the Designated Safeguarding lead. If a member of staff who is not a teacher has a disclosure of FGM made to them, they will immediately inform the Designated Safeguarding Lead who will take the lead on reporting this.

5.9 We recognise that children with **special educational needs and disabilities (SEND)** face additional safeguarding challenges. Lowbrook Academy acknowledges the barriers that can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without showing outwardly any signs.
- Communication barriers and difficulties in overcoming these barriers.

Lowbrook's day to day practice will take into account these challenges will be a key point in safeguarding training at this Academy.

5.10 We recognise that if a child goes **Missing From Education**, it is a potential indicator of abuse or neglect. By law, the school has an admissions register and an attendance register and all pupils are placed on both. The Designated Safeguarding Lead is responsible for monitoring attendance and will notify an EWO (Education Welfare officer) when attendance falls below 90% or has been absent without the school's permission for a period of 10 school days or more. In addition to this the school will inform the Local Authority (RBWM) of any pupil who:

- Has been taken out of education by their parents/careers and the school has received written notification that they are being educated outside the school system.
 - Has ceased to attend school and no longer lives within reasonable distance of the school.
 - Are in custody.
 - Have been permanently excluded (please refer to the school's Attendance Policy)
- 5.11 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. (Please refer to Appendix 7)
- 5.12 This policy recognises The Statutory Framework for Early Years Foundation Stage (EYFS) under section 40 of the Childcare Act 2006. In particular, it links to our Health and Safety Policy ensuring that as a minimum one teacher is Paediatric First Aid trained. Currently, at the Academy all staff working predominantly with under 5s are trained in this.
- The school has a Policy for the use of mobile phones, cameras and devices which is specifically covered by this guidance. Personal phones and use of non-school devices are specifically prohibited. Images of children are strictly retained and used by the school for educational purposes only. EYFS must have a practitioner who is designated to take the lead responsibility for safeguarding children. This lead must have completed child protection training. The EYFS Lead in this school is Bianca Iasi.
- 5.13 The school will be aware of any children who are Young Carers and recognise that there may be a need for potential early help.
- 5.14 The school will be alert to signs of anti-social or criminal behaviour including gang involvement.
- 5.15 The school will seek early help if they believe a child is in a family circumstance presenting challenges for a child such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- 5.16 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.

6.0 Online Safety

- 6.1 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. We ensure that we use the Department for Education's (DfE) latest online safety guidance to inform our practice.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf
- 6.2 The Academy's infrastructure includes robust filtering and monitoring systems. Children are systematically taught how to access the internet safely and is detailed in our E-mail, Internet and E-Safety Policy. A **mobile phone** and device policy is in place that strictly limits personal used when in contact with the children. All images of children that are acquired in school devices are contained within the school environment and are used for the purposes of the school only.
- 6.3 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 (please refer to Appendix 6).
- 6.4 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). Smoothwall.com are the manufacturer of our web filter. They are members of the Internet Watch Foundation (IWF) and filter content into over 100 filter categories in realtime without having to rely on proprietary URL database.
- 6.5 Our **Monitoring and Filtering Systems** ensure that Staff always directly supervise children whilst using technology including the Internet.

- 6.6 Whilst we recognise that no monitoring can guarantee to be 100% effective, we will ensure that our Monitoring and Filtering 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 and Filtering System covers all content as referred to in Appendix 3.
- 6.7 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, Mrs Raman Herr, 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. Smoothwall.com works at the network level. (Smoothwall.com are the Filter Manufacturer).
 - Reporting mechanism – the ability to report inappropriate content for access or blocking. Key Networks send an automated weekly email to Pauline Reid (School Business Manager, DSL, Prevent Trainer), Bianca Iasi (Head of School, DSL), Dave Rooney (Executive Principal, DSL) and Raman Herr (ICT Lead) alerting the Academy to web traffic events that violate our policy (emails provided by Microsoft and managed by Key Networks). Please refer to Prevent Risk Assessment in Appendix 6.
 - 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.

7.0 Peer on Peer Abuse

- 7.1 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 /sexual harassment, sexting, initiation/hazing, prejudiced behaviour. To minimise risk, our procedures include staff training include dealing with sexual violence and sexual harassment.: <https://www.safeguardingschools.co.uk/sexual-violence-sexual-harassment-children-schools-colleges-dfe-2017/>. All these terms are defined and explained in more detail in Appendix 8.

- 7.2 Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' 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. If staff minimise the concerns raised it may result in a young person seeking no further help or advice (KCSIE, 2016).
- 7.3 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 this 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). We will also inform the parents of the children involved. The DSL and Executive Principal will consider the form the abuse may have taken and will decide upon the subsequent actions that are required. The school's Behaviour and Exclusion Policies may be used alongside this policy.
- 7.4 Staff are clear as to the school policy and procedures with regards to peer on peer abuse as defined in the school's Anti-Bullying Policy and Behaviour Policy and broader child protection procedures and also in Appendix 8. Staff have been trained in dealing with this kind of abuse.
- 7.5 This policy recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys the perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.
- 7.6 The pupils of Lowbrook Academy are not allowed to use smart phones or BYO devices at school. Appropriate use of smart devices is taught at the school. If the pupils inappropriately use devices to upset peers, then the school's Behaviour Policy will be evoked. If there are sexual references, upskirting *or 'sexting' then this policy will be used. It is likely also that in these circumstances the school's Behaviour Policy and/or Exclusion Policy will also be used alongside this policy.
* Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence.
- 7.7 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.
- 7.8 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.

- 7.9 Peer on Peer abuse is to be recorded on the Safeguarding concerns pro-forma referred to in Appendix 5.

8.0 Serious Violence

8.1 All staff know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. We recognise Government concern regarding county lines. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Indicators that children may have become involved in serious crime include:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

9.0 Private Fostering Arrangements

- 9.1 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.
- 9.2 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.
- 9.3 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.

10.0 Reporting Concerns about a child

- 10.1 Whenever a member of staff has a concern about a pupil they will **immediately** report it to the DSL or Deputy in their absence following the procedures in **Appendix 4** and complete a Safeguarding Concern Form **Appendix 5 (handwritten and signed)**.
- 10.2 **Escalating a concern.** If you are not satisfied that sufficient actions have been taken about your concern, then escalate this by speaking to the Executive Principal. Remember there is no hierarchy in safeguarding. If you are still dissatisfied with the action taken within school, notify the Chair of Governors or Governor responsible with safeguarding and if you are still not satisfied contact the RBWM MASH Team (01628 683150).
- 10.3 Appendix 2 details the Academy's procedures to follow when there are concerns about a child.

11.0 Confidentiality and information sharing arrangements, including multi-agency working arrangements.

- 11.1 We recognise that all matters relating to child protection are confidential. The Executive Principal or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 11.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and to balance the risk of not sharing with the risk of sharing.
- 11.3 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.
- 11.4 Our referral procedures are in accordance with Government guidance and that of the 'Berkshire Local Safeguarding Children Boards (LSCB) Child Protection Procedures Manual online at: http://berks.proceduresonline.com/windsor_maidenhead/index.html July 2018. We adhere to the agreed multi-agency arrangements put in place by our three safeguarding partners (RBWM LA, the clinical commissioning group and the Chief Officer for Police). This policy reflects the local protocol for assessment outlined: <https://www.wamlscb.org/professionals/mash-early-help/>
- 11.5 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.
- 11.6 We will share information with informed consent where appropriate and, where possible respect the wishes of those who do not consent to share confidential information. Information may still be shared without consent if, there is a good reason to do so, such as where safety may be at risk (This will include first contact with the safeguarding hub MASH). Judgement should be based on the facts of the case. When sharing or requesting personal information, the basis on which it is done must be certain.

- 11.7 Any written information which is shared with external agencies will be sent via a password protected .pdf document with the instruction for the receiver to call the sender in order to obtain the password.
- 11.8 When a child transfers to another school, the safeguarding records will be securely transferred to the new school or provision. Receipts for these documents will be requested. The school's DSL will also do an appropriate handover of information with the child's new schools/institution. Records will not be retained by the Academy once transition is complete.
- 11.9 It is important that Governors and staff understand the obligations under the Data Protection Act 2018 and that GDPR places duties on organisations and individuals to process personal information fairly, lawfully and to keep it in a secure safe place. The Academy keeps all Child protection documents locked and in a non- public area of the school. Only the DSL and deputy DSLs can access this information.
- 11.10 The Data protection act and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

12.0 Confidentiality and information sharing arrangements, including multi-agency working arrangements

- 12.1 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.
- 12.2 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.
- 12.3 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.

13.0 Allegations against staff

- 13.1 All school staff should take care not to place themselves in a vulnerable position with a child.
- 13.2 All staff should be aware of the school's Behaviour Policy and code of conduct maintained within the staff handbook. These can be found in the Policy Folder situated in the area outside the Executive Principal's office and is given and training provided to all staff on induction.

- 13.3 Procedure: 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 Executive Principal or the most senior teacher if the Executive Principal is not present.
- 13.4 The Executive Principal/Head of School will **immediately** use the school's agreed guidance on managing allegations and on all such occasions will without fail discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 13.5 If the allegation made to a member of staff concerns the Executive Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 12.4 above, without notifying the Principal first. The Chair of Governors will seek the advice of the LADO (Sharon Richards-01628 683202) immediately. If the Chair cannot be contacted the Governors Deputy Safeguarding Lead will assume this role.
- 13.6 The school will follow the agreed guidance for managing the allegations against staff, as directed by the LADO. These procedures are:
http://berks.proceduresonline.com/windsor_maidenhead/p_alleg_against_staff.html
- 13.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 12.4 above) in making this decision.
- 13.8 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.
- 13.9 The school has a legal duty to refer to the Disclosure Barring Service (DBS) of a staff member has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned. Failure to do so is a criminal offence.

14.0 Whistleblowing

- 14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 14.2 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.

15.0 Physical Intervention

- 15.1 Our policy on physical intervention by staff is set out separately, as part of our Behaviour Policy and also Use of Force by Staff Policy. The Use of Force by Staff Policy states that staff must only ever use physical intervention as a last resort, e.g. 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. The majority of staff are

trained in Team Teach⁵ and are able to use de-escalation strategies that reduce risk and restraint. In circumstances when reasonable force might be a possibility due to very challenging behaviour of a pupil, individual plans would be put in place in order to minimise the likelihood of challenging behaviour occurring.

16.0 Raising Awareness of this Policy

16.1 We will raise awareness of this policy via:

- Staff recruitment, induction, training and regular meetings
- The safeguarding leaflet given out to all visitors
- The Staff Handbook
- The school website
- Meetings with families
- Principal's Reports to Governors
- Information displays in the main entrance of the school

Designated Safeguarding Lead: - Miss Bianca Iasi

Deputy Designated Safeguarding Leads: - Mr David Rooney, Mrs Mary Gallop,
Mrs Pauline Reid

Related Policies:

Anti-Bullying Policy
Attendance Policy
Behaviour Policy
Confidentiality Policy
Exclusion Policy
E-mail, Internet and E-Safety Policy
Health & Safety Policy
Lettings Policy
Managing Allegations Policy
Whistleblowing Policy
Single Equality Scheme and Disability Equality Scheme Policy (Inclusive of Accessibility Plan)

The Governing Body approved this policy on date: **November 2019**

Signed: Chair of Governors

Signed: Executive Principal

⁵ *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/>



APPENDIX 1

ROLES & RESPONSIBILITIES

The Governing Body

The Governing Body are responsible for ensuring that the statutory guidance and legislation is followed. Our school has a link governor who visits the school regularly to liaise with the Designated Safeguarding Lead and to report back to the Governing Body.

The Governing Body must ensure the school meets the following key requirements:

- The Safeguarding policy, procedures and training are effective and comply with the law;
- The school contributes to inter-agency work, meeting statutory requirements;
- The school takes into account LSCB procedures and practice;
- There is a nominated governor to deal with any allegations of abuse made against the Executive Principal;
- There is a staff code of conduct which includes staff use of social media;
- That a senior member of staff is appointed to act as the Designated Safeguarding Lead;
- Consideration is given to how safeguarding is taught to students;
- Safer recruitment procedures, including appropriate use of reference checks on new staff and volunteers, are in place;
- There are procedures to deal with allegations of abuse against members of staff and volunteers;
- That any action taken is always in the best interest of the child and takes account of their wishes and feelings;
- That a Designated Teacher in charge of Children In Care is appointed;
- There are procedures in place to report children missing from education (see link <https://www.gov.uk/government/publications/children-missing-education>)

The Executive Principal

The Executive Principal is responsible for:

- Ensuring all policies and procedures are followed by staff;
- Ensuring all staff are appropriately trained in safeguarding procedures;
- Ensuring everyone connected to the school is aware of this policy;

- Ensuring the Designated Safeguarding Lead works in accordance with all legislation and guidance;
- Ensuring there is always cover for the role of Designated Safeguarding Lead;
- Ensuring adequate resources are provided for all staff to undertake their role in safeguarding children;
- Ensuring safe recruitment practices are in place and legislation is adhered to;
- Liaising and seeking advice from the Local Authority Designated Officer (LADO) when the need arises and provide a written record for any LADO referrals. The Executive Principal will always follow procedure and protocol as set out by the LADO.

The Designated Safeguarding Lead

The Designated Safeguarding Lead(s) will meet the responsibilities outlined in Annex B of Keeping Children Safe in Education (Sep 2016) and follow the Berkshire LSCB Child Protection Procedures (as linked on page one of this policy)

Key points of the role of Designated Safeguarding Lead:

- Promptly refer all cases of suspected abuse to the relevant Local Authority Children's Social Care;
- Report any cases to the Police and DBS where appropriate;
- Liaise with the Executive Principal to keep them informed of any issues, especially ongoing enquiries under Section 47 of the Children's Act 1989, or police investigations;
- Act as a source of support, guidance and expertise on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Receive appropriate annual training and deliver this training to staff, volunteers, parents and governors as required;
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments;
- Have a working knowledge of how Local Authorities conduct Initial and Review Child Protection Conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to, and understands the school's Safeguarding Policy and procedures, especially new and part time staff;

- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure electronic records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the school may put in place to protect them;
- Ensuring the school's policies are known and used appropriately;
- Work with the Governing Board to ensure that the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly;
- Ensuring the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the school, ensure their Safeguarding file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

In addition to this they will:

- Seek advice when there is any uncertainty regarding a concern about a child or vulnerable adult;
- Consider any measures to be put in place to protect the student following an allegation of abuse;
- Only disclose personal information about a student to other members of staff on a need to know basis;
- Ensuring that electronic records are kept up to date with brief entry of concerns and actions to provide a chronology;
- Ensure that an indication of further record-keeping is marked on the student records;
- Provide prompt written reports when required by any agency in connection with safeguarding;
- Attend (or delegate this requirement to another appropriately informed member of staff) family support meetings, core groups, or other multi-agency planning meetings;

- Ensure that any student currently on a Child Protection Plan, who is absent without explanation, is referred to their Social Worker at the Local Authority;
- Ensure where there is an allegation of abuse by a student to another student that both students are considered as vulnerable and in need of consideration for action to be taken; referral for each student would be made, with all relevant parental and agency communication;
- Ensure that all school staff know how to recognise and refer any concerns;
- Ensure annual training is provided for all staff and themselves undertake annual training, or in RBWM three twilight update sessions per year.

All Staff and Volunteers

Safeguarding is everyone's responsibility as outlined in Keeping Children Safe in Education (Sep 2018). All staff are expected to fulfil the following duties as part of their role:

- Confirm in writing they have read and understood this policy and Keeping Children Safe in Education Part 1 and adhere to the guidance/instructions;
- Wear the appropriately colour coded lanyard whilst in school to facilitate easy recognition of visitors to school and those who have not received a DBS clearance;
- Be aware that they have a professional responsibility to keep safeguarding information confidential and also that we must share information with other agencies in order to safeguard children;
- Attend regular safeguarding training on reporting procedures, identifying signs of abuse and the effects of it;
- Highlight to senior staff and the safeguarding team if they do not understand the policy and procedure around safeguarding;
- Recognise that Safeguarding is their main responsibility and treat children's welfare with utmost importance;
- Know the Designated Safeguarding Leads (DSL) and how to report concerns;
- Report promptly any concerns of potential abuse,
- Be alert at all times to the signs of abuse, namely physical, emotional, sexual or neglect;
- Take notes and complete a concern form regarding any concerning remarks or marks on a child and pass directly to the DSL;
- Establish and maintain an environment where children feel safe to talk and where school personnel listen to children;

- Provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being and encourage students to assess risks to themselves;
- Know what to do if a child makes a disclosure and not promise confidentiality to any child, but always act in the interests of a child;
- Keep up to date with changes in procedures;
- Ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- Take every opportunity to preserve dignity when dealing with children;
- Provide privacy for manual handling and intimate care treatments;
- Report any concerns they have on any aspect of the school community;
- Alert a line manager or a member of the SLT if they feel a person or school practice is placing pupils at risk

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:

Designated Safeguarding Governor:

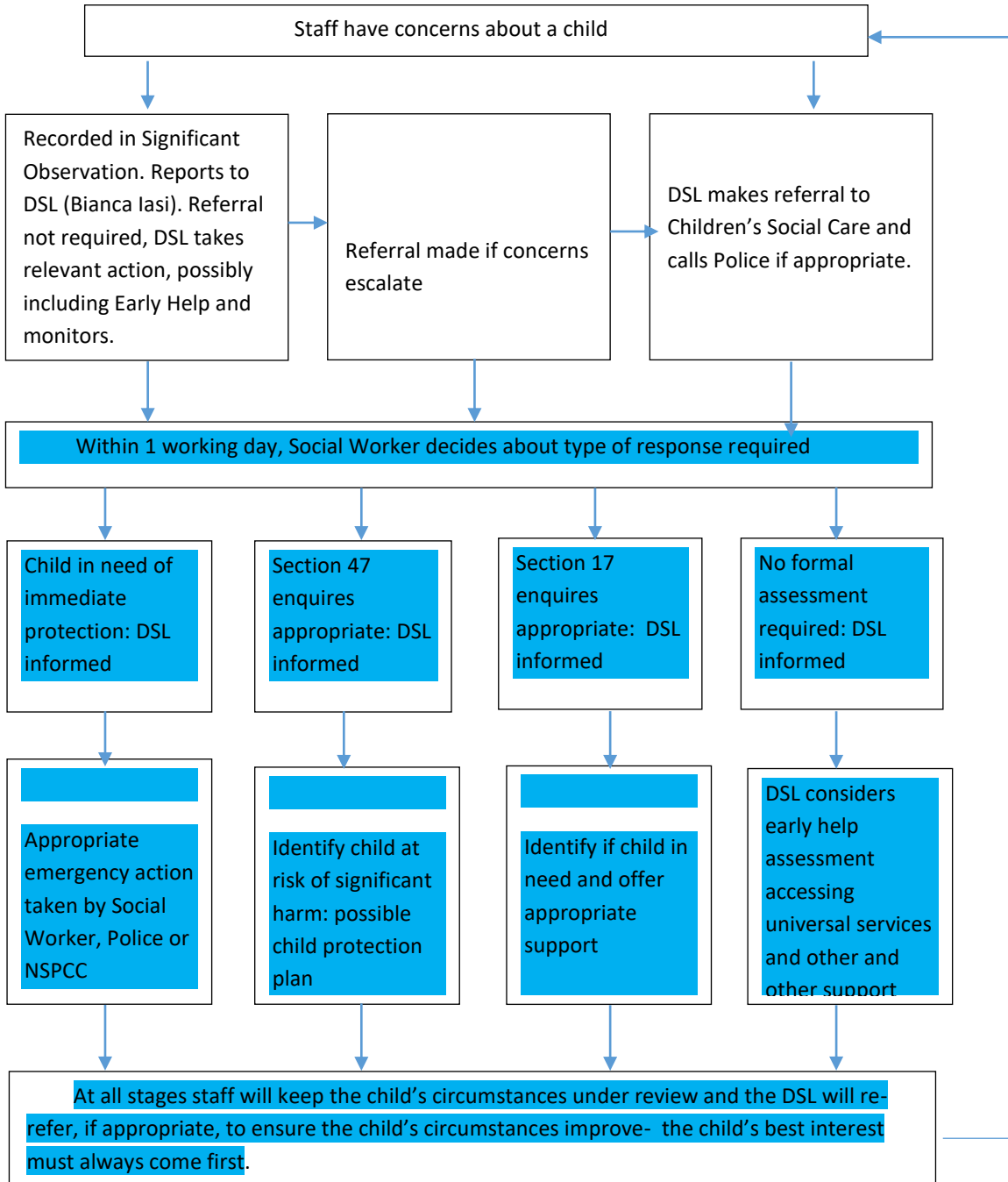
Ms Dominique Du Pre

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.	

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 e.g. 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



APPENDIX 4

Disclosure/Reporting 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) is the Designated Safeguarding Lead (DSL).

Dave Rooney (Executive Principal), 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 using the Recording Form for Safeguarding Concerns (Appendix 5)
- 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 completed immediately and no longer than 24 hours after the incident / disclosure
- Be accurate and descriptive. Do NOT make any assumptions.
- Be clear and concise
- Be hand written in PEN and signed
- Be initiated on Recording Form for Safeguarding Concerns (Appendix 5).

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 SCHOOL'S 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 July 2018 and Keeping Children Safe in Education September 2019 Part 1 and Annex A, (which I understand is effective from 2nd September 2019)
- I understand that I will receive regular training and updates.

Name Date

Signed.....



APPENDIX 5

Recording Form for Safeguarding Concerns

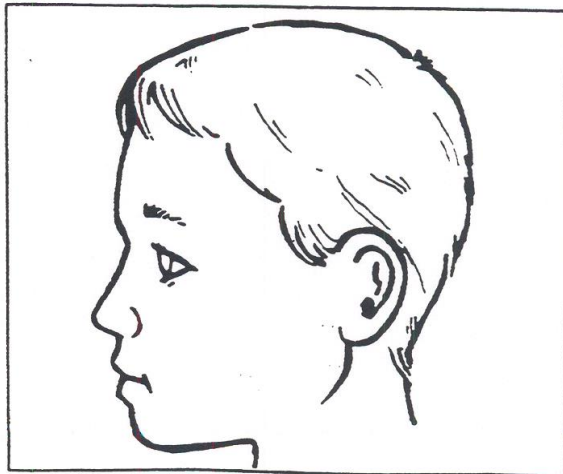
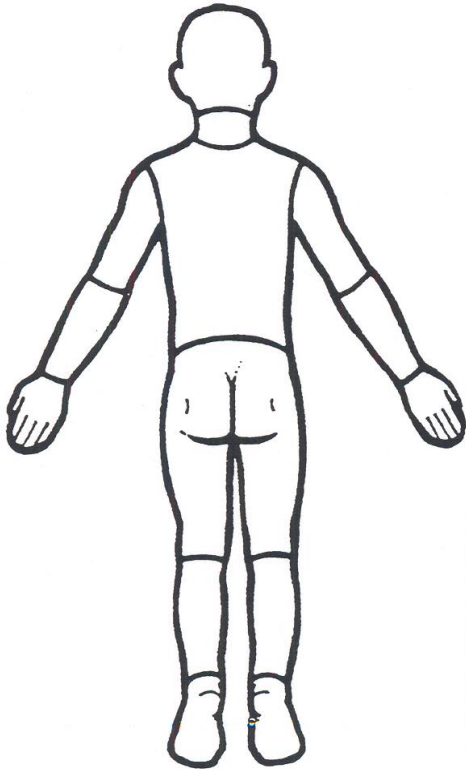
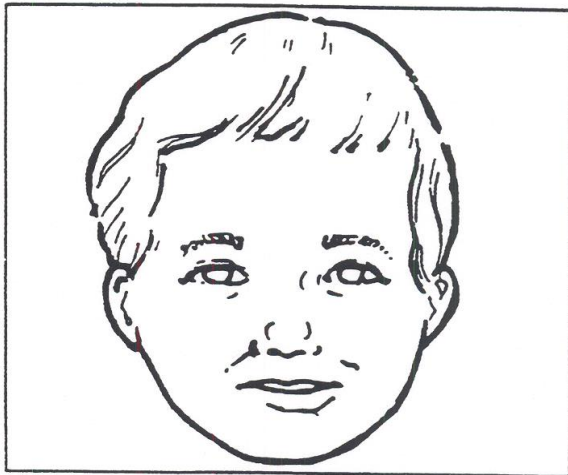
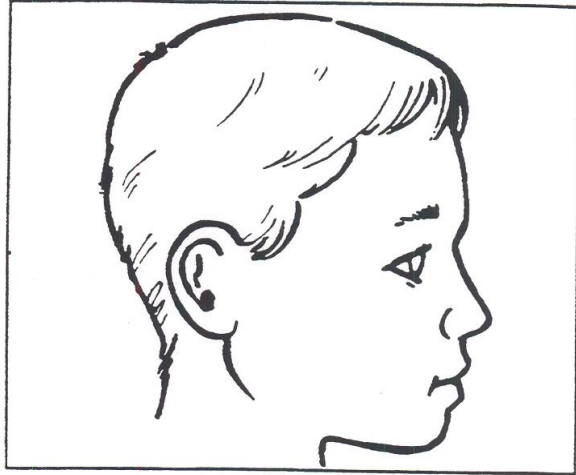
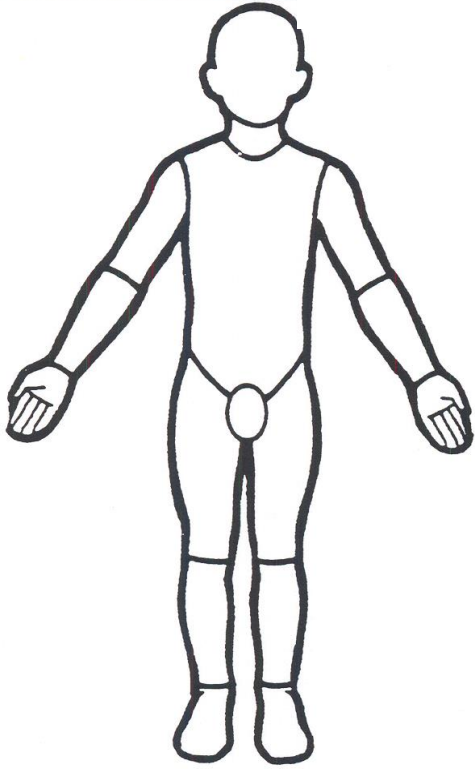
Staff are required to complete this form and pass it to [**Bianca Iasi, Dave Rooney, Mary Gallop or Pauline Reid**] if they have a safeguarding concern about a child in our school.

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:	
Your signature:	
Time form completed:	
Date:	





APPENDIX 6

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
Risk Assessment			
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. SLT have been given Prevent Training by Prevent Lead. Update given to all staff by Mary Gallop. Mary Gallop/ Pauline Reid (Deputy Designated Safeguarding Leads) are Home Office Accredited Prevent Trainers. WRAP Training by 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. 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).	Prevent Lead.
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	The Prevent Lead has informed staff about signs and indicators of radicalisation in Prevent Training.	Prevent Lead.
	There is a clear procedure in	All staff have read the Safeguarding Policy which	Prevent Lead.

	place for protecting children at risk of radicalisation.	includes a statement regarding the school's Prevent duty. All staff understand how to record and report concerns regarding risk of radicalisation.	
	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
Working in Partnership			
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 the Multi-Agency Safeguarding Hub	RBWM is not considered a High Risk LA. The Prevent Lead is familiar with both Local Authority and Police Prevent Leads.(Misha Upadhyaya Prevent Officer, Thames Valley Police	Prevent Lead.



	(MASH) and Channel Panel.	- 01753 506291, Internal: 731 6291, Mobile: 07467 444183 misha.upadhyaya@thamesvalley.pnn.police.uk Prevent Office , Slough Police Station, Windsor Road Slough SL1 2HH Website: www.thamesvalley.police.uk . 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 by 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 extremist ideas which	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 British Values. All Wrap-Around Care Staff have also been	Prevent Lead.

	are used by terrorist groups and can purport to legitimise terrorism 3. Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response.	trained. All Parent Volunteers have been trained as part of Safe Guarding Training All staff have been trained in the Academy's procedures.	
IT Policies			
Ensure that children are safe from terrorist and extremist material when accessing the internet in school.	The Academy has policies in place which make reference to the Prevent Duty.	Safeguarding Policy, E-mail, Internet and E-Safety Policies both refer to Prevent Duty.	Prevent Lead. SLT
	The Academy employs filtering/firewall systems to prevent staff/ students/ visitors from accessing extremist websites and material. The system alerts to serious and/or repeated breaches or attempted breaches of the policy.	Firewall Manufacturer www.Smoothwall.com , managed by Key Networks. Automatic E-mails provided by Microsoft and managed by Key Networks sent to school on weekly basis notifying of alerts and security breaches. 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 Raman Herr (ICT Lead) alerting the Academy to web traffic events that violate our policy. (E-mails provided by Microsoft and managed by Key Networks). 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. Josh Bennett IT Consultant ,Key Network	SLT Key Networks P. Reid B. Iasi R. Herr D. Rooney

		Services Ltd ,T: 0345 3096090 F: 0345 3096091 E: josh.bennett@knws.co.uk	
	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: https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/ as part of their Prevent Training.	All Staff
Site Security			



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.	
Safeguarding			
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 2018
 “The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, June 2015

APPENDIX 7



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 down 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.



APPENDIX 9

Safer Recruitment & DBS Checks – Policy & Procedures

1.0 Rationale

We are committed to safeguarding and promoting the welfare of all students and we believe we have a duty to ensure safe recruitment of school staff and volunteer helpers to this school.

We wish to appoint the most suitable person for each vacant position regardless of age or perceived age, marital status, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation or disability. Also, we will take no account of an applicant's membership or non-membership of a trade union.

We intend to deter prospective applicants and to identify and reject applicants who are unsuitable to work with pupils. Existing employees, employees on fixed or temporary contracts will be invited to apply.

We believe our recruitment and selection process is systematic, efficient, effective and equal. All applicants must declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure declaration as all posts are exempt from the Rehabilitation of Offenders Act 1974.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Student that pupils should be encouraged to form and to express their views.

We, as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.4

2.0 Aims

- To ensure the practice of safe recruitment of school staff and volunteer helpers.
- To ensure that a fair and legal recruitment procedure is in place.
- To have in place clear procedures for DBS (Disclosure and Barring Service) checks for all school staff, volunteers and new appointments in order to ensure the safety and welfare of students and young people.
- To work with other schools to share good practice in order to improve this policy.

3.0 Who is covered under this policy

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

3.1 New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

3.2 Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

3.3 Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

3.4 Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.
Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

3.5 Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

3.6 Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

3.7 Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK
-
- All governors will also have the following checks:
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

4. Responsibility for the Policy and Procedure

4.1 Role of the Governing Body

The Governing Body has:

- the responsibility of ensuring that the safe recruitment process complies with DfE guidance and legal requirements
- delegated certain powers and responsibilities to the Executive Principal to oversee compliance with DfE guidance and legal requirements;
- delegated powers and responsibilities to the Executive Principal to ensure all school staff and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Executive Principal and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

4.2 Role of the Executive Principal

The Executive Principal will:

- implement this policy;
- promote the safeguarding and welfare of students;
- ensure the school operates safe recruitment procedures;
- organise safe recruitment training for school staff involved in recruitment;
- all appointment panels to include one person who has successfully passed safe recruitment training;
- ensure all appropriate pre-employment checks are completed on school staff and volunteer helpers;
- ensure contractors and agencies comply with this policy;
- participate as necessary in the appointment of school staff ensure all school staff, students and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

4.3 Role of School Staff

School staff will:

- comply with all aspects of this policy;
- ensure they provide all the necessary documentation for the disclosure process;
- implement the school's Single Equality and Disability Policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

4.4 Role of Parents/Carers

Parents/carers will be made aware of this policy.

5. Safer Recruitment Procedure

When a post becomes vacant or is created then the following procedure takes place:

5.1 Recruitment Request Form

The recruiting manager must complete the Recruitment Proposal Form identifying the need for the post and setting out the business case as to why it is business critical. The form should be approved by the relevant Senior Leader before being forwarded to the School Business Manager for completion of the costing section. The Senior Leadership Team (SLT) will consider all Recruitment Request Forms and recruitment may not commence without SLT approval.

5.2 Job and Person Specification

- For every vacancy a job and person specification will be written. For new posts, the School Business Manager will arrange job evaluation by the local authority (RBWM) job evaluation team to help inform the grade of the post as appropriate

5.3 Job advertisement

- Unless it is agreed that a post will be advertised internally only (for example to encourage internal development and promotion), all posts will usually be advertised on the school website and some in the local and national press. Social media such as LinkedIn may be used to advertise vacant posts.
- All advertisements for posts will state that the school is committed to safeguarding students and young people and all post holders are subject to a satisfactory enhanced DBS disclosure.

5.4 Short-listing and References

- Short-listing will be undertaken.
- Applicants will be short-listed for the post if they fully meet the person specification.
- Immediately after short-listing references will be sought.
- All referees will be asked if the candidate is suitable to work with students, has any disciplinary procedures relating to the safety and

welfare of students, or any details of allegations/concerns/bad behaviour relating to the safety and welfare of students. For teachers, grades of teaching and learning observations over time will also be sought.

- Unsuccessful applicants will not be contacted.
- Short-listed candidates will be asked if they have a disability within the meaning of the Equality Act 2010 and if they require any particular adjustments to accommodate their particular needs.

5.5 Selection Day(s)

- On the selection day all candidates will need to provide proof of identity, proof of their qualifications and proof of eligibility to live and work in the UK.
- All candidates will be assessed for their suitability to the post and their capability to safeguard and protect the welfare of students and young people.

5.6 Job Offer

- The selection panel will identify the most suitable candidate.
- A job offer will be made by the School Business Manager or Executive Principal. It will be subject to references and a satisfactory DBS clearance and pre-employment medical check.

5.7 Safer Recruitment checks for the successful candidate

Before taking up the post the following checks will be undertaken on the successful candidate:

- References (2)
- Proof of identity
- DBS Enhanced Disclosure for both child and adult workforce which includes a List 99 check
- Medical fitness from Occupational Health
- Proof of qualifications
- Proof of QTS for teaching staff
- Proof of a right to work in the UK
- In accordance with Keeping Children Safe in Education 2015 guidance, an additional check will be carried out for candidates who are to be employed as teachers. This is to ensure that the candidate is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service. The school is registered with this service.

An appointment will not be confirmed until receipt of all of the above.

5.8 Induction

The induction programme for all newly appointed school staff will include an introduction to all school policies dealing with the safeguarding of students and young people including the DfE guidance on Keeping Children Safe in Education 2018.

5.9 Probationary Period

- All new employees will be subject to a probationary period of six months, during which their progress will be monitored by their line manager.
- Probation reviews will take place after three months and five months, after which a recommendation will be made to establish whether the employment should be confirmed or terminated, or whether the probation period should be extended. Probation reviews and records will be recorded in the appraisal module of the School Information Management System (SIMS).

6. Central Record of Recruitment Vetting Checks

We believe the safety and welfare of students and young people is paramount and we are fully committed to the procedures and arrangements of the Disclosure and Barring Service and Independent Safeguarding Authority.

We understand that this policy complies with the DFE document 'Keeping Children Safe in Education 2016', the School Staffing (England) (Amendment) Regulations 2012, the Education (Restriction of Employment) Regulations 2003, the Data Protection Act and the DBS Revised Code of Practice 2015.

We acknowledge the immense importance of the DBS in providing access to Disclosure checks for school staff, volunteer helpers and for new appointments to this school.

6.1 Levels of Disclosure

There are three levels of Disclosure that are provided by the DBS, either Basic, Standard or Enhanced.

The level of Disclosure (Standard or Enhanced) required will depend on the type of work involved and can only be requested by an employer. Strictly Education holds the level of check (if so required) against the position details. Strictly Educations also holds a list of DBS counter signatories.

We will keep a single central record of recruitment and record checks of:

<ul style="list-style-type: none"> ▪ all teaching staff ▪ support staff 	<ul style="list-style-type: none"> ▪ Governors who work as volunteers ▪ Local Authority and private tutors
<ul style="list-style-type: none"> ▪ supply teachers ▪ volunteer parent helpers 	

DBS disclosures will not be applied to the following as it is felt that they will have very little, if any, contact with students, they will be escorted whilst on the school premises or that they will work under the supervision of a teacher:

- Secondary students on work experience



- Representatives from educational firms
- Contractors (the company responsible for contractors will be required to confirm that DBS checks have been carried out)
- Contractors who are on site when students are not present

No new employee will commence their appointment without an enhanced DBS check.

We will consider any person with a criminal record equally with others applying for any vacant post at this school unless their DBS disclosure check indicates that they present a risk to students. There are however exempt positions, as set out in the Exceptions order to the Rehabilitation of Offenders Act 1974, further information can be found by reference to the Local Authority's Policy and Procedure on ROA, or by contacting the DBS on 0870 9090811 or by visiting the Disclosure website at www.gov.uk/government/organisations/disclosure-and-barring-service

Employment agencies supplying agency workers to the school will be required to provide written confirmation (by email) that the necessary safer recruitment checks have been carried out for their staff prior to any work at the school commencing.

Department for Education (DfE) guidance states that existing staff whose checks were under the old police check/list 99 system prior to the introduction of CRB (now DBS) disclosure remain current as long as:

- there are no concerns
- no change to existing role/responsibility from non-regulated activity to regulated activity
- no break of service of 3 months

By law, all school staff newly-employed since 12 May 2006 must have an Enhanced DBS check, unless they have continuous employment with less than three months break and no increase in their contact with children. There is no requirement to recheck staff once employed unless the criteria above are met. Staff contracts of employment and the Staff Handbook require staff to disclose any new occurrences that may impact on their DBS status or suitability to work with children (the criminal justice system is likely to notify the school or the Local Authority Designated Safeguarding Officer in such circumstances).

Recruiting managers may decide that where there is access to sensitive data pertaining to the vulnerable that a suitable check be undertaken. Advice can be from HR or reference can also be made to the DBS Disclosure Access Category codes, which details the categories, types and levels of posts for which a Disclosure is required. This can be accessed via www.DBS.gov.uk

Strictly Education is a Registered Body of the DBS. It is also an Umbrella Body that can countersign Disclosure applications on behalf of others and therefore is bound by their DBS code of practice details of which is available from <https://www.gov.uk/government/publications/dbs-code-of-practice>

6.2 Portability

The DBS, effective from 1st April 2006, decided to withdraw its endorsement of portability, which concurs with the Local Authority's. The decision was taken as a direct result of the inherent risks associated with the re-use of a disclosure.

It is the intention of the Academy to adopt the Disclosure and Barring Service (DBS) update service in 2018-19.

All external professionals should show evidence of their DBS check before they will be given access to the school site. The Office Manager will sign a record of each check which will be kept in the SCR. External staff should be encouraged to carry their DBS certificate at all times when they are on site. Checks on external professionals who work on site regularly will be carried out annually.

All external professionals will also be required to show evidence that they have received Safeguarding Training. If it is deemed necessary, they will be given the necessary Safeguarding Training.

6.3 Renewal of DBS

The Academy will renew the DBS of all staff on a three-yearly cycle. The application for each renewal will be made the term before the expiry date. Whilst the application will be made by the School Office Manager, it is also the responsibility of every staff member to be aware of the expiry date of their DBS.

All Senior Leaders and Governors are required to undertake Section 128 in addition to the 3 yearly renewal cycle.

7. Disqualification

Key legislation and guidance relating to Disqualification and Disqualified Persons include the following:

- Childcare Act 2006: sections 75 and 76 ("The 2006 Act")
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Disqualification under the Childcare Act 2006: Statutory Guidance published in July 2018 ("the July 2018 Statutory Guidance"): specifically Table A which sets out the relevant offences.

The Childcare (Disqualification) Regulations 2009 are made under section 75 of the Childcare Act 2006 and set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the Act. Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out at paragraph 6.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm ent_data/file/741597/APPENDICES-

[Disqualification under the childcare act statguidance 4 .pdf](#)

7.1 What are disqualification checks?

These Disqualification checks arise from the 2018 Regulations. They are separate to other checks that are already being carried out such as DBS Checks.

A person may be disqualified (“a Disqualified Person”) under the 2018 Regulations because:

- they are on the Children’s Barred List (for which the School will carry out a Disclosure and Barring System check);
- have been cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
- there are grounds relating to the care of children (including where an order is made in respect of a child under a person’s care, including their own children);
- they have had registration refused or cancelled in relation to childcare or children’s homes or been disqualified from private fostering;
- they have committed an offence overseas, which would constitute a disqualifying offence under the 2018 Regulations had the offence been committed in the United Kingdom.

***Note that disqualification under Regulation 9 now only applies when childcare is provided in domestic settings (see point 6.2 below).

7.2 Disqualification by association

Under the 2018 regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in childcare, is disqualified by association. Regulation 9 does not apply to staff in a relevant school setting. Disqualification by association is only relevant where childcare is provided in domestic settings (for example where childminding is provided in the home) or under registration on domestic premises, including where an assistant works on non-domestic premises up to 50% of the time under a domestic registration. Accordingly, schools are not entitled to ask their staff questions about cautions or convictions of someone living or working in their household.

The Academy will securely destroy any information which is provided by an applicant which is not relevant to the childcare disqualification requirements as soon as it is established that it is not relevant. Where a person appointed to a role at the Academy is found to be disqualified, the Academy will retain any relevant information only for the period it takes for a waiver application to be heard and the decision communicated to the school, after which it will be securely destroyed.

7.3 Who is a disqualified person?

A Disqualified Person would fall within the following categories of staff in nursery, primary or secondary school settings:

- Those who provide early years childcare (this covers the age range from birth until 1 September following a child’s fifth birthday i.e. up to and including reception age). This includes education in nursery and reception classes and/or supervised activity (such as breakfast clubs, lunchtime supervision and

after school care provided by the school) both during and outside of school hours for children in the early years age range.

- Those who provide later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school). This does not include education or supervised activity for children above reception age during school hours but it does include before school settings such as breakfast clubs and after school provision;
- Those who are directly concerned in the management of such childcare.

It is a criminal offence for Schools to continue to knowingly employ a Disqualified Person

It is a criminal offence for a Disqualified Person to be involved in childcare in any of the categories set out above.

Paragraph 17 of the July 2018 Statutory Guidance makes clear that staff who are not employed directly to provide childcare are not covered by the legislation. Similarly, staff who are only occasionally deployed to work directly with children are not covered by the legislation.

Paragraph 16 of the July 2018 Statutory Guidance specifies that volunteers and casual workers come within the scope of the legislation if they are directly concerned with the management of childcare provision or work on a regular basis in relevant childcare.

School Governance (Constitution) (England) Regulations 2012 also provides that a person is disqualified from holding or continuing to hold office as a governor if they are disqualified from registration under the 2006 Act

In the case of workers that are supplied by an agency or third party organisation, the Academy will ensure that the agency or organisation has carried out the relevant checks.

8. Security of Information

- In compliance with the DBS Code of Practice and the Data Protection Act all disclosure information and records of all school staff will be safely handled, securely stored, retained and disposed of in a secure manner.
- We have in place the Single Central Record which records the receipt of all satisfactory DBS disclosures.

9. Reference Requests for those leaving school employment

A professional reference is understood to be one which is provided to comment on one's conduct in the workplace, whether positive, neutral or negative, and/or suitability for the role held, and/or applied for, and/or recommendation of the person for the post/role/project applied for and any opinion cast over the person as a member of the organisation.

9.1 Reference requests relate to the following:

- Staff member requesting a professional reference
- Staff member requesting a personal/character reference
- Staff member being asked to provide a professional reference
- Staff member being asked to provide a personal/character reference

9.2 This guidance applies to the following groups of people:

- All staff employed directly by the school as paid employees in the past, currently or in the future
- All staff employed directly by the school or associated with the school as unpaid (voluntary) employees in the past, currently or in the future (*with the exception of Governors* - see below*)
- All students - past, current and future
- All parents/carers/family members of family friends of the students (past, current, future)
- Any other person, in any way associated with the school, as an organisation

9.3 This guidance applies to:

- Lowbrook Academy under its past, current and any future registration
- Lowbrook Academy under its past, current and any future name
- All parts of the organisation - in the past, now and in the future

Any requests for professional references must be directed to the Executive Principal at the school, either in writing or by email. The Executive Principal may ask another senior member of staff to provide information for the reference.

No other person in the school may provide any reference referring to the individual's professional conduct, qualities or potential. Any such reference will be treated as a professional reference, whether or not provided on school headed paper, or sent from the work email address. Staff, other than the Executive Principal, providing any such reference will be seen as operating in breach of this policy and are likely to be subjected to a disciplinary action.

A personal/character reference is understood to be one, which is provided to comment on a person's personality, character and qualities.

At Lowbrook Academy, any request for a personal/character reference is permitted, as long as:

- It does not refer to the person's conduct at work, professional qualities or potential
- It is not sought or issued with any reference to the school
- It is not issued on a school's headed paper, using the school's address (postal or email) and/or referring to the job titles/roles held within the school (applicable equally to referee and applicant)
- It does not, knowingly, provide a personal reference for a person, who was disciplined and dismissed from their job at Lowbrook Academy (past, current, future rule applies). ** (*see explanation below*)

*** If a staff member is approached by a colleague who is known to have been dismissed from their job at Lowbrook Academy (see section above regarding definition), any reference will be deemed as "of safeguarding concern", should it be provided without mention of the dismissal. Staff are advised to contact the*

Executive Principal, who will advise regarding the potential personal risks and the legal implications of providing a personal reference for someone whose HR/other records may contain significant information which may not be fully known (i.e. DBS information, disciplinary, dismissal, etc.). Whilst the Executive Principal may only be able to share some, but not all details, their advice will be highlighting the risks which will need to be considered before providing a personal reference.

If a staff member chooses to provide a personal reference to a person they know was dismissed from their job at the school, the school will not be able to provide support in any legal proceedings taken by third parties.

9.4 External guidance

The Care Quality Commission (CQC) advise that if any member of staff requires a DBS check for their work in an establishment or agency registered or inspected by the CQC, then they must by law have one.

The Department of Health (DoH) National Care Standards Commission is reviewing repeat DBS checks every 3 years. Social Care staff will therefore be subject to re-checks as required.

With the implementation of Contact Point, (the national register for children and young people) those staff who will access this register, will therefore be subject to re-checks every three years.

Current Department for Education (DfE) guidance is that existing staff whose checks were under the old police check/list 99 system prior to the introduction of DBS disclosure remain current as long as:

- there are no concerns
- no change to existing role/responsibility
- no break of service of 3 months

By law, all school staff newly-employed from 12 May 2006 must have an Enhanced DBS clearance, unless they have continuous employment with less than three months break and no increase in their contact with children.

All recruiting managers must ensure compliance with this policy. Any failure to comply will be considered a breach of conduct and subject to potential disciplinary action.

9.5 Costs

Fees for the Disclosure service are set by the Disclosure service. An internal administration charge is also payable. Fees for DBS checks are charged back to the unit/school direct.

Further information can be obtained from Strictly Education on 01908 208208

10. Raising Awareness of the Policy

We will raise awareness of this policy via:

- the Staff Handbook
- the school website
- Principal's reports.

11. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

12. Monitoring the Effectiveness of the Policy

12.1 Review of Policy

This policy shall be subject to review every two years and may be changed from time to time.

12.2 Management of policy

The Governors and Executive Principal have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

The Governing Body approved this policy on date:

Signed: Chair of Governors

Signed: Executive Principal



APPENDIX 10

Reference Request for Teaching Staff



Candidate Name:
Current Job Title:
Current Salary:
Dates of Employment: From: _____ To: _____
<p>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>

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.**

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.

YES/NO

If YES, please provide details below

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			
<p>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</p> <p>I do/do not agree to the disclosure of the information contained in this reference</p>			
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: _____
<p>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.</p>

<p>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.</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"> • 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			
<p>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</p> <p>I do/do not agree to the disclosure of the information contained in this reference</p>			
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.

<p>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.</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"> • 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.

<p>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.</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"> • 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			
<p>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</p> <p>I do/do not agree to the disclosure of the information contained in this reference</p>			
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 11

Lowbrook Academy Non-Regular Volunteer Activity Risk Assessment

	Hazard	Level of Risk	Suggested action/control measure (prevention measures). <i>This list is not exhaustive. Below are some control measures which you may find useful when completing your risk assessment.</i>
01.	Poor selection process for volunteers	Low	<ul style="list-style-type: none"> carry out a suitable and sufficient selection process to ensure volunteers are suited to the tasks they perform minors are not permitted to take part in volunteer work unless supervised in-house training to be made available for volunteers who require it
02.	No DBS check for volunteers	High	<ul style="list-style-type: none"> Regular volunteers should have a DBS check and a copy to be kept in SCR volunteers will not work unsupervised with children.
03.	Lack of induction for volunteers	Low	<ul style="list-style-type: none"> all one-off volunteers will have a brief induction by one of the DSLs in respect of Safeguarding arrangements
04.	Poor equipment maintenance used by volunteers	Low	<ul style="list-style-type: none"> inspection and maintenance regimes are in place for equipment used by persons working in the Academy electrical equipment provided by volunteers must not be used unless it has been PAT tested by a competent person
05.	Minor improvement works e.g. painting	Low	<ul style="list-style-type: none"> volunteers do not work on mechanical, gas or electrical equipment unless qualified to do so all minor improvement works are specifically risk assessed volunteers doing improvement works on site are supervised by a competent member of staff volunteers not to work at height unless trained through recognised training providers works to be carried out in school holidays, otherwise DBS checks will be required if volunteers are to be left alone, unsupervised
06.	Lack of adequate teacher supervision for pupils on school trips (Refer to www.gov.uk Health and Safety of Pupils on Educational Visits).	Low	<ul style="list-style-type: none"> a relevant risk assessment should be discussed with volunteers for each separate occasion arrange for an adequate amount of volunteers to assist with pupil supervision; to complement staff numbers, not replace them
07.	Lone working (Refer to Lone Working Policy)	Low	<ul style="list-style-type: none"> volunteers will not work alone

08.	No Public Liability Insurance Cover	Medium	<ul style="list-style-type: none"> • check with either your Insurance Company or KCC Insurance and the Risk Management Team, to confirm that adequate Public Liability Insurance is in place. • In the case of parents sharing expertise, e.g. Science Week, the school is liable.
9.	No First Aid Provision	Low	<ul style="list-style-type: none"> • all staff are First-Aid trained • ensure all volunteers are briefed on first aid provision, where you go for medical assistance and the name of the first aider available on specific day
10.	No instruction or information provided to volunteers.	Low	<ul style="list-style-type: none"> • ensure all volunteers are briefed on all risk assessments that are relevant to them • ensure sufficient information and instructions are given to the relevant volunteers

Checklist:

	Risk assessment discussed with Volunteer
	Volunteer disclosures made to DSL if appropriate, e.g. criminal convictions
	Fire and emergency procedures discussed with Volunteer
	Asbestos and legionella management discussed with Volunteer
	Toilet arrangements discussed with Volunteer
	Mobile Phone, Social Media and Digital Technology (e.g. photography) discussed with Volunteer.
	Access / Chaperone arrangements shared.

Volunteer name:

Volunteer signature:

DSL name:

DSL signature: