BRANSTON COMMUNITY ACADEMY

SAFEGUARDING POLICY

Last Reviewed: July 2015
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This document contains:

1. Safeguarding Policy Statement
2. Safeguarding Policy Extracts (Pages 3-8)
3. Annex 1 - Safer Recruitment Policy
4. Annex 2 - Safeguarding: Induction and CPD
5. Annex 3 - Safeguarding: Complaints, allegations and whistle blowing
6. Annex 4 - Child Protection Policy
7. Annex 5 – Preventing Extremism and Radicalisation Policy
8. Annex 6 - E-Safety Policy
9. Annex 7 – Code of Conduct for Academy employees
10. Annex 8.- Bullying Policy
11. Annex 9. – Supporting Students with Medical Needs Policy
12. Annex 10 – Intimate Care Policy
13. Annex 11 – School Visitors Policy
14. Annex 12 – School Security Policy
15. Annex 13 – Missing Student Procedures

1. Safeguarding Policy Statement

Academy safeguarding statement:

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers at the Academy to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.

We want this statement of procedures to be read by members of our Academy and used as part of induction and CPD programmes. As a consequence we have identified and highlighted key procedural extracts below to distil an accessible and digestible document. **Full policy statements are attached (Annexes 1-5).**

2. *(a) Safer Recruitment policy extract (see Annex 1 for full policy)*

The Lincolnshire Safeguarding Board 'Safer Recruitment Toolkit' pages 5 to 13 are used a as a benchmark for our safer recruitment procedures. Together with training and consultancy work they support procedures for developing a culture of vigilance with respect to safeguarding issues through induction and CPD programmes.)

- **Advertisements** state the Academy's commitment to **safeguarding** including DBS disclosures.
- **Job descriptions** and/or person specifications **explicitly state** the responsibility to children and their safety and well being.
- **Applications forms** include: need for full employment history with descriptions of **gaps in employment**, opportunity for **self-disclosure** pre DBS checks, signed declaration about any criminal record and a true record on information.
- **Selection criteria** are consistent for all candidates. Inconsistencies in applications are scrutinised and explored.
- **Questions** relating to safeguarding issues are agreed and applied consistently.
- **References** are taken from current employer and at least one previous employer if the role involved working with children. References demand information about allegations made about behaviour towards children and any disciplinary action that may have been taken.
- **Pre-appointment checks** are comprehensive and regularly reviewed to ensure rigour and alignment with best practice. Criminal records are assessed according to nature, seriousness, relevance, time, patterns, circumstances and personal response to scrutiny.

(b) *Induction and CPD extract (see annex 2 for full policy)*

Our induction programmes strive to ensure that all members of staff at Branston Community Academy are aware of, and become part of creating, an open and safe culture of vigilance with respect to the safety and well being of young people.

- Induction programmes include reference to how we create a **culture of vigilance** with respect to safeguarding children.
- Agreed **case studies** and **exercises** are used as part of a thorough and consistent programme to raise awareness that it 'could happen here' and how to respond to 'difficult' situations including **confidential disclosures (whistle blowing).**
- CPD programmes contain compulsory safeguarding training updates.

(c) *Complaints, allegations and confidential disclosures (whistle blowing) extract - see annex 3 for full policies.*

We define the difference between a complaint and an allegation accordingly:

- A concern is a formal expression of dissatisfaction about procedures adopted and/or the quality of teaching and learning at the school (e.g. enforcement of uniform, homework, poor behaviour in a class).
- An allegation involves actions from a member of staff or volunteer that has caused material harm to a child or may have done so and or that is possibly a criminal offence, an/or indicates that he or she may be unsuitable to work with children.
- Procedures for making complaints, allegations and whistle blowing are shared sensitively but openly through induction and CPD. The Whistle Blowing policy is displayed on the staff notice board.
- The Academy will seek advice from the Local Authority Designated Officer (LADO) and/or our HR adviser for individual allegations.

- A suspension for investigations (internal, external or both) is sometimes a necessary step to allow due process to occur without prejudice. It must be seen as a neutral act.
- The result of the investigation(s) will determine the next course of action (see Disciplinary policy).
- Creating an open but sensible climate with respect to vigilance on safeguarding issues is an objective that we pursue through appropriate induction and CPD programmes which in turn contribute towards an ethos in accordance with that objective. *Confidential disclosures must never be hindered by a lack of clarity of process or misplaced loyalty to a colleague.*

d) Child Protection (See Annex 4 for full policy)

The focus of the law is on "**safeguarding *and* promoting the child's welfare**"

There is a duty to take action if there is cause to believe a child is suffering or is likely to suffer "***significant harm*** and that the harm or likelihood of harm is attributable to a lack of adequate parental care or control.

Designated member of staff with responsibility for Child Protection is ANDREW WRIGHT from whom advice may be sought and to whom *all suspected cases of abuse should be referred*. Advice and support can also be obtained from members of the Pastoral Team.

In his absence seek help from **Jan Campbell** or phone Children's Services Customer Services Unit on **01522 782111** in office hours (8.00 am to 6.00 pm) or the Emergency Duty Team on **01522 782333** outside office hours.

Designated member of the Governing Body with responsibility for Child Protection, Prevent is Mrs P Coombes.

Any referral will need to be followed up, within 24 hours, by a written Common Assessment Framework (CAF) Form sent to the relevant social care worker.

Further information is available from the Red Book, Lincolnshire Social Services and Education Department. Department of Health "What to do if You're Worried A Child Is Being Abused". *This publication can be obtained from The Department of Health Publications on 0870 15554555 and quoting reference 31815. It can also be downloaded from www.doh.gov.uk*.

Remember:

1. All suspicions/comments of abuse and harassment are to be taken seriously.
2. Take appropriate action if the child is in need of urgent attention.
3. If you have a conversation with anyone relating to an issue of child protection before or after the matter is referred keep a record, including those with Social Care and hand a copy to the Designated Person as soon as practical.
4. ***Never promise to keep an absolute confidence.*** However, you may say that you will only tell those people who need to know.
5. Avoid leading questions in your discussions. For example we should say "Tell me what happened" rather than "Did they do x to you?"

6.   Collect as much information as possible about the situation - this may be from the child, parent, carer or other workers and should include date and time of the incident or disclosure, the parties who were involved, what was said or done and by who and any further actions. It is helpful to record a perception of the emotional and physical presentation of the informant.

Recognition: Signs and Symptoms - see Child Protection Policy document (Staff Handbook)

Categories of Abuse (Physical abuse, neglect, emotional abuse, sexual abuse) - see Child Protection Policy document.
Examples of referrals

1.   **Student Disclosure**

This will be the most common category of identification. Our records indicate that a third party is most likely to bring a matter to the attention of a member of staff (usually a concerned friend). Professional judgement should be taken about whether to begin a conversation with the student (see above), consult with Pastoral Team leaders or refer immediately to the Child Protection Officer, CPO (AW). If in doubt refer to Mr Wright.

2.   **Member of staff suspects abuse of student at home/outside Academy**

(See 'Recognition' and 'Categories of Abuse'). Once more professional judgement needs to be taken about initiating a conversation with a student who you suspect is being abused. Advice can be sought from the Pastoral Team and again, if in doubt, refer to the CPO.

3.   **Member of staff suspects abuse of student in Academy by other adult**

Clearly this is a very sensitive and difficult situation, which may never arise in the course of a career but it is vitally important that referral occurs if necessary once that the protocols of referral are understood. Examples will be given in training sessions. Matters should be referred immediately to the CPO. If the matter relates to the CPO then referral is made to the acting CPO in his absence (JC) or to the Academy Principal. If the matter relates to the Principal refer to the CPO who will contact the member of the governing body with responsibility for safeguarding.

(See 'Complaints, allegations and whistle blowing' policy extract and full policy statement and the difference between a complaint and an allegation).

4.   **Student suspects abuse of fellow student in Academy by other student or adult**

In essence this is a version of Category 1 (student disclosure). Clearly there is a continuum where bullying or misconduct becomes serious enough to be defined as abuse and so involve the CPO rather than normal procedures through the pastoral system.

5. **Member of staff/student suspects student at risk of radicalisation**

Any student suspected of showing an excessive interest in or having behaviour affected by extreme organisations should be reported to the CPO. The CPO will evaluate the situation and refer to the Channel Programme if that is deemed necessary and to the LADO.

The academy's ethos and curriculum support the building of resilience to radicalisation by providing a safe, open and vibrant environment that promotes social, moral, cultural and spiritual awareness of tolerance and values appropriate to our heritage.

6. **Female Genital Mutilation (FGM)**

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitals or other genital injury to the female genital organs for non-medical reasons. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The practice is illegal in the UK.

School staff have a statutory duty to report such cases and may face disciplinary action if they fail to do so.

Signs to look out for:

- Severe pain, shock and bleeding;
- Urine retention;
- Uterus, vaginal and pelvic infections; and
- Abnormal periods.

Staff and volunteers must not examine students, but should pass concerns on to the designated child protection lead, who will take appropriate action.

Awareness of procedures

a. **Staff**

All new staff participate in induction programmes where safeguarding is a compulsory element (see Safeguarding: Induction and CPD extract and full policy statement).

Regular training for all staff (latest Summer 2013) relating directly to safeguarding procedures as defined in these extracts and full policy statements.

b. **Students**

The imperative to confide all matters of concern to members of staff is emphasised in assemblies, tutor rooms, classrooms, Active Tutorial Work and RPSE classes.

A culture has been established over many years that supports students' disclosures from bullying to the most serious child protection issues.

Any suspicion of child abuse, however slight, needs to be taken seriously.

It is the role of Children' Social Care and/or the police to investigate allegations or concerns. The role of the staff/volunteers in school is to help identify concerns and then pass them on to the relevant agency.

If a student discloses to you:

- If a child is disclosing the information about possible abuse staff should listen carefully to the child.
- Original notes made during a disclosure need to be kept and attached to a Child Protection Concerns (CPC) form if necessary.
- Take the concern to the CPO as soon as possible and within the same working day. Further advice can be obtained from Heads of School or members of the Senior Leadership Team.

e. Prevention of radicalisation (Prevent Strategy)

Context

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation and provides 'prevent' updates which are made available for designated safeguarding leads, via the e-courier.

Definitions

    i.   Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

   ii.   'Extremism' is defined in the 2011 Prevent strategy as vocal or active to opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas

  iii.   Radicalisation is a form of grooming and therefore abuse.

Intent

The governing body is committed to ensuring that:

1. Staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge and discuss extremist ideas
2. Staff know how to refer children and young people for further help.

3. Staff and particularly the Designated Person understands the issues well and therefore how to deal with them in a proportionate manner.

Indicators of potential radicalisation

- Changing their style of dress or personal appearance to accord with the group
- Self-segregation
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggest identification with a group, cause or ideology of concern
- Using insulting and/or derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include:
    - physical or verbal assault
    - provocative behaviour
    - damage to property
    - derogatory name calling
    - possession of prejudice-related materials
    - prejudice related ridicule or name calling
    - inappropriate forms of address
    - refusal to co-operate
    - attempts to recruit to prejudice-related organisations
    - condoning or supporting violence towards others.

Examples of referrals (see section d on Child Protection)

Early intervention is vital and any concerns, no matter how small must be referred to CHANNEL using the referral form (see below) or send an email to channel@lincs.pnn.police.uk

CHANNEL is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity.

It is about early intervention to protect and divert people away from the risks they face before illegality occurs.

If you suspect a criminal offence has taken place or a child is a immediate harm you must contact the police on 101 or in an emergency 999.

Settings have a responsibility to communicate with the investigating team to ensure they have the latest information and are liaising with the appropriate agencies.

The role of governors, leaders and staff (see section d on Child Protection)

The role of the curriculum

Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs are promoted extremely well through high quality RE and Active Tutorial Work, History provision and assemblies.

Children are regularly taught how to stay safe using the internet and seek help through high quality e-safety provision delivered within the curriculum and via assemblies and the pastoral curriculum.

Staff Training

Action Plan for settings

1. All staff to undertake training, including support staff, lunch time staff and any associated staff to the school.
2. Assess the risk of students being drawn into terrorism
3. Prohibit extremist speakers and events
4. We manage access to extremist material through a robust e-safety policy (see Annex 5)

Useful contacts

- Ruth Fox, Safeguarding Children Officer (Education settings), Children's Services, Lincolnshire County Council. T: 01522 554695, M: 07747565355, E: ruth.fox@lincolnshire.gov.uk

- Anti-terrorist hotline 0800 789 321

- Paul Drury, Prevent Support Officer, Lincolnshire County Council, T: 01522 555367

- PREVENT Officer, East Midlands Special Operations Unit – Special Branch, T: 01522 885350, E: prevent@lincs.pnn.police.uk

- EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

f. E-Safety (See Annex 5 for Full Policy)

Internet access - You must not access or attempt to access any sites that contain any of the following: child abuse; pornography; promoting discrimination of any kind; promoting racial or religious hatred; promoting illegal acts; any other information which may be illegal or offensive to colleagues.

It is recognised that under certain circumstances inadvertent access may happen. For example, a school researching the holocaust may produce results with Nazi propaganda. Should you or a student access any of these sites unintentionally you should report the matter to a member of the Senior Management Team so that it can be logged.
Access to any of the following should be reported to Lincolnshire Police: images of child abuse (sometimes incorrectly referred to as child pornography). These are images of children apparently under 16 years old involved in sexual activity or posed to be sexually provocative; adult material that potentially breaches the Obscene Publications Act; criminally racist material in the UK.

Social networking (in Academy) – Social networking websites such as Facebook, Bebo , MySpace and Flickr are not to be accessed in school. Please speak to an e-safety consultant if these services are required in your lessons and alternatives can be discussed.

Social networking (out of Academy) – Staff should fully acquaint themselves with the privacy settings that are available on any social networking profile in order that profiles are not publicly available. Members of staff should never knowingly become "friends" with students on any social networking site or engage with pupils on Internet chat.

Use of Email - All members of staff should use their professional email address for conducting school business.

Passwords - Staff should keep passwords private. Passwords are confidential and individualised to each person. On no account should a member of staff allow a student to use a staff login.

Data Protection - Where a member of staff has to take home sensitive or confidential information sufficient safeguards should be put in place to prevent loss or misuse, i.e. is it really necessary to take it all home, can it be encrypted (see I.T. staff), does it have to be on a USB memory stick which can be easily misplaced, can it be accessed using the secure remote access (Teacher Web)?

File sharing - technology such as peer to peer (P2P) and bit torrents is not permitted on the Lincolnshire School's Network.

Personal Use - Staff are not permitted to use ICT equipment for personal use unless agreed by line managers/SLT.

Images and Videos - Staff and pupils should not upload onto any Internet site images or videos of themselves or other staff or pupils without consent.

Use of Personal ICT – use of personal ICT equipment that will potentially be connecting to the Academy network such as laptops, netbooks, smart phones etc. should be discussed with the I.T. dept. before being stringently checked for up to date anti-virus and malware checkers.

Viruses and other malware – Please report incidents directly and promptly to I.T support. Virus outbreaks are to be reported to the Mouchel Helpdesk (by the I.T. Dept.) as soon as it is practical to do so, along with the name of the virus (if known) and actions taken by the Academy.

Staff should note that Internet and email may be subject to monitoring

g.   *Staff Code of Conduct (see Annex 6 for full policy)*

Students

The use of ICT within Academy has enormous benefits to your education, however there are reasons why the Academy and the local authority must put some restrictions in place, such as: ICT equipment is very expensive to buy and maintain; the Academy and the local authority have a duty of care to ensure that you are safe and that you are not exposed to illegal or inappropriate content. It is hoped that these restrictions do not interfere with your education, but if you feel otherwise you are encouraged to talk to a member of staff to discuss any issues.

Please note that Internet and email use may be subject to monitoring.

Use of the Internet - the Internet is provided to help you with learning activities such as research, online activities, online educational games and many other things. The Internet is not to be used to access anything which is illegal, or anything that someone else may find offensive. This would include pornography, discrimination, racial or religious hatred. If you are unsure, or if you come across anything you feel is inappropriate, you should turn your computer monitor off and let your teacher know. Never try to bypass the security by using proxy sites, these are all monitored.

Logins and Passwords - every person has a different computer login and password. You should never allow anyone else to use your details. If you think someone else may have your details you should have your password changed.

User Areas - your user area is provided for you to save school work. It is not to be used to save music or other files that you have brought in from home.

Social Networking (in Academy) - social networking (for example Bebo, Facebook, MySpace and Flickr) is not allowed in Academy.

Social Networking (out of Academy) – the following advice is to protect you when using social networking outside of Academy:

- You should never upload pictures or videos of others without their permission.
- It is not advisable to upload pictures or videos of yourself, videos and pictures can easily be manipulated and used against you.
- You should never make negative remarks about the school or anyone within the school.
- Always keep your personal information private to invited friends only and never post personal information such as your full name, date of birth, address, school, phone number etc.
- Consider using a nickname and only inviting people you know.
- Universities and future employers have been known to search social networking sites.
- Beware of fake profiles and people pretending to be somebody else. If something doesn't feel right follow your instincts and report it to an appropriate adult.
- Never create a false profile as a joke and pretend to be somebody else. This can have serious consequences.
- Some social networking sites have a chat facility. You should never chat to anyone that you don't know or don't recognise.

- It is recommended that you never meet a stranger after meeting them online. If you do, always inform your parents and take one of them with you.

Security - you should never try to bypass any of the security in place, this includes using proxy bypass sites. This security is in place to protect you from illegal sites, and to stop others from hacking into other people's accounts.

Copyright - you should never take information from the Internet and use it as your own. A lot of information is copyright, which means that it is owned by somebody else and it is illegal to use this information without permission from the owner. If you are unsure, ask your teacher.

Etiquette – You have an email account at school to be used for school business only such as homework and communicating with your colleagues and teachers about school work. Always be polite and don't swear. Consider what you are saying, and how it might be read by somebody else. Without emoticons (smilies) it is difficult to show emotions in things like emails and blogs, and some things you write may be read incorrectly.

Mobile Phones - Some modern mobile phones offer the same services as a computer, i.e. Facebook, YouTube, email access etc. This can be a great way of keeping in touch with your friends and family. But, in the same way that some Internet services can be used inappropriately, the same is true with mobile phones.

The Academy allows you to carry a mobile phone, however these should not be used during the lesson unless your teacher has given you permission.

Never take inappropriate pictures of yourself and send to your friends or upload onto social networking sites.

Never forward inappropriate pictures that you have received from somebody else. In some circumstances this can be an illegal act.

Advice… Help… Report…

If you are concerned about something that may have happened while online please go to the following website www.ceop.gov.uk where there are a number of ways to receive help and advice as well as the option to report any instance of sexual contact or harmful material to the Child Exploitation and Online Protection Centre. You are doing the right thing and by taking this action you may not only help yourself but also help make other people safer as well.

ICT Acceptable Use Policy (Students)

I understand that using the computer network is a privilege, which could be taken away from me. When using the computers I agree to the following terms:

- I will always behave and communicate in a sensible and mature way, respecting others at all times
- I will not allow any other person to use my school computer account
- I will only log on using my own username and will keep my password secret
- I will report any suspected breech of network security (whether by myself or others) to a member of staff
- I will alert staff immediately if I come into contact with any unacceptable material such as pornography, racism or violence
- I take responsibility for rejecting inappropriate websites or content accessed by me
- I will never use computer time playing non-educational games or accessing information which is not part of my school work.
- I will always be courteous and use appropriate language both to those around me and those I contact through the network and not use obscene, distressing or abusive language
- I will not download software, games, music, or video without first asking my teacher and obtaining permission from the copyright holder if required.
- I will use any downloaded material in an appropriate manner, listing its source in a bibliography and clearly outlining any directly quoted material.
- I will never reveal personal information, including names, addresses, telephone numbers and photographs of myself and others.
- I will only use the school address and other details where I have permission
- I will not damage the computers, computer systems or network. If I discover any methods of causing such damage I will report them to a member of staff and will not demonstrate them to others.
- I will follow Academy guidelines for ICT use and will openly discuss my Internet and e-mail use with staff.
- I accept that my computer use is logged and screenshots of my computer activity may be recorded.
- When using the Academy's remote access facility, I will only transfer files directly related to my school work.
- I will not attempt to bypass Internet filtration or any other security measures.
- I understand that if I do not follow these rules I will be denied access to Academy ICT facilities for a time determined by the Principal and may face further disciplinary action. I am aware that each case will be considered on its merits and that honesty will be recognised.

The following section is to be read and completed by the Parent/Carer:

I would like my child to have access to the Internet and email at Branston Community Academy.

As the parent or legal carer of the pupil signing above, I grant permission for my son or daughter to use electronic mail and the Internet. I understand that pupils will be held accountable for their own actions. I also understand that some material on the Internet may

be objectionable and I accept responsibility for setting standards for my son or daughter to follow when selecting, sharing and exploring information and media.

I am aware of the Academy e-safety policy and I understand that Internet access is provided for educational purposes alone. I recognise that, while every effort will be made to monitor student use of the Internet, it is impossible for the Academy to routinely monitor or restrict access to all controversial material - although every effort will be made to do so.

I also understand that my child is responsible for monitoring and appropriately rejecting questionable material from the Internet, email or other sources. I therefore do not hold staff or the Principal of the Academy responsible for any such materials viewed or acquired by my child.

ANNEX 1

SAFER RECRUITMENT POLICY

Safeguarding Statement

Branston Community Academy is committed to safeguarding and promoting the welfare of students and young people and rigorous Child Protection procedures are in place. These posts are therefore subject to an enhanced Disclosure and Barring Service (DBS) check.

This statement will be quoted widely and referred to as frequently as possible in the appointment process.

1   INTRODUCTION

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:
- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people
- observe employment law and is fair;
- be consistent with the school's commitment to equality.

2   IDENTIFICATION OF RECRUITERS

At least one recruiter on any appointment team must successfully have received accredited training in safe recruitment procedures.

3   INVITING APPLICATIONS

When a post is identified an appropriate timeline will be drawn up that allows for all processes to be conducted safely.

Advertisements for posts, whether in newspapers, journals or online, will include a safeguarding statement.

Prospective applicants will be advised, as a minimum, of the following:

- **Job Description**:

  o   the main duties and responsibilities of the job;
  o   the individual's responsibility for promoting and safeguarding the welfare of children they come in to contact with.
- **Person Specification**:

- o qualifications/experiences etc required;
- o competences and qualities the candidate should demonstrate e.g. resilience to challenging behaviour.
- the school's recruitment policy (this document);
- the selection procedure for the post
- an application form.

NB some of this information might be supplied electronically or via reference to the Academy website.

All prospective applicants must complete, in full, an application form and sign it.

4   SHORT-LISTING AND REFERENCES

Where a large number of fully completed applications is received (10 plus) a long listing will occur soon after the application closure date against the person specification for the post.

Where possible, references will be taken up before the short listing selection stage, so that any discrepancies can be probed during the selection stage.

References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

Referees should complete our reference form as requested. Any written references received should be on official/headed paper. Where non-school references are received, we will contact the referee to verify the reference.

Where a current employer has not been given as a referee the Academy will seek permission from the applicant to approach the current employer.

Where the current employment does not involve working with young people, and a previous employment has done, the school will seek a reference from that employer.

Where necessary, referees will be contacted by telephone or email in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Referees will always be asked specific questions about:

- referee's relationship with the candidate
- the candidate's suitability for working with children and young people;
- details of any allegations or concerns that have been raised about the applicant to the safety/welfare of children or behaviour towards children and the outcome of those concerns – conclusions reached and how the matter was resolved;
- any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
- the candidate's suitability for this post.

A copy of the job description and person specification should be circulated with the reference request.

School employees are entitled to see and receive, if requested, copies of their employment references.

Appointments can only be confirmed when all references have been correctly scrutinised.

The referee should be reminded that they have a responsibility to give accurate information and not give misstatements or omissions and that they may discuss factual content with the applicant before hand.

Short-listing of candidates will be against the person specification for the post.

At short-listing, applications are checked for discrepancies, inconsistencies and gaps in employment (cross reference with the application form) - note, enquire further and consider if questions at interview are required.

5   THE INTERVIEW & SELECTION PROCESS

The invitation to interview will provide basic details and a programme of the day, including details of how the formal interview will be conducted and the areas it will explore – including suitability to work with children.

Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview.

Candidates will always be required to:
- provide proof of identity, including photo ID;
- explain satisfactorily any gaps in employment;
- explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- declare any information that is likely to appear on a DBS disclosure;
- demonstrate their capacity to safeguard and protect the welfare of children and young people;
- bring sufficient documentary evidence to allow the successful candidate to confirm their qualifications and complete the DBS disclosure immediately on being offered the post.

The interview panel should comprise of at least two people. The panel should meet before hand to discuss the interview and the issues to be explored with the candidate (panels can agree questions but they can be deviated from – supplementaries are required to pursue answers/thoughts/ideas).

Safeguarding questions in interview will:
- explore attitude towards children;
- explore candidate's ability to support safeguarding and promoting the welfare of children;
- explore gaps in employment history

- address any concerns/discrepancies arising from references and application forms;
- candidates asked if they wish to declare anything in light of the DBS check.

6   EMPLOYMENT CHECKS

All appointments will be conditional upon:
- two satisfactory references; (*Prior to the successful applicant starting employment, referees are contacted to ensure they are the appropriate person to give a reference*).
- proof of identity, including photo ID;
- completion of a DBS (Disclosure and Barring Service) disclosure application and receipt of satisfactory clearance;
- providing actual certificates of qualifications, verification of qualifications/professional status/QTS via GTC/NPQH QTS;
- completion a confidential health questionnaire/ verification of medical fitness;
- proof of eligibility to live and work in the UK;
- for non teachers, the successful completion of a probation period is a requirement before a permanent appointment is made.
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7   INDUCTION

All staff who are new to the Academy will receive induction training that will include the Academy's safeguarding policies and guidance on safe working practices.

All staff are required to complete online safeguarding training immediately on commencement of employment.

Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).

All staff will receive an appropriate level training in:
- o child protection/safeguarding and promoting welfare of children/anti-bullying/anti-racism/physical handling/intimate care/internet safety;
- o safe practice and standard of conduct and behaviour advice for staff;
- o disciplinary and whistle blowing policies

8   ROLES AND RESPONSIBILITIES

The Principal has the responsibility for ensuring the integrity of the system overall; for providing checks and balances and ensuring concerns in relation to the policy are addressed immediately

The Vice Principal (Staffing and Professional Development) together with the Academy Senior Administrator has oversight of the process and should ensure that all steps outlined in this policy are completed and will ensure that the timeline for appointments is followed.

All staff involved in recruitment have the responsibility to be aware of its contents; to act in accordance with it and to use the school's whistle blowing policy if there are any concerns regarding its implementation.

- Governors take their role in relation to this policy very seriously and governors with a child protection role actively engage in scrutinizing relevant documentation.

- If, one week prior to the commencement of employment a DBS has not been received, safe 'holding' arrangements must be put in place. Critically, in no circumstances may an employee start work until a satisfactory DBS has been received.
- On the first day of employment all new employees will meet with the VP (Staffing and professional development) who will formally welcome them to the Academy and verify that the appointments checklist has been completed and sign to confirm this.
- When DBS and other information is placed on our central record – it should be highlighted in red until satisfactory clearance has been received. When clearance arrives the colour should be changed to green. Only at this point a person can start employment.
- All checks will be confirmed in writing and copies of the relevant documents retained on file.
- Any discrepancies thrown up by the above checks will be discussed with Human Resources before a final decision on employment is made.
- The DfE Children's Safeguarding Operations Unit will be informed of any candidates:
  - whose names are found on Barred List/PoCA or whose DBS check shows that they have been disqualified from working with children by a court;
  - who have given false information to support their application;
  - who are found to have serious concerns about the working with children.
- Contractors who work continuously on site e.g. the Youth service and Community Library are expected to recruit staff safely, with the protection of young people as their top priority. The Academy will ensure that safe recruitment is regularly discussed and that it receives proof that contractors are DBS checking all new employees.
- It is our policy that all governors are required to undertake an enhanced DBS check.
- All volunteers are required to undertake an appropriate DBS checks before commencing service.
- All agency staff and students in training must bring evidence of DBS clearance prior to commencing work at the school.

ANNEX 2

INDUCTION AND CPD POLICY

Branston Community Academy is striving to become a learning Academy through a culture of continuous improvement. Our main purpose is learning - for both staff and students. Through the continuous learning of our staff and governors the Academy improves and develops bringing even greater benefits for our students.

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the Academy. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff. It thus enables them to contribute to the Academy's vision and goals and to fulfill its guiding principals. The induction process will ensure mutual benefit for the individual and the school.

Our induction programme seeks to:

- Contribute to improving and developing the overall effectiveness of the Academy, raising student achievement, and meet the needs ot students, parents and the wider community
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the Academy.
- Ensure that teachers new to the profession have the best start to their careers and are supported in effective practice.
- Ensure that all staff new to the Academy understand what is expected of them and gain support to achieve these expectations.
- Build co-operation between staff of all sections of the Academy.
- Ensure that all staff are valued and recognised as the Academy's most important asset

How staff induction will be implemented.

Induction activity is planned in the context of the Academy's vision, goals and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities.

Resources are prioritised to support induction.

Financial and other resources for induction are allocated and apportioned in accordance with the induction needs of staff and governors. Resources will be made available for the whole Academy programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the Academy.

Management and organisation of induction.

Karen Lamming (Vice Principal) is responsible for the overall management and organisation of induction including Newly Qualified Teacher Induction across the whole Academy. This includes a whole Academy planning and quality assurance role.

Newly Qualified Teachers.

Please see separate NQT induction policy.

Induction for experienced staff

All new staff will be allocated a line manager.

All new staff will be allocated a mentor, and every effort will be made to ensure that this is not the line manager, within the resources of the Academy.

All new staff will be invite to visit the school before they take up post.

All new staff will be met on their first day by their mentor/ line manager

All new staff will be provided with copies of Academy policies and the Academy staff handbook and will be expected to develop their understanding of them.

An induction programme will be provided for new staff and their attendance is expected. Please note- staff not joining in September should cover contents of the induction programme with their line manager and KL

All new staff will have a review of their induction after one month, three months and six months with their line manager.

All new staff will be provided with an explanation of the Academy's performance management arrangements (see Performance Management Policy) within which they will be expected to participate.

All new staff will be invited to join the Academy peer- coaching programme and participation is greatly encouraged.

All new staff will be expected to contribute to the spirit and life of the Academy to ensure a conducive environment for learning for all Academy members, students and staff.

Induction Checklist- by the end of the first month the new member of staff should be aware of the following:

People to know	Names/ Comment	
Line Manager		
Mentor		
Head of School		
Senior management- roles		

and responsibilities		
Documents informing		
Times of School day		
Timetable		
Plan of school		
Sickness and absence arrangements		
Job Description		
Availability of Keys		
Fire Procedures		
Health and safety		
Safeguarding policies		
Staff list and responsibilities		
Staff Handbook		
Behaviour Management systems including separation room timetable and positive achievement		
Homework timetable		
School Calendar		
Organisation of resources		
Computer room availability and booking		
Staff duties		
Cycle of meetings		
Reporting to Parents		
Union Representative		
SEN Register		
Arrangements for Cover		
Staff Association		
Photocopying		
CPD		

ANNEX 3

COMPLAINTS PROCEDURE

<u>Principles</u>

Our definitions are as follows:

> "A complaint is an expression of dissatisfaction made either orally or in writing and formally received by the Academy about the standard of service, actions or lack of action by the Academy or staff affecting an individual or group".

> "A grievance is a formal statement of complaint".

<u>Special Circumstances</u>

Where there are established statutory or other procedures for the dealing with a complaint, these will be followed. These complaint guidelines presented in this document do not cover those matters already provided for such as:

i)	Admissions (S411-412 1996 Education Act)
ii)	Exclusion of pupils (S154-160 1996 Education Act)
iii)	Special Education Provision (Part IV 1996 Education Act)
iv)	School Re-organisation Proposals (S35 96 Act)
v)	Curriculum and Religious Worship (which have their own procedures as required by Chapter III of Part V of the Education Act 1996)
vi)	Complaints covered by the Children Act 1989 (which have their own procedure)
vii)	Complaints which are the subject of Legal Proceedings or have been so
viii)	Complaints being considered by the Secretary of State for Education under any statutory power
ix)	Complaints about the allocation of resources according to agreed criteria, such as awards and benefits (these have their own procedure)

<u>Overview</u>

Complaints will be treated seriously and courteously and given the time they require to be heard.

Complainants will be advised at the earliest possible stage of:
- The scope, if any, for pursuing their complaint and the procedure for dealing with it.
- The way in which the complaint will be handled.

N.B.   Anonymous complaints would not normally be considered under this procedure.
The Academy will not tolerate abuse of staff during the complaint process.
Where agreement cannot be reached, the aim of procedure is to ensure that all parties are treated fairly.

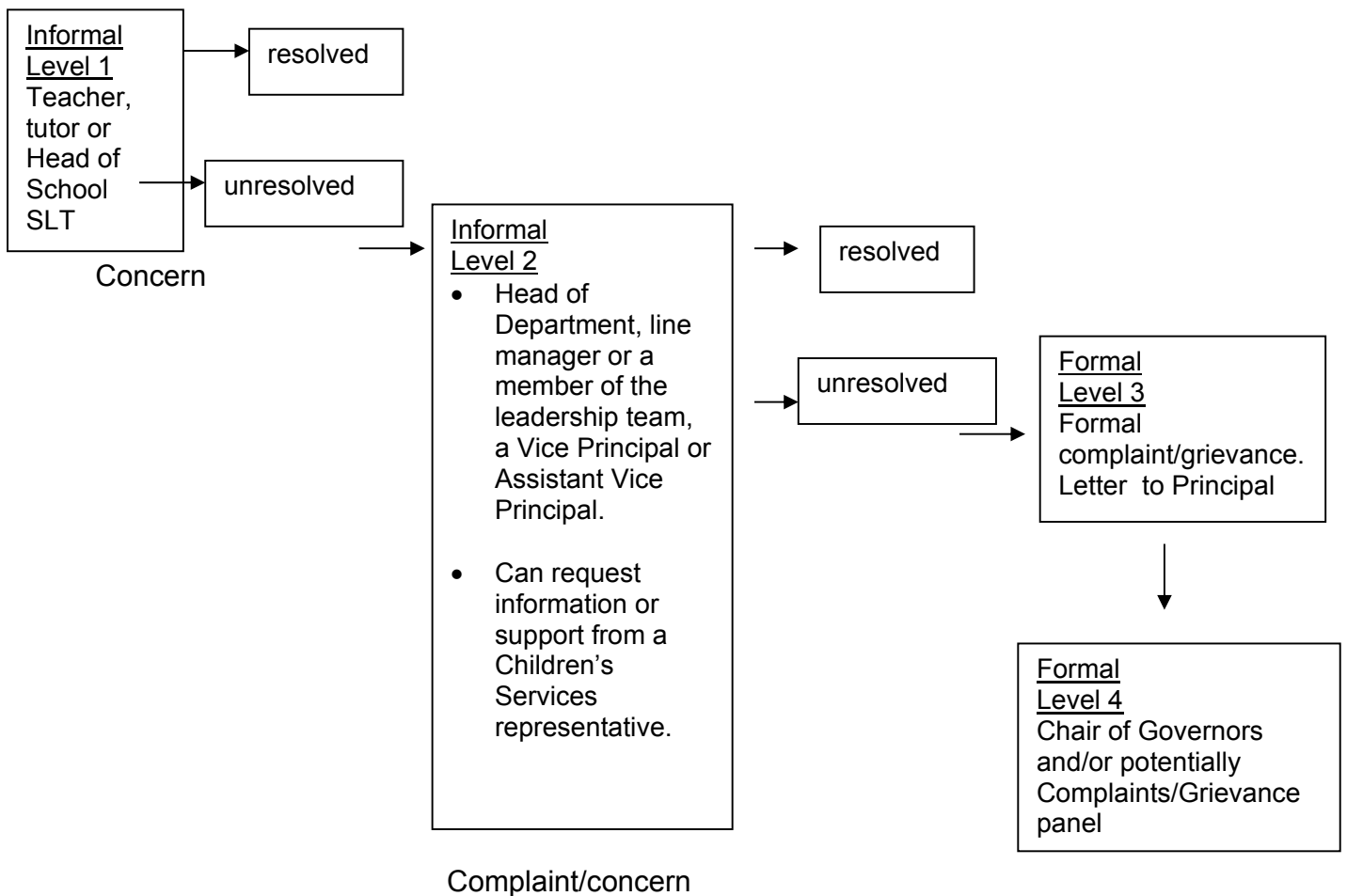<u>Complaint and Grievance Circumstances</u>

You should express concern to the school if you are unhappy about a general issue such as:
- your child's academic progress
- special educational needs provision
- your child's welfare
- bullying
- the overall running of the Academy
- a Academy policy
- the management of the Academy budget
- the use of Academy facilities

Aims

The aim is that the concern/complaint should be properly and fairly dealt with. The later stages of the Complaints Procedure are used rarely but remain part of the process. Services are improved by a positive response to compliments, concerns and complaints.

Flowchart of procedure for handling concerns and complaints:

<u>Informal Level 1</u>
Teacher, tutor or Head of School SLT

→ resolved

→ unresolved

Concern

<u>Informal Level 2</u>
- Head of Department, line manager or a member of the leadership team, a Vice Principal or Assistant Vice Principal.

- Can request information or support from a Children's Services representative.

→ resolved

→ unresolved

<u>Formal Level 3</u>
Formal complaint/grievance. Letter to Principal

<u>Formal Level 4</u>
Chair of Governors and/or potentially Complaints/Grievance panel

Complaint/concern

Stage 1

Most concerns can be quickly resolved by talking to the teacher or member of staff concerned. To do this you can contact the school to arrange a time to meet with the person concerned and discuss the problem.

Stage 2

If the matter is not resolved by direct communication with the person concerned, the matter should then be communicated with the Head of Department, line manager or member of the senior team. Again, you can do this by contacting the school in writing. It may be necessary to arrange an appointment at that point or later in the process.

Stage 3

In a small number of cases, the matter may still not be resolved and will be referred to the Principal and a similar process to that described in Stage 2 will occur. In a very small number of cases the matter may still be unresolved. When this happens, the complaint should be directed to the Chair of the Governing Body. In most cases, this means putting your complaint in writing to the Chair of Governors and sending it to him via the Academy or Clerk to Governors. The Chair of Governors will then contact you.

NB. If you do not discuss the matter with the Principal it is not normally possible to proceed further with the official complaints procedure. In this circumstance, you should also put your complaint in writing, stating the reasons why you have not discussed it with the Principal, and send it to the Chair of Governors.

Stage 4

If the complaint cannot be resolved by the involvement of the Chair of Governors, you can ask for the complaint to be considered by the Governing Body's own Complaints Committee. To request a hearing before the Complaints Committee, please write to the Clerk to the Governors within five working days of the decision you wish to appeal. Your request will only be considered if you have completed the relevant procedures at stages 1 - 3. Please ensure that copies of all relevant documents accompany your letter to the Clerk and state all grounds for your complaint and the outcome you desire. The Clerk will acknowledge your request within 5 working days. The review will be undertaken by a panel of at least 3 members appointed on behalf of the governing body. The panel members will have no detailed previous knowledge of the case, will not include the Chair of Governors, and one member will be independent of the management and running of the school. The Clerk will convene the panel as soon as is reasonably practicable but the panel will not sit during school holidays.

Every effort will be made to enable the meeting to take place within 15 days of the receipt of your request. As soon as is practical and at least 5 working days before the hearing, the Clerk to the Governors will send your written notification of the date, time and place of the hearing together with brief details of the panel members who will be present.

You will be asked to attend the hearing and may be accompanied by one other person, e.g. a relative, friend who should not be legally qualified. Your child may attend the hearing at the

discretion of the Chair. Copies of additional documents you wish the panel to consider should be sent to the Clerk to the governors at least 3 days prior to the hearing.

The panel shall reach a decision unless there is an agreed position. The decision, findings and recommendations may be notified to you orally at the hearing or subsequently and shall be confirmed in writing within ten working days.

If a complaint is made either in writing or verbally to the Director of Children's Services or to any officer of the local authority, the Governing Body of the school is made aware of the complaint and is requested to deal with it through the procedures described above.

<u>Seeking remedy beyond Stage 4</u>

If you are not satisfied with the process of the investigation, (not the outcome), you can make this known to the Director of Children's services. However, further action can only be taken if it can be demonstrated that the agreed procedure has not been followed, or if the Governing Body has not correctly exercised its functions. Ultimately, you can complain to the Secretary of State for Education if you feel the Governing Body has not reasonably exercised its functions.

<u>Vexatious Complaints</u>

If a complainant (despite all stages of the procedures being properly followed) tries to re-open the same issue, the Chair of the Governing Body or the Principal is able to inform them that the procedure has been exhausted and the matter is now closed.

General Guidance on Handling Complaints and Grievances

How an issue is handled gives people a clear idea of how committed the Academy and governing body are to giving the best possible provision.
Issues need to be dealt with as calmly, courteously and as quickly as possible.

The governors' appeal hearing is the last school-based stage of the complaints process and is not convened merely to rubber-stamp previous decisions.

Individual complaints would not be heard by the whole Governing Body at any stage, as this could compromise the impartiality of any panel set up for a disciplinary hearing against a member of staff following a serious complaint.

The Governing Body may nominate a number of members with delegated power to hear complaints at that stage, and set out its terms of reference. These can include:

- drawing up its procedures;
- hearing individual appeals;
- making recommendations on policy as a result of complaints.

The procedure adopted by the panel for hearing appeals would normally be part of the school's complaints procedure. The panel can be drawn from the nominated members and may consist of three or five people. The panel may choose their own chair.

CONFIDENTIAL DISCLOSURES (WHISTLEBLOWING)

Whistleblowing has been defined as:

> '**The disclosure by an employee or professional of confidential information which relates to some danger, fraud or other illegal or unethical conduct connected with the work place, be it of the employee or his/her fellow employees'**
>
> *(Public Concern at Work Guidelines 1997)*

In general terms we adopt the procedures laid down by the LA in regards to public disclosures, but supplements these with the following specific notes for our Academy.

Rationale:

The Governors at Branston aim to be a good employer and are committed to high standards of probity and good practice in employer/employee relations.

The Public Interest Disclosure Act 1998 protects employees from any victimisation by employers if they reveal any wrong-doing in the workplace, and fear that they might be victimised in so doing. This policy is designed to ensure that employees can follow simple procedures, and to reassure everyone in the school that their concerns will be taken seriously.

Responsibilities

The Principal has overall responsibility for the procedures including ensuring that:
- the policies are in line with legislation and LA guidelines.
- they are implemented,
- any concerns and any action taken are reported to the governing body,
- all staff are aware of their rights and duties under the Act

Rights

Any worker at Branston is entitled, without any fear of reprisal, to disclose any action which he/she reasonably considers :
- potentially or actually unlawful, or
- involves a miscarriage of justice, or
- compromises an individual's health and safety
- might cause environmental damage, or
- contravenes any LEA or school policy, or
- might be considered improper, or
- falls below the normal standards of conduct in the school
- abuse of authority
- failure to comply with a statutory or legal obligation
- potential maladministration, misconduct or malpractice
- action that has caused or is likely to cause physical danger to any person or risk serious damage to school property
- sexual, physical or emotional abuse of members of staff or students
- unfair discrimination or favouritism

- racist incidents or acts, or racial harassment and
- any attempt to prevent disclosure of any of the issues listed.

or any concealment of such action.

This right is guaranteed by the Governors, so long as the individual has acted in good faith.

Duties

The member of staff must:
- act in good faith when making such a disclosure, and
- must not commit a criminal offence in so doing, or
- disclose such confidential information to any person outside the school (except for an appropriate officer of the LEA.)
- not expect any personal gain from making the revelation

Complaints Procedures

Members of staff should consider whether the Academy grievance or complaints procedure should be followed in the first instance.

Any disclosure of a lack of probity during these procedures is protected by legislation, and the Governors' guarantee.

Confidential Reporting

In addition, any member of staff who has a reasonable concern about the probity of any action taken in the school can also choose to follow the **'confidential reporting route'.**

In the first instance, he/she should take the matter up in confidence with the Principal or other member of the senior leadership team. In the case of concerns regarding actions of the Principal the matter should be taken up with the Chair of Governors. If the concern is to do with action taken by the Governors the matter should be referred to the LA.

The Principal, member of the senior leadership team or Chair of Governors, must attempt to resolve the matter with the member of staff within a reasonable time, and in any case must report progress to the member of staff **within ten days** of the making of the complaint.

If the member of staff is not satisfied with the Principal's or Chair of Governor's response to the complaint, or the time being taken to resolve it, the member of staff may take the matter up formally and promptly with the Governors Staffing Committee (or the local authority if the matter refers to the governing body).

Untrue and Malicious/Vexatious Allegations

If a member of staff makes an allegation in good faith but it is not confirmed by further inquiry the matter will be closed and no further action taken. If, however, the inquiry shows that untrue allegations were malicious and/or vexatious or made for personal gain then the governing body will consider taking disciplinary action against the member of staff.

Allegations Concerning Child Protection Issues

If a member of staff raises a concern related to a child protection issue, the Principal or Chair of Governors (if the concern is about the Principal) should urgently consult the Local Authority Designated Officer (01522 782111). However, in relation to child protection issues, it is open to the member of staff to make a direct referral to the social services designated manager either before raising their concern with the governing body or where the Principal or Chair of Governors fails to do so after raising their concern and the member of staff remains concerned about the situation.

Victimisation

At all times the Governors guarantee that the member of staff will be protected from any reprisals or victimisation.

However, any member of staff taking such a course must not make malicious or vexatious allegations which are shown to be untrue. In such circumstances the member of staff's conduct could lead to disciplinary action.

Monitoring and Review

The SLT will report and discuss all complaints of this nature to the Principal.
The Principal will report all complaints of this nature to the next appropriate meeting of the Governors, without revealing the name of the complainant or any unnecessary details. The Principal will report on the nature of any complaint and the action taken, and the resolution of it.

Concerns and complaints should be viewed positively as data gathered can be used to inform evaluation and future plans and strategy.

Record keeping
It is important that we keep a written record of any meetings that take place regarding an issue or complaint.

Taking the Matter Further

If no action is to be taken and/or you are not satisfied with the way the matter has been dealt with, you can make a complaint under the governing body's complaints procedure or raise your concerns with other organisations as listed below:

- the local authority
- a solicitor
- the Police – for concerns of criminal behaviour
- a trade union or professional association
- Public Concern at Work (an independent charity that provides free advice for persons who wish to express concern about fraud and other serious malpractice. Telephone 0207 404 6609 or www.pcaw.co.uk)

Any issues of this nature should always remain confidential. Any staff discussing or revealing any issues outside permitted contacts may risk disciplinary action.

ANNEX 4

CHILD PROTECTION POLICY

OVERVIEW

Branston Community Academy fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the Academy. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, Academy staff are well placed to observe the outward signs of abuse. The Academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the Academy whom they can approach if they are worried.
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Lincolnshire Safeguarding Children Board (LSCB) and take account of guidance issued by the Department for Education (DfE) to:

- Ensure we have a DSP for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection.
- Notify social services if there is an unexplained absence of a student who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main student file.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of children at risk. When at the Academy their behaviour may be challenging and defiant or they may be withdrawn. The Academy will endeavour to support the student through:

- The content of the curriculum.
- The Academy ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The Academy behaviour policy which is aimed at supporting vulnerable students in the Academy. The Academy will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

BRANSTON COMMUNITY ACADEMY

POLICY ON CHILD PROTECTION

Background Information

All those working in the education services can contribute to the safeguarding of children and child protection processes. All school and Academies have a pastoral responsibility towards their pupils. They can play a part in the prevention of abuse and neglect, through their own policies and procedures for safeguarding children, and through the curriculum. All schools and Academies should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns. Children can be helped to understand what is and is not acceptable behaviour towards them, and taught about staying safe from harm, and how to speak up if they have worries or concerns. The curriculum can also play a preventive role in preparing children and young people for their future responsibilities as adults, parents and citizens.

Through their day to day contact with pupils, and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency, normally the Social Services department. When a child has special educational needs, or is disabled, schools will have important information about the child's level of understanding and the most effective means of communicating with the child. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour. (*Working Together to Safeguard Children - 1999).*

Section 175 of the Education Act (2002) states:

(1)   A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.

(2)   The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

No-one who is involved in any way with the care of children can escape responsibility for identifying the signs of child abuse and, having done so, for taking appropriate action as outlined below. Accordingly, all staff should familiarise themselves with the procedure outlined in this document as well as with the Code of Practice, which provides definitions of the types of child abuse and gives social and medical indicators of abuse/neglect. (See appendix at the end of this document).

The acts as the focal point for all matters concerning child protection. One of the primary tasks is to act as the contact between school, the family and the child protection agencies.

Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the   immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not

reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

THE FOLLOWING PROCEDURES MUST BE ADHERED TO:

The school will:

- ensure that it has a who has undertaken the LACPC's 4-day Foundation Course.

- ensure that every member of staff and every governor knows:

  - the name of the **Designated Senior Person** and his/her role.

  - that they have individual responsibility for referring child protection concerns to the **Designated Senior Person**.

- ensure that members of staff receive training on signs and symptoms of abuse and know how to respond appropriately to a pupil who may disclose abuse.

- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and have access to the school's child protection policy.

- ensure that safe recruitment practices, which provide for appropriate checks, are in place and are followed in respect of all new staff and volunteers who will work with children.

- ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and that such concerns are addressed sensitively and effectively.

The Governing Body will:

- ensure that the school reviews its child protection policy annually.

- ensure that any deficiencies or weaknesses in regard to child protection arrangements are brought to the attention of the governing body and are remedied without delay.

- ensure that a member of the governing body is nominated to be responsible for liaising with the LEA and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Principal. The Principal will be responsible for liaising with the LEA and/or partner agencies in the event of allegations of abuse being made against the DSP.

Child needing immediate medical treatment:

If a child comes to school in need of immediate medical treatment they should initially be taken to the school's designated first-aider, where appropriate action will be taken. This may involve:

- A call or delivery to the local health centre.

- Delivery to hospital.

- Call to emergency services.

If in the judgement of the **Designated Senior Person**, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The **Designated Senior Person** must refer the case to Social Services (see procedures below). Provision of medical treatment should not be delayed by attempts to contact the parent or guardian in advance and in some cases of suspected child abuse it would be inappropriate to alert parents (see below).

Child about whom there is a suspicion of possible abuse but no need for immediate medical treatment:

- If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately.

- The **Designated Senior Person** should make a referral to Social Services (a list of referral points for Social Services is included in the **Designated Senior Person's Handbook**).

- It is good practice for professionals to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Social Services. Full details of any such conversation should be recorded. However, there are exceptional circumstances where such discussion and agreement-seeking would place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without agreement from the family, although the source of the referral will subsequently be disclosed to the family by Social Services. In cases where a professional is acting in good faith on third party information it may not be appropriate for Social Services to reveal the source of the referral. In either event Social Services will advise the professional of their decision on this point.

- Other factors relevant to the decision to refer without prior discussion with the family include:

  - Issues of staff safety.

  - The risk of destroying evidence.

  - The likelihood of children or other family members being intimidated.

  - The possibility of an increased risk of domestic violence.

  - The possibility of the family moving to avoid professional scrutiny.

- Teachers must not themselves take any further action although if an parent, guardian or other individual volunteers information this should be recorded.

- On referral to Social Services the **Designated Senior Person** needs to be clear about:

  - The nature of the concerns.

  - How and why they have arisen.

  - What appear to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical or other factors.

  - If known, what other agencies and professionals are involved with the child and family.

  - His/her expectations of Social Services.

  - The action to be taken by Social Services upon receipt of the referral.

  - The action to be taken, and by whom, if any agreed plan is not carried out.

- The **Designated Senior Person** must contact the custodian of the Child Protection Register even if the case is well known to him/her and other agencies. The number of interrogations and their origins can be used to build up a composite picture of the situation regarding a particular child. Staff should not hesitate to interrogate the register. During office hours this is done by contacting the Child Protection and Reviewing Unit on 01522 513793 or 01522 554061. At other times the Emergency Duty Team should be contacted on 01529 413366.

Interrogation of the Child Protection Register does not in itself constitute a referral.

Additional requirements:

- The **Designated Senior Person** should keep handwritten records, timed, dated and signed, of any signs of abuse, neglect or any other injury and of any action taken. He/she should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch. Any explanation or comments made by the child or their carer need to be recorded in their exact words if possible. It should also be recorded whether or not the family have been informed of the reasons for the concern and the actions taken by the **Designated Senior Person.**

It is not the responsibility of school staff to investigate suspicions of child abuse but to pass on all relevant information to Social Services. Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question.

- Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the **Designated Senior Person** should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Social Services.

- Following a Child Protection Investigation where the concerns are substantiated and the child is judged to be at continuing risk of harm, the Social Services Directorate will convene a Child Protection Conference. It is expected that the **Designated Senior Person** or appropriate colleague will attend and provide a written report.

- If, following a Child Protection Investigation, concerns are substantiated but the child is not judged to be at continuing risk of significant harm, the Social Services Directorate may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the **Designated Senior Person** still has serious concerns that a child may not otherwise be adequately safeguarded he/she can request that Social Services convene a Child Protection Conference.

- Where any member of staff becomes aware of an allegation of child abuse made against a colleague Child Protection Procedures **must** be followed. The Principal must be notified or, where the allegation is against the Principal, the Chair of Governors must be informed. **All allegations of alleged or suspected abuse must be considered by the statutory agencies, where the allegations involve:**

  o **Sexual abuse**
  o **Physical abuse**
  o **Serious or repeated intimidation**

This applies even where the nature of the alleged assault would not normally meet the threshold applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Services. However, a similar report of a child being smacked by a teacher should be responded to because of:

  o **The vulnerability of children away from home**
  o **The higher standards of conduct demanded by law and regulation of those caring for other people's children**
  o **The position of trust enjoyed by such people**

SIGNS AND SYMPTOMS

CHILDREN LIVING WITH DOMESTIC VIOLENCE

CHILDREN NEED YOU TO SEE THEM, HEAR THEM AND PROTECT THEM

Children may be at risk of suffering long term psychological and emotional damage as a result of witnessing violence against their mother or from experiencing the stress and tensions involved in living in a household where the likelihood of violence is present, or by becoming victims of violence or abuse themselves.

> *Domestic violence is behaviour which causes or has the potential to cause physical, psychological emotional or sexual harm and which makes it difficult for the victim to remain in their own home without fear.*
> *(Lincolnshire Forum for Domestic Violence)*

This aide memoir provides easy reference to:

- some of the indications that a family may be experiencing domestic violence
- a crisis plan which you can give to a victim of domestic violence
- guidance on how to make a referral to Women's Aid and some sources of help and advice

CHILD PROTECTION IS YOUR RESPONSIBILITY

RECOGNITION

Children's behaviours may indicate that they live with domestic violence. Such indicators may include:

- Refusal or reluctance to discuss own or parents injuries
- Withdrawal from physical contact
- Child shows fear of returning home
- Self-destructive tendencies in children
- Aggression towards others
- Running away from home
- Excessive tiredness
- Frequent accidental injuries
- Low self-esteem
- Lack of social relationships
- Physical, mental and emotional development delay
- Over reaction to mistakes
- Sudden speech disorders
- Sudden changes of demeanour
- Nervous behaviour (e.g. rocking, hair twisting, thumb sucking)
- Extremes of passivity or aggression
- Drug/solvent abuse
- Eating disorders

(This list is not exhaustive, it should also be noted that these may also be indicators of other forms of abuse or situations in the family, not only domestic violence - for further indicators of all categories of child abuse refer to the LACPC Pink Card 'Indicators of Possible Child Abuse).

INDICATORS OF POSSIBLE CHILD ABUSE

THE DIFFERENCE BETWEEN CHILD ABUSE OR CHILD PROTECTION COULD BE YOU

Individual factors or indicators may not be particularly worrying in isolation, but in combination they can suggest that there is serious cause for concern.

If you identify that some of the factors listed may be present in a family.

REMEMBER

- Consult your line manager/supervisor

- Consult the LACPC Code of Practice
- Interrogate the Child Protection Register

The Child Protection Register is held on behalf of the LACPC by the Social Services Child Protection Unit.

Telephone: Lincoln (01522) 513793
Out of hours: Sleaford (01529) 413366

Indicators of PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent injuries or varying ages and types.

- Improbable reasons given to explain injuries.

- Refusal or reluctance to discuss injuries.

- Untreated injuries, delay or fear in seeking treatment

- Admission of punishment which appears excessive

- Bruising on very young babies.

- Withdrawal from physical contact

- Arms and legs kept covered in hot weather

- Child shows fear of returning home

- Self-destructive tendencies in children.

- Aggressive towards others.

- Running away from home.

Indicators of NEGLECT

- Constant hunger and/or excessive tiredness

- Poor personal hygiene

- Poor state of clothing/inadequate clothing

- Frequent accidental injuries

- Delay in seeking treatment

- Low self-esteem

- Lack of social relationships

- Eating Disorders

- Children persistently left without adequate supervision

- Untreated medical problems

Indicators of EMOTIONAL ABUSE

- Cold, bluey red hands and feet

- Physical, mental and emotional development delay.

- Over-reaction to mistakes

- Low self-esteem, e.g. self depreciation.

- Sudden speech disorders

- Excessive fear of new situations.

- Running away

- School refusal

- Inappropriate emotional responses to painful solutions

- Neurotic behaviour (eg rocking, hair twisting, thumb sucking).

- Self-Mutilation

- Extremes of passivity or aggression

- Drug/solvent abuse

- Eating disorders.

Indicators of SEXUAL ABUSE

- Sudden changes of behaviour or school performance

- Displays of affection in a sexual way inappropriate to age

- Regression to younger behaviour such as thumb sucking, play with discarded toys, acting like a baby

- Unexplained gifts or money

- Apparent secrecy

- Wetting day or night

- Sleep disturbances or nightmares

- Chronic illness, especially throat infections

- Complaints of genital itching or pain

- Unexplained abdominal pain

- Distrust of a familiar adult or anxiety about being left with a particular person, relative or babysitter or lodger

- Eating disorders

- Unexplained pregnancy

- Fear of undressing for gym

- Phobias or panic attacks

- Self-mutilation or attempted suicide

- Physical, mental and emotional

- Venereal disease or other sexually transmitted diseases

development delay.

GENERAL RISK INDICATORS

- Poor parenting history or experience
- Unplanned pregnancy
- Premature or low birth weight
- Parents under 21
- Domestic violence
- Unstable relationships/cohabitation
- Unrealistic expectations.
- Financial problems/debt
- Alcohol or substance mis-use
- History of offending
- Mental Illness or depression
- Parental experience of abuse.
- Significant life crises
- Frequent changes of address

Annex 5

BRANSTON COMMUNITY ACADEMY

PREVENTING EXTREMISM and RADICALISATION POLICY

Introduction

This policy should be read in conjunction with the Prevent Duty Guidance for Lincolnshire (full copy attached to this policy) Schools and registered childcare providers July 2015 issued by Lincolnshire Safeguarding Children's Board (LSCB) and the DfE guidance on 'The Prevent Duty' June 2015 (see appendix 1). The procedures outlined by the LSCB, including those for Channel referral, are formally adopted as part of this policy.

School Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources – school community, external agencies or individuals.

It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Branston Community Academy we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanated from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language displayed by students, staff, visitors or parents will always be challenged and where appropriate dealt with. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Local schools, Local Authority services, and policy reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, weather secular or religious or, in line with our equalities policy, views based on but not exclusive to gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-Western or Anti-British views;
- Self-Segregation;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.

Teaching Approaches (*see also Indicators of Vulnerability and More Central Risk Factors)*

Wei will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences.

This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of students as defined in OFSTED's School Inspection Handbook and will include a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.

We will also work with the wider community in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring.

Additionally in such instances our school will seek external support from Lincolnshire Police and/or local partnership structures working to prevent extremism. (See LCC Stay Safe Partnership).

We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students support fundamental British Values;
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described below. The SPOC at Branston Community Academy will be Mr A Wright, Vice-Principal. Other staff, and indeed all staff, will have responsibilities in regards to the prevention of radicalisation and these are mentioned within our risk assessment.

Preventing Violent Extremism

Roles and Responsibilities of eth single point of contact (SPOC).

The SPOC for Branston Community Academy is Mr A Wright, Vice-Principal, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Branston Community Academy in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE/History curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be a risk of radicalisation or involved in terrorism

<u>Thresholds for Channel Referral</u>

These can never be fixed, however the school will use its developing expertise to identify those who may be potentially vulnerable to extremism and radicalisation and will work with local agencies, including the police Prevent Officer, to seek advice about potential referrals.

<u>Definitions and Indicators of vulnerability to radicalisation</u>

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

2. Extremism is defined by the Government in the Prevent Strategy as:

   Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism call for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
   The demonstration of unacceptable behaviour by using any means or medium to express views which:

   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
   - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist". Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

   - Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions, and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
   - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration;
- Special Educational Needs – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations and;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 1

**Prevent Duty Guidance for Lincolnshire
Schools and registered childcare providers
July 2015**

The ethos of Prevent is working in partnership with the community ensuring that everyone works together to prevent people being drawn into terrorism, including parents, schools, other settings, governors and the wider community. Prevent is about early intervention and encouraging a free conversation to be had regarding difficult topics.

Although there is no direct and specific threat in Lincolnshire, key partner agencies and communities need to work in partnership to tackle all forms of terrorism and extremism.
Along with all partners, schools and other settings have an integral role to play working with local communities to support people who are vulnerable to being drawn into terrorism or supporting terrorism.

This guidance applies to:
- the proprietors of maintained schools, non-maintained special schools, maintained nursery schools
- schools, independent schools (including academies and free schools) and alternative
- provision academies
- pupil referral units
- registered early years childcare providers
- registered later years childcare providers
- providers of holiday schemes for disabled children
- persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and
- persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.

The Prevent strategy, published by the government in 2011, is part of the overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

The following are the key areas covered within the Prevent Duty Guidance for England and Wales and relevant to the specific sector as detailed above.

However the key messages are that governors need to fully understand their role and hold their setting to account, prevent must be led by the senior leadership team, people should not to be worried about sharing or asking for information from relevant authorities and prevent must be reflected through the curriculum in every subject possible.

Risk assessment

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers. This can be an appendix or section within the current safeguarding policy.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting prevent@lincs.pnn.police.uk

Working in Partnership

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account policies and procedures of Lincolnshire Safeguarding Children Board

The key aim of the PREVENT strategy in Lincolnshire is to help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement
- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

Staff training

Settings should ensure that their staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge and discuss extremist ideas. They should know how to refer children and young people for further help. It is important that the people who undertake the training fully understand the subject and know how to deal with issues in a proportionate manner.

All staff can undertake e-learning which is planned to be equivalent to WRAP 2 via the LSCB website and will soon be able to book onto multi-agency face to face WRAP training.   In the interim if you would like to register your interest in this training please email lscb_training@lincolnshire.gov.uk

Further updates will be made available through the briefing sessions for designated safeguarding leads, which will be communicated via the e- courier.

IT policies

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering.
Settings can require pupils and staff to abide buy acceptable user polices which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

Settings should restrict access to Social Media sites and ensure that children, young people, parents and teachers understand how to keep safe online. To book an e-safety day or session within your setting please register or log in to the LSCB training section of the website and book the appropriate training.

Monitoring and enforcement

Ofsted inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened, maintained schools will be subject to intervention and academies or free schools may be subject to termination of funding. For independent schools in England or Wales, they must remedy any failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

Ofsed will be looking for a common tread in all policies which includes a reference to radicalisation and extremism.

Wider issues to consider:

These are some further areas to consider in implementing the prevent agenda:

- Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. (This could be aligned to the settings values)
- Curriculum including a balanced Religious Education, Personal Social and Health Education etc.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they can sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

Guidance for the development of a policy within the setting:

Lincolnshire is currently a low risk area in terms of terrorist acts and radicalisation but it is important that we remain vigilant in our approach to supporting vulnerable young people. As part of the Prevent strategy, Lincolnshire considers the risks of all extreme activity including that of faith based extremism, the extreme right wing ideology and all other forms of extremism.

Therefore it is important that any policy within a setting is kept concise and in proportion and the following is a suggestion of the headings and content you should use. Please note that a separate policy may not be necessary and simply adding the following to a current safeguarding policy would be suffice, this is the choice of the setting.

1. Policy statement/Purpose of policy

2. Links to other policies and statutory guidance e.g.
    a. Child Protection and Safeguarding Policy
    b. Equality and Diversity Policy
    c. Anti-bullying
    d. Positive Behaviour Management
    e. E Safety
    f. Code of Conduct

g. Acceptable User Policy
h. Latest Ofsted guidance
i. Prevent Duty Guidance July 2015
j. Keeping Children Safe in Education 2015
k. Working Together 2015

3. Definitions and indicators
   a. Include definition of radicalisation and extremism, examples could be:
      i. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
      ii. 'Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas
   b. Radicalisation is a form of grooming and therefore abuse.
   c. Indicators which could include as below:

   - Changing their style of dress or personal appearance to accord with the group.
   - Self- segregation
   - Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
   - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
   - Possession of materials or symbols associated with an extremist cause.
   - Attempts to recruit others to the group/cause.
   - Communications with others that suggests identification with a group, cause or ideology of concern
   - Using insulting and/or derogatory names for another group.
   - Increase in prejudice-related incidents committed by that person – these may include;
     o physical or verbal assault
     o provocative behaviour
     o damage to property
     o derogatory name calling
     o possession of prejudice-related materials
     o prejudice related ridicule or name calling
     o inappropriate forms of address
     o refusal to co-operate
     o attempts to recruit to prejudice-related organisations
     o condoning or supporting violence towards others.

4. Procedures for referrals

Settings should follow their usual Early Help and safeguarding processes in the first instance. If through completing an Early Help Assessment with the child and family a setting identifies or is concerned about radicalisation then a channel referral form should be completed.

Early intervention is vital and any concerns, no matter how small must be referred to **CHANNEL using the referral form in appendix 1 or send an email to channel@lincs.pnn.police.uk**

CHANNEL is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:
- identify individuals at risk of being drawn into terrorism.

- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity.

It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

If you suspect a criminal offence has taken place or a child is at immediate harm you must contact the police on 101or in an emergency 999.

Settings have a responsibility to communicate with the investigating team to ensure they have the latest information and are liaising with the appropriate agencies.

5. The role of governors, leaders and staff
   a. Outline the specific responsibilities certain roles have within the setting in relation to radicalisation and extremism, for example, naming the member of staff that others are expected to report concerns to. Also naming the Governor responsible for this area. . This would normally be the current safeguarding leads.
   b. Procedures for dealing with prejudicial behaviour – may be in Positive Behaviour Policy etc.
   c. Allegations against staff in the setting. Any concerns regarding members of staff must also be reported to the Local Authority Designated Officers (LADO) Anne Faulkner 01522 554674 or Ursula Morton 01522 554674

6. The role of the curriculum
   a. Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs (This could be aligned to the setting values)Curriculum including a balanced Religious Education, Personal Social and Health Education etc.
   b. Curriculum is broad and balanced – refer to Ofsted guidance
   c. Children are regularly taught how to stay safe using the internet and seek help – explain how the setting does this and include long term plans which clearly demonstrate.

7. Staff Training
   a. Outline what training is accessed and from where
   b. What the setting expects staff to gain from training
   c. Specialist roles within the setting
   d. All records are accessible and up to date

8. Visitors and the use of school premises
   a. Procedures for visitors into the setting, including approval process, identification checks, familiarisation with safeguarding policy etc.
   b. Use of school premises procedure/contract, including that usage will be monitored etc.

9. Policy review – suggest an annual review

Action plan for settings:

1. Designated Safeguarding Lead/s, and Leadership team to undertake training
2. All staff to undertake training, including ancillary staff, lunch time staff and any associated staff to the school.
3. Produce a policy or develop and review existing policies to include a Prevent section
4. Assess the risk of students being drawn into terrorism

5. Prohibit extremist speakers and events
6. Manage access to extremist material through robust IT and social media policies.

Useful resources, contacts and links:

- [ASCL Association of School and College Leaders](#)

- Ruth Fox, Safeguarding Children Officer (Education Settings)
  Children's Services, Lincolnshire County Council
  T: 01522 554695
  M: 07747 565355
  E: ruth.fox@lincolnshire.gov.uk

- Anti-terrorist hotline 0800 789 321

- Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367

- PREVENT Officer, East Midlands Special Operations Unit – Special Branch, 01522 885350, Email: prevent@lincs.pnn.police.uk

- EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

Lincolnshire Police Channel - Safeguarding

Referral form

Please fill in as much information as possible. Simply click in the grey box and type the details required. Once completed, email the form to **channel@lincs.pnn.police.uk**

The Channel process is about providing early intervention to prevent young and vulnerable people becoming radicalised into extremist violence. Violent extremism may be related to any religion or faith or to political or environmental issues. There is no single route into extremism, nor is there a simple profile of those that may become extremist. Factors that may indicate vulnerability to extremism may include:

- Possession of literature regarding military training, skills and techniques
- Possession of violent extremist literature
- The expression of extremist views advocating violent actions and means
- Association with known extremists, seeking to recruit others to an extremist ideology or claims of involvement with organisations espousing extreme violence

- Exposure to an ideology that appears to sanction, legitimize or require violence

- A range of perceived grievances, real and some imagined, to which there seems to be no credible and effective non-violent response.

It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming violent extremists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Channel is not about spying or gathering intelligence. Its aim is to identify people who may be vulnerable to being drawn into acts of extremist violence for whatever purpose.

The information you provide on this form will be held on police systems and will be used to determine if further enquiries, investigations and interventions are required. Please provide as much information as possible. Where possible, any suspicion or opinion should be supported by reference to others facts or sources.

Ordinarily, should you be disclosing personal information from your information systems you should obtain the consent of the individual concerned though we appreciate this isn't always possible or desirable. **Information that you provide may be shared with other partners and organisations.** You may wish to consult your Data Protection Officer for further advice.

1. Details of person / organisation making the referral:	
Name:	
Organisation:	
Contact number(s):	
Email address:	
Date of referral:	

2. Details of person being referred to Channel	
Name of person being	

referred:	
Date of birth (if known):	
Address:	
Phone number:	
Details of family members, associates, and friends that may be linked to this activity:	
Other agencies involved with referral (include names and contact details):	
School/college attended, place of work, occupation etc:	

3. Reasons for referral
Please give as much detail as possible of why you consider this person to be at risk or vulnerable to extremist violence. This should include any opinions and where approriate, facts or evidence supporting these opinions.

Thank you for completing the Channel referral form. Please email the form to

Channel@lincs.pnn.police.uk

ANNEX 6

Branston Community Academy

E-safety Policy and Guidance

Version 1
September 2010

Foreword

E-safety has become an increasingly important component of the 'safeguarding children' agenda.

In 2007 the Government commissioned from Dr Tanya Byron a review[1] of the risks that children face when using the **Internet and video games**. Following its publication in 2008, Ofsted was asked, among other things, to evaluate the extent to which schools teach pupils to adopt safe and responsible practices in using **new technologies**. It also assesses **training on Internet safety for the staff** in the schools visited and considers the schools' links with families in terms of e-safety.

This Branston Community Academy E-safety Policy and Guidance document has been adapted from a publication by Lincolnshire County Council and CfBT School Improvement Service[2] with input from a number of other agencies.

The key e-safety messages outlined within this document should be reinforced and embedded throughout the school curriculum and should become the responsibility of all staff. Opportunities for this will arise whenever technology is being used.

At Branston Community Academy the following staff have specific responsibilities for e-safety:

Mr A Wright - E-safety Officer
Mr D Holford and Mr G McIntosh - E-safety Consultants.

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[1] http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/The-safe-use-of-new-technologies

[2] http://www.cfbt.com/lincs/pdf/LCC%20policy%20and%20guidance1.pdf

I. Ofsted - increased focus on safeguarding

Research

Safeguarding is not a new aspect of Ofsted inspection, but has been given more focus in the new inspection framework for schools and the common inspection framework for further education and skills (both launched September 2009). When gathering evidence for an Ofsted inspection, schools, Academys and other children's services **must actively monitor the impact of their e-safety policies** as part of their wider safeguarding strategies.

There are several areas where the importance of e-safety is clear:

- children and young people **are safe** - Ofsted guidance shows a clear requirement to keep learners safe **when using technology** in the organisational setting;
- children and young people **feel safe** - The guidance underlines the importance of equipping learners with the skills and knowledge to keep themselves safe **whenever and wherever they go online**. This, in turn, will help them to feel safe – something inspectors assess.

Therefore it is clear that e-safety education should be a constant and continuing feature of learner wellbeing.

With reference to safeguarding, the Academys Ofsted inspection report from 20th Sept 2007 identifies us as "'outstanding'":

> *"Students feel safe. Bullying is rare and students are confident that teachers deal with it effectively."*- **'outstanding'**
> *"The arrangements for safeguarding students are excellent. The Academy follows very good procedures for the protection of children and monitors health and safety issues closely. There are excellent relationships in the Academy and students feel able to talk with teachers about any of their concerns"* - **'outstanding'**
> *"The extent to which learners adopt safe practices"* - **'outstanding'**
> *"Do procedures for safeguarding learners meet current government requirements?"* - **Yes**

However the 'Framework for the inspection of maintained schools in England from September 2009'[3] offers an insight into the developments that we should focus on in order to ensure our "outstanding" status in this area.

Regarding the judgement of **'the extent to which pupils feel safe'**, inspectors are asked to look for the extent to which pupils are able to understand, assess and respond to risks, for example those associated with new technology. The "outstanding" statement is as follows:

> *"Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. Pupils say they feel safe at school at all times. Parents and carers strongly agree that the school keeps pupils safe. Groups representing a wide range of pupils are entirely confident that issues they raise will be dealt with promptly and effectively by the school."*

Regarding the judgement of **'the effectiveness of safeguarding procedures'**, inspectors are asked to look that the school helps pupils to keep themselves safe, including

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[3] http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Evaluation-schedule-of-judgements-for-schools-inspected-under-section-five-of-the-Education-Act-2005-from-September-2009

encouraging pupils to adopt safe and responsible practices and deal sensibly with risk, for example using the Internet. The "outstanding" statement is as follows:

"The school is a leader of high-quality practice, ensuring, for example, that its procedures are constantly updated to reflect developing technologies. The school has excellent quality assurance and risk assessment systems which are routinely informed by pupils' and parents' views, including those who may have barriers to communication. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life. The school's collaborative working with other key agencies is exemplary"

On the 10th February 2010, Ofsted published a new report: 'The Safe Use of New Technologies'[4]. This is based on a small survey carried out between April and July 2009 in 35 maintained schools in England. The purpose of the report was to evaluate the extent to which schools taught pupils to adopt safe and responsible practices in using new technologies, and how they achieved this. It also assesses the extent and quality of the training the schools provided for their staff. Included below are some of the most pertinent points:

- 5/35 schools were "outstanding" (16/35 were good) for the provision for e-safety.
- The training for staff was well established and the curriculum was planned and coordinated effectively.
- The weakest aspect of provision in the schools visited was the extent and quality of training provided for staff. It did not always involve all the staff and was not provided systematically.
- Areas to improve:
  - developing a curriculum for e-safety
  - providing training for all staff and students
  - helping families to keep their children safe.
- In the five schools where provision for e-safety was 'outstanding', all the staff, including members of the wider workforce, shared responsibility for it.
- Few of the schools visited made good use of the views of pupils and their parents to develop their e- safety provision.

Thoughts, recommendations and actions

1. Many people still see the overall problem as an issue with technology, and will therefore devolve the responsibility for e-safety to those with a technical background. However, the technical team may not have the knowledge and experience to recognise or deal with issues related to child abuse, bullying or any of the other pastoral issues that come under the e-safety banner.

2. At the Academy we have a managed system of Internet filtration. LCC operates a policy whereby the minimum possible restrictions are put in place, allowing us to strengthen our policy by blocking more locally. The only categories blocked by LCC which are required under a duty of care are those associated with: pornography; criminal skills; hate speech; extremism; weapons;

   proxy anonymizers; viruses; and web chat. Adults will have a slightly less restrictive Internet filtering policy). There is a forum to discuss Internet filtration at cross curricular ICT meetings however discussions with the e-safety staff in Academy are encouraged.

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[4]http://www.ofsted.gov.uk/content/download/10749/128220/file/The%20safe%20use%20of%20new%20technologies.doc

3. Training, or the lack of is often an issue, but perhaps more importantly is training with a clear goal, a common message to all, and with measurable outcomes. Opportunities to discuss evolving issues and new technology will be available at the cross curricular ICT meetings.

4. Lincolnshire CfBT has the remit for delivery of training and guidance with regards to e-safety. Work is in progress to develop formal accredited training which will set a benchmark within the Academy and allow for further progression.

5. Engagement with all is vital. Children and young people already know how to use technology, but may not be aware of some of the dangers. Adults may know how to be safe but may be wary of the technology. Parents may not be aware of the dangers of unrestricted use at home, or may take the presumption that the school is teaching safe usage. At the Academy the following e-safety training is planned:

   - staff will receive e-safety training and be required to complete an online Acceptable Use Policy,
   - students will receive e-safety training in ICT lessons and be required to complete an online Acceptable Use Policy,
   - parents will be offered e-safety advice via the Academy website and newsletters,
   - PCSO's will deliver Thinkuknow (CEOP) training to all students, staff and governors,
   - new 'proactive' monitoring software (Securus behaviour management) is to be installed on network.,
   - e-safety incidents to be centrally recorded in SIMS.

II.   E-safety policy statement[5]

The use of digital technology is now seen as an essential part of everyday life. The number of SMS (text) messages and emails sent everyday greatly exceed the population of the planet. Nearly every company, organisation, agency, school and local authority has a presence somewhere on the Internet, allowing them to engage different people in different ways.

While digital technology can be used in positive ways, it can also be used in extremely negative ways. Paedophiles use this technology to contact, groom and blackmail young people in the virtual world with a view to abusing them in the real world, children and young people are able to anonymously bully classmates and teachers, while adults may find themselves at greater risk of identity theft should they publish too much information about their life onto a social network.

The risks are real but many people do not see that activity within a virtual world can have an effect in the real world. Comments posted onto social networking sites have led to staff being disciplined and young people being bullied. Many are also unaware that some activities in the virtual world are criminal offences and can lead to prosecution.

The Lincolnshire Safeguarding Children Board has overall statutory responsibility for the safeguarding of the child, and that includes the virtual world as well as the real, and takes seriously the role it has to ensure that member agencies co-operate to safeguard and promote the welfare of children and young people in the locality, and to ensure that they are effective in doing so.

This policy and related guidance has been produced by Branston Community Academy (drawing from LSCB, LCC and CfBT with other partner agencies) in order to aid our Academy in safeguarding our children and young people from risks and dangers present in the digital world.

Primarily e-Safety is used to describe proactive methods of educating and safeguarding children and young people while they use digital technology. In order for children and young people to remain safe we should educate them not only in the dangers but also inform them who they can contact should they feel at risk and where to go for advice while still promoting the many benefits of using digital technology, thereby empowering them with the knowledge and confidence of well researched good practice and continuing development.

The large majority of reported incidents involve children being contacted by adults for sexual purposes, visiting highly inappropriate websites or being bullied by their peers through technology. However it should also be remembered that there have been instances where adults have been the victims through a lack of knowledge of the dangers present and by not applying real world common sense to the vast virtual world available to them on the Internet.

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[5] Taken from Lincolnshire Schools E-safety Policy and Guidance – Version 1, June 2010

III. What is e-safety?

Our e-Safety Policy reflects the importance on the safe use of information systems and electronic communications.

Within Lincolnshire, the definition of e-safety is the proactive and reactive measures to ensure the safety of the child, and adults working with the child, whilst using digital technologies. This extends to policy, training and guidance on the issues which surround risky behaviours, and encompasses the technical solutions which provide further safeguarding tools. It should be remembered that digital technology reaches far and wide, not only computers and laptops, but consideration should also be given to technologies such as: Ipads, Ipod Touches and Iphones; Xbox 360; Playstations; Nintendo Wii; mobile phones and PDA's, and anything else which allows interactive digital communication.

- E-safety concerns safeguarding children and young people in the digital world.
- E-safety emphasises learning to understand and use new technologies in a positive way.
- E-safety is less about restriction and more about education about the risks as well as the benefits so we can feel confident online.
- E-safety is concerned with supporting children and young people to develop safer online behaviours both in and out of school.

The Internet is an unmanaged, open communications channel. The World Wide Web, email, blogs and social networks all transmit information using the Internet's communication infrastructure internationally at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day.

Some of the material on the Internet is published for an adult audience and can include violent and adult content. Information on weapons, crime and racism may also be unsuitable for children and young people to access. Pupils and staff need to develop critical skills to evaluate online material and learn that publishing personal information could compromise their security and that of others. As a Academy we have a duty of care to enable pupils to use on-line systems safely. We need to protect ourselves from legal challenge and ensure that staff work within the boundaries of professional behaviour. The law is catching up with Internet developments: for example it is an offence to store images showing child abuse and to use email, text or instant messaging (IM) to 'groom' children.

We can help protect ourselves by making it clear to pupils, staff and visitors that the use of school equipment for inappropriate reasons is "unauthorised" and to this end we have Acceptable Use Policies in place (see appendices).

e-Safety training is an essential element of staff induction and part of an ongoing CPD programme. The rapid development and accessibility of the Internet and new technologies such as personal publishing and social networking means that e-Safety is an ever growing and changing area of interest and concern. Our e-Safety policy will be reviewed to reflect this by keeping abreast of the vast changes taking place around us.

Our e-Safety Policy operates in conjunction with our other safeguarding policies and should increasingly be built into the Academy curricula.

IV. Responsibilities for all staff

Information technologies are developing rapidly and can leave staff unsure of best practice or how to discuss e-Safety issues with pupils. Further advice can be sought from the E-safety Office or consultants if required.

The trust between pupils and staff is essential to education but very occasionally it can break down. This is not new, but has been highlighted by better awareness of human failings and greater respect for children. Nationally, CEOP[6] was set up by the Home Office to "safeguard children's online experiences and relentlessly track down and prosecute offenders" and their work should be acknowledged and built upon by schools.

Within Lincolnshire a member of staff who flouts security advice or uses ICT technology for inappropriate reasons risks dismissal.

All staff will sign an Acceptable Use Policy on appointment. Staff thereby accept that the school can monitor network and Internet usage to help ensure staff and pupil safety.

Staff that manage filtering systems or monitor ICT use have great responsibility and are appropriately supervised. Procedures stated in this document define how inappropriate or illegal ICT use should be reported to the Senior Leadership Team. Staff must be aware of dangers to themselves in managing ICT use, for instance in viewing inappropriate images to investigate their source.

Email, text messaging, Social Networking and Instant Messaging (IM) all provide additional channels of communication between staff and pupils. Inappropriate behaviour can occur and communications can be misinterpreted. Staff should be aware of the power of the Police to identify the sender of inappropriate messages. The Academy provides establishment email accounts for all staff to use for communicating with students and parents.

Staff should be aware that students may be subject to cyber bullying via electronic methods of communication both in and out of school. Academy staff are able to confiscate items such as mobile phones etc when they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti-bullying policy (Education and Inspections Act 2006).

Any allegation of inappropriate behaviour must be reported to the Senior Leadership Team and investigated with care.

If there is any suspicion of illegal activity staff should NEVER investigate themselves but must report to Lincolnshire Police as soon as possible.

Please refer to the flow charts on pages 13 and 14 for an overview of when, who and how to report.

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[6] http://www.ceop.gov.uk/

V. Some simple do's and don'ts for everybody[7]

- Never give out personal details to online friends that you don't know offline.
- Understand what information is personal: i.e. email address, mobile number, school name, sports club, meeting up arrangements, pictures or videos of yourself, friends or family. Small pieces of information can easily be pieced together to form a comprehensive insight into your personal life and daily activities.
- Think carefully about the information and pictures you post on your profiles. Once published online, anyone can change or share these images.
- It can be easy to forget that the Internet is not a private space, and as result sometimes people engage in risky behaviour online. Don't post any pictures, videos or information on your profiles, or in chat rooms, that you would not want a parent or carer to see.
- If you receive spam or junk email and texts, never believe the content, reply to them or use them.
- Don't open files that are from people you don't know. You won't know what they contain—it could be a virus, or worse - an inappropriate image or film.
- Understand that some people lie online and that therefore it's better to keep online mates online. Never meet up with any strangers without an adult that you trust.

Don't forget, it is never too late to tell someone if something or someone makes you feel uncomfortable.

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[7] http://www.ceop.gov.uk/

VI. Social networking and teachers; some information and advice[8]

What is social networking?

Social networks, such as Facebook, Myspace and Bebo, are essentially online communities that allow users to come together, communicate and share things such as photographs, music or other files; and, most prolifically, to create short messages, often in the style of a mobile phone text message but shared among a group. People use the sites to ask their friends questions, say how they feel today and what they are up to, or comment on something they have seen on someone's page.

What are type of user are you?

1. Don't use it
2. **Professional social networker** – a member of staff who maintains professional and appropriate relationships with young people even through the use of innovative communication technologies.
3. **Innocently inappropriate social networker** – a member of staff who develops an inappropriate approach to the nature of a relationship with a child or group of children but with innocent motives – friendship, support – who may innocently add students as friends on their social network sites, share personal email addresses, or share mobile phone numbers.
4. **The indiscreet social networker** - keeps a professional attitude towards parents, teachers and students in all aspects of life, except online where they maybe believe no one important will read their ranting so enjoy the therapy of divulging their thoughts to the web.

If you consider yourself as user 3 or 4 above then you should perhaps consider the following. A judgement has to be made about drawing a line between social use of the web and a person's professional status but all teachers should be conducting themselves with professional dignity online. Many teachers do not yet realise how public an activity social networking can be, leaving themselves open to being caught in an undignified situation.

What could happen?

Staff should be aware that comments and photos can be circulated or accessed indirectly by students or parents and therefore they can never totally relax in a network such as Facebook. Teachers should quickly learn that they must be careful to be seen to be responsible when out of school where students and parents might see them, but a teacher's non teaching friend who posts photos of, for example, private social antics, may unwittingly present these images to children and parents via social networking sites. This can end up being professionally embarrassing for the teacher; it only takes one student to be able to access those pages, and this student is probably, through social networking, an indirect link to hundreds of other students and the teacher is left with a damaged professional reputation making it hard to do their job. Colleagues and managers can remain unaware, perhaps until a parent complains and the school leadership is left looking incompetent for not knowing this was going on or failing to understand the issue and 'letting it happen'.

It can work the other way round too. Students need to let off steam and sometimes are rude about teachers and complain about them to friends[9]. When those comments are published online it can get very messy and spread rapidly. Where false allegations have been made they can be investigated

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[8] Extracted with permission from "Social Network Websites: their Benefits and Risks. A guide for school leaders" by Paul Haigh BSc NPQH and available from www.optimus-education.com
[9] Teachers 'bullied by online grading' article - http://news.bbc.co.uk/1/hi/uk/6139626.stm

but this is stressful and time consuming. There are many examples of how situations have become professionally embarrassing and concerning for teachers[10] [11] and it is our responsibility to react to these events appropriately.

Teachers can maintain a professional distance online as they do in real life by not being seen in the same social network groups as their students and this largely prevents them becoming 'fair game' for the comments and gossip on there – just as a teacher would be wise to avoid socialising in the same bar as underage drinkers from the school they work at. A teacher who enjoys 'banter' with students online cannot complain if they become a victim – it is about maintaining a professional distance and teachers need to realise this before making a mistake.

Important advice

I. School staff must not add current students to their online social networks such as Facebook

II. School staff must not accept invitations from students to join a student's social network. Students who make such invitations should be referred to the E-safety Officer/Consultant and will be spoken to about the inappropriateness.

III. Staff should be very wary of adding students who have recently left the school as they may provide an indirect link to current students.

IV. Don't write anything about a student online that you wouldn't write in an exercise book and expect parents and colleagues to read or want to see quoted elsewhere.

V. Go to your privacy settings and be very thorough with your options (In Facebook click "Account" (upper right corner of screen of your profile page) then select "Privacy Settings".

VI. Consider reading the article called "10 New Privacy Settings Every Facebook User Should Know"[12] to enable you to do and/or consider carefully the following:

      a. Understand and use your friend lists (in the friends area)
      b. Remove yourself from Facebook search results (search privacy settings page)
      c. Remove yourself from Google public search listings (search privacy settings page)
      d. Control photo/video tagging (profile privacy settings page)
      e. Protect your photograph albums (photos privacy settings page)
      f. Control what information applications can access (privacy applications page)
      g. Make your contact information private (contact privacy settings page)
      h. Avoid embarrassing wall posts by setting wall privacy settings (profile privacy page)
      i. Consider keeping your friendships private (profile page)

VII. Useful websites:

Everyone literally means everyone in the world
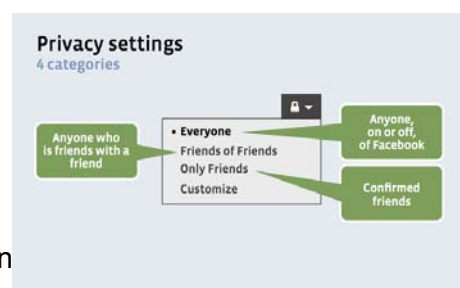
Teacher Support Network:

Facebook privacy settings
http://tsn.custhelp.com/app/answers/detail/a_id/1679

Myspace privacy settings
http://tsn.custhelp.com/app/answers/detail/a_id/2201/session

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[10] "Teachers ordered to close Facebook and Bebo accounts to spare blushes" http://www.dailymail.co.uk/news/article-1193918/Teachers-ordered-close-Facebook-Bebo-accounts-spare-blushes.html#ixzz0xcPznlzO

[11] "Poll: Half teachers fear Facebook" http://www.tes.co.uk/article.aspx?storycode=6023305

[12] http://www.allfacebook.com/facebook-privacy-new-2009-12

Twitter privacy settings
http://tsn.custhelp.com/app/answers/detail/a_id/2229/session/L2F2LzEvc2lkLzFCNFUybDhr

CEOP is a part of the UK police force dedicated to the eradication of child sexual abuse. There is an excellent educational programme, as well as advice and videos for all ages on their website.
www.ceop.gov.uk

IWF (Internet Watch Foundation) provides the UK hotline to report criminal online content.
www.iwf.org.uk

BBC - a fantastic resource of e-safety information for the younger child.
www.bbc.co.uk/cbbc/help/web/staysafe

Cybermentors is all about young people helping and supporting people online.
www.cybermentors.org.uk

Digital citizenship is about building safe spaces and communities, understanding how to manage personal information, and about being Internet savvy - using your online presence to grow and shape your world in a safe, creative way, and inspiring others to do the same.
www.digizen.org

Report to Police

PPU Central Referral Unit (CRU)

Police Officers
DC Glyn Hughes and DC Kev
Gooch
Tel: 01522 782159

They will be available Mon - Fri 0800 - 1700
Outside of these hours and on Public Holidays the matter will
need to be referred to the Force
Communications Centre

Tel: 0300 111 0300

Appendix 1 - Branston Community Academy E-safety Policy (Staff)

Internet access - You must not access or attempt to access any sites that contain any of the following: child abuse; pornography; promoting discrimination of any kind; promoting racial or religious hatred; promoting illegal acts; any other information which may be illegal or offensive to colleagues.

It is recognised that under certain circumstances inadvertent access may happen. For example, a school researching the holocaust may produce results with Nazi propaganda. Should you or a student access any of these sites unintentionally you should report the matter to a member of the Senior Management Team so that it can be logged.
Access to any of the following should be reported to Lincolnshire Police: images of child abuse (sometimes incorrectly referred to as child pornography). These are images of children apparently under 16 years old involved in sexual activity or posed to be sexually provocative; adult material that potentially breaches the Obscene Publications Act; criminally racist material in the UK.

Social networking (in Academy) – Social networking websites such as Facebook, Bebo , MySpace and Flickr are not to be accessed in school. Please speak to an e-safety consultant if these services are required in your lessons and alternatives can be discussed.

Social networking (out of Academy) – Staff should fully acquaint themselves with the privacy settings that are available on any social networking profile in order that profiles are not publicly available. Members of staff should never knowingly become "friends" with students on any social networking site or engage with pupils on Internet chat.

Use of Email - All members of staff should use their professional email address for conducting school business.

Passwords - Staff should keep passwords private. Passwords are confidential and individualised to each person. On no account should a member of staff allow a student to use a staff login.

Data Protection - Where a member of staff has to take home sensitive or confidential information sufficient safeguards should be put in place to prevent loss or misuse, i.e. is it really necessary to take it all home, can it be encrypted (see I.T. staff), does it have to be on a USB memory stick which can be easily misplaced, can it be accessed using the secure remote access (Teacher Web)?

File sharing - technology such as peer to peer (P2P) and bit torrents is not permitted on the Lincolnshire School's Network.

Personal Use - Staff are not permitted to use ICT equipment for personal use unless agreed by line managers/SLT.

Images and Videos - Staff and pupils should not upload onto any Internet site images or videos of themselves or other staff or pupils without consent.

Use of Personal ICT – use of personal ICT equipment that will potentially be connecting to the Academy network such as laptops, netbooks, smart phones etc. should be discussed

with the I.T. dept. before being stringently checked for up to date anti-virus and malware checkers.

Viruses and other malware – Please report incidents directly and promptly to I.T support. Virus outbreaks are to be reported to the Mouchel Helpdesk (by the I.T. Dept.) as soon as it is practical to do so, along with the name of the virus (if known) and actions taken by the Academy.

Staff should note that Internet and email may be subject to monitoring

Appendix 2 - Branston Community Academy E-safety Policy (Students)

The use of ICT within Academy has enormous benefits to your education, however there are reasons why the Academy and the local authority must put some restrictions in place, such as: ICT equipment is very expensive to buy and maintain; the Academy and the local authority have a duty of care to ensure that you are safe and that you are not exposed to illegal or inappropriate content. It is hoped that these restrictions do not interfere with your education, but if you feel otherwise you are encouraged to talk to a member of staff to discuss any issues.
Please note that Internet and email use may be subject to monitoring.

Use of the Internet - the Internet is provided to help you with learning activities such as research, online activities, online educational games and many other things. The Internet is not to be used to access anything which is illegal, or anything that someone else may find offensive. This would include pornography, discrimination, racial or religious hatred. If you are unsure, or if you come across anything you feel is inappropriate, you should turn your computer monitor off and let your teacher know. Never try to bypass the security by using proxy sites, these are all monitored.

Logins and Passwords - every person has a different computer login and password. You should never allow anyone else to use your details. If you think someone else may have your details you should have your password changed.

User Areas - your user area is provided for you to save school work. It is not to be used to save music or other files that you have brought in from home.

Social Networking (in Academy) - social networking (for example Bebo, Facebook, MySpace and Flickr) is not allowed in Academy.

Social Networking (out of Academy) – the following advice is to protect you when using social networking outside of Academy:

- You should never upload pictures or videos of others without their permission.
- It is not advisable to upload pictures or videos of yourself, videos and pictures can easily be manipulated and used against you.
- You should never make negative remarks about the school or anyone within the school.
- Always keep your personal information private to invited friends only and never post personal information such as your full name, date of birth, address, school, phone number etc.
- Consider using a nickname and only inviting people you know.
- Universities and future employers have been known to search social networking sites.
- Beware of fake profiles and people pretending to be somebody else. If something doesn't feel right follow your instincts and report it to an appropriate adult.
- Never create a false profile as a joke and pretend to be somebody else. This can have serious consequences.
- Some social networking sites have a chat facility. You should never chat to anyone that you don't know or don't recognise.

- It is recommended that you never meet a stranger after meeting them online. If you do, always inform your parents and take one of them with you.

Security - you should never try to bypass any of the security in place, this includes using proxy bypass sites. This security is in place to protect you from illegal sites, and to stop others from hacking into other people's accounts.

Copyright - you should never take information from the Internet and use it as your own. A lot of information is copyright, which means that it is owned by somebody else and it is illegal to use this information without permission from the owner. If you are unsure, ask your teacher.

Etiquette – You have an email account at school to be used for school business only such as homework and communicating with your colleagues and teachers about school work. Always be polite and don't swear. Consider what you are saying, and how it might be read by somebody else. Without emoticons (smilies) it is difficult to show emotions in things like emails and blogs, and some things you write may be read incorrectly.

Mobile Phones - Some modern mobile phones offer the same services as a computer, i.e. Facebook, YouTube, email access etc. This can be a great way of keeping in touch with your friends and family. But, in the same way that some Internet services can be used inappropriately, the same is true with mobile phones.

The Academy allows you to carry a mobile phone, however these should not be used during the lesson unless your teacher has given you permission.

Never take inappropriate pictures of yourself and send to your friends or upload onto social networking sites.

Never forward inappropriate pictures that you have received from somebody else. In some circumstances this can be an illegal act.

Advice… Help… Report…

If you are concerned about something that may have happened while online please go to the following website www.ceop.gov.uk where there are a number of ways to receive help and advice as well as the option to report any instance of sexual contact or harmful material to the Child Exploitation and Online Protection Centre. You are doing the right thing and by taking this action you may not only help yourself but also help make other people safer as well.

Appendix 3 - Branston Community Academy ICT Acceptable Use Policy (Students)

I understand that using the computer network is a privilege, which could be taken away from me. When using the computers I agree to the following terms:

- I will always behave and communicate in a sensible and mature way, respecting others at all times
- I will not allow any other person to use my school computer account
- I will only log on using my own username and will keep my password secret
- I will report any suspected breech of network security (whether by myself or others) to a member of staff
- I will alert staff immediately if I come into contact with any unacceptable material such as pornography, racism or violence
- I take responsibility for rejecting inappropriate websites or content accessed by me
- I will never use computer time playing non-educational games or accessing information which is not part of my school work.
- I will always be courteous and use appropriate language both to those around me and those I contact through the network and not use obscene, distressing or abusive language
- I will not download software, games, music, or video without first asking my teacher and obtaining permission from the copyright holder if required.
- I will use any downloaded material in an appropriate manner, listing its source in a bibliography and clearly outlining any directly quoted material.
- I will never reveal personal information, including names, addresses, telephone numbers and photographs of myself and others.
- I will only use the school address and other details where I have permission
- I will not damage the computers, computer systems or network. If I discover any methods of causing such damage I will report them to a member of staff and will not demonstrate them to others.
- I will follow Academy guidelines for ICT use and will openly discuss my Internet and e-mail use with staff.
- I accept that my computer use is logged and screenshots of my computer activity may be recorded.
- When using the Academy's remote access facility, I will only transfer files directly related to my school work.
- I will not attempt to bypass Internet filtration or any other security measures.
- I understand that if I do not follow these rules I will be denied access to Academy ICT facilities for a time determined by the Principal and may face further disciplinary action. I am aware that each case will be considered on its merits and that honesty will be recognised.

The following section is to be read and completed by the Parent/Carer:

I would like my child to have access to the Internet and email at Branston Community Academy.

As the parent or legal carer of the pupil signing above, I grant permission for my son or daughter to use electronic mail and the Internet. I understand that pupils will be held

accountable for their own actions. I also understand that some material on the Internet may be objectionable and I accept responsibility for setting standards for my son or daughter to follow when selecting, sharing and exploring information and media.

I am aware of the Academy e-safety policy and I understand that Internet access is provided for educational purposes alone. I recognise that, while every effort will be made to monitor student use of the Internet, it is impossible for the Academy to routinely monitor or restrict access to all controversial material - although every effort will be made to do so.

I also understand that my child is responsible for monitoring and appropriately rejecting questionable material from the Internet, email or other sources. I therefore do not hold staff or the Principal of the Academy responsible for any such materials viewed or acquired by my child.

BRANSTON COMMUNITY ACADEMY

CODE OF CONDUCT FOR ACADEMY EMPLOYEES

This code outlines existing laws, regulations and conditions of service and provides further guidance to assist Academy employees in their day-to-day work. It is based on national guidance as supplemented by local considerations and is part of the staff handbook.

Status of the Code

The code sets out the minimum standards that the Academy expects from its employees. The aim of the code is to lay down guidelines for employees which will help maintain and improve standards and protect employees from misunderstanding or criticism. A breach of these standards could be relevant to disciplinary considerations. The code will be regularly reviewed in consultation with the staff and approved by the Governing Body.

Employees should also be aware that due to the very nature of our work with impressionable and vulnerable young people, employee conduct both inside and outside of the Academy will be taken into account as part of this code.

Who is the code aimed at?

The code applies to all Academy employees.

A summary of the code is given below:

SUMMARY OF THE CODE

Employees are encouraged to read those parts of the code which relate to their work. IN SHORT:

DO

1. Uphold high standards of conduct
2. Report all irregularities
3. Always be honest and open
4. Follow lawful policy and instructions
5. Remain politically neutral in your work
6. Show respect for all those you deal with
7. Declare any personal interests financial or otherwise which may be seen to conflict with your work
8. Be aware of and act on advice relating to relations with children and young people

DO NOT

1. Disclose information without permission – respect confidentiality
2. Become involved in Academy decisions affecting your relatives, acquaintances or people you are close to without first seeking advice
3. Accept or offer inappropriate gifts or hospitality. If in doubt, seek advice
4. Undertake any private work in academy time or on academy premises
5. Use the internet or email system inappropriately
6. Bring discredit on the Academy, or its services or its reputation

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appearance. Where it is part of their duties, employees should provide appropriate advice to Governors and fellow employees with impartiality. Academy employees must work in accordance with the Academy disciplinary rules and expectations.

1.2   Qualified teachers are also subject to the DfE Teachers Standards.

1.3   All employees shall immediately inform the Principal or Governors of:

a) Any circumstances which suggest the possibility of irregularity affecting cash, equipment or other property of the Academy;
b) Any other circumstances which may arise which may have an adverse effect on public confidence in the integrity of employees and the Academy;
c) Any health and safety concerns.

2.0   REGISTER OF GIFTS, HOSPITALITY, PERSONAL INTERESTS AND ANY FEES RECEIVED

2.1   It is a requirement that every Governing Body maintain in their school a register in which they and their employees record the following:

a) Hospitality and gifts, whether received or given;
b) Personal interests including any interests in School Contracts;
c) Fees received for any talk, interview or similar service during contracted hours.

2.2   The Principal should ensure that where entries are made in respect of him, he should advise the Chair of Governors immediately or as soon as is practicable in the circumstances.

2.3   These registers are public documents and form part of the supporting information to the statutory accounts. As such, the registers are available for inspection by any interested parties.

2.4   The Register is held by the Business Manager and is inspected by the Responsible Officer annually.

3.0   DISCLOSURE OF INFORMATION

3.1   Academy employees should not use any information obtained in the course of their employment for personal gain or benefit, nor should they pass it on to others who might use it in such a way. Any particular information received by an employee from a third party which is personal to that third party and does not relate to the Academy should not be divulged by the employee without the prior approval of that third party except where such disclosure is required or sanctioned by the law. All employees handling personal data should familiarise themselves with the Data Protection Legislation and the Academy's guidelines, including the Freedom of Information policy.

4.0   RELATIONSHIPS

4.1   **Children and Young People**

a) No academy employee should engage in an inappropriate personal relationship with a student. Seek advice at the earliest opportunity if a relationship is being sought by a student. Academy employees need to take care that their actions are not open to misinterpretation and that good practices are followed. For further guidance, please refer to National Employers Organisation for School Teachers 'Guidance on Conduct for Teachers, Education Staff and Volunteers'. This can be found on the DfE archive website http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/.

b) It is a criminal offence for an employee to have a sexual relationship with a young person, including 16 to 18 year olds, to who they have a duty of care, in accordance with the Sexual Offences Amendment Act 2000. Please refer to the DfE document 'Safeguarding Children in Education' for further information which can be found on the Teachernet website www.pubilcations.teachernet.gov.uk

c) Any employee failing to comply with the above (paras a and b) can be subject to the Academy's Disciplinary Procedure and may also be subject to action from their respective professional bodies. The Governing Body may inform the employee's professional body and will inform the employee if they do so.

d) Should the Academy's Disciplinary Procedure be invoked, it may be necessary to undertake appropriate investigations with the student. In any situation which is resulting in an investigation and/or disciplinary procedure, consideration should be given to providing appropriate support and advice to all parties involved.

e) If an employee has concerns about a child's welfare or if a child discloses that he/she is suffering abuse or gives grounds for concern the employee should take no action themselves but contact the designated child protection contact in the Academy immediately to pass on the information.

f) Any allegation, including those that appear frivolous or vexatious, regardless of whoever made them should be taken seriously and investigated as appropriate. An employee should be advised as soon as practicable of any allegations made against them. Should any allegations be proven to be frivolous or vexatious then an employee may find themselves subject to an investigation and they may face disciplinary action.

g) Support and advice is available for employees who are subject to allegations of abuse. Further information can be obtained from the Principal or Child Protection Officer. Further guidance is also available on www.teachernet.gov.uk/childprotection available through the government archive.

Social contact

Staff should not establish or seek to establish any social contact with a student or their parents/carers. Unplanned or other social contact that happens outside of the school setting should be report to the Principal. Staff should not give their personal telephone numbers or email addresses to students or their parents. No member of staff will enter into extra or private tuition or childcare arrangements with parents

without the permission of the Principal. Staff should notify their line manager of any existing or previous family or social relationship with a student or their parents/carers.

Physical contact

When physical contact is made with students, it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Physical contact should never be secretive, for the gratuity of the adult or represent a misuse of authority. Extra caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy and demanding of physical contact and staff should respond sensitively by deterring the child through helping them to understand the importance of personal boundaries. Any extreme attention-seeking or behaviour by students that makes staff feel uncomfortable should be reported to a line manager. Staff supervising PE and games or providing music tuition may be required to initiate physical contact with students, the principle of "limited touch" should be applied, with understanding of students' sensitivities and with the student's agreement. Children are entitled to respect and privacy whilst they are changing or showering after games or swimming. All adults should clearly understand the need to maintain appropriate boundaries in their contacts with students. Intimate relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to an inappropriate relationship is also unacceptable. Staff must understand that any breaches in the law or professional expectations might lead to criminal or disciplinary action and barring. Employees should make themselves aware of the safeguarding and behaviour management policies adopted by the school.

Infatuations

It is not unusual for students or, sometimes, their parents to develop infatuations or "crushes" towards trusted staff. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to the Principal. In addition the object of the student or parent's affections may not even be aware of this, in this case colleagues must bring this to the colleague's attention and report this to the Principal

Students in distress

On those occasions when a student may be in distress and in need of comfort and re-assurance, staff should ensure that they remain self-aware at all times and that their contact with the student is not open to misunderstanding. Such incidents must always be recorded and shared with a line manager.

Care, control and physical intervention

The school is committed to the use of positive behaviour management and staff will not use any form of physical punishment, threats, sarcasm or demeaning comments to deal with unacceptable behaviour. When children need to be restrained for their own protection or the protection of others, this must only be undertaken in accordance with the training and policy sanctioned by the Leadership Team and

Governing Body. Any such incidents and physical interventions will be recorded and reported to parents/carers.

One to one situations

Staff working individually with children should recognise the potential vulnerability of students and adults in such situations and ensure that they manage these situations with regard for the safety of both the child and themselves. Individual work with students should not be undertaken in isolated areas or rooms where there is no external visual access. Where it is necessary to close doors for reasons of confidentiality, a colleague should be made aware of this and asked to remain vigilant.

Home Visits

All work with students and parents should, wherever possible, be undertaken in the school or other recognised workplace. There are however occasions, in response to urgent or specific situations where it is necessary to make one-off or regular home visits.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Following an assessment, appropriate risk management measures should be put in place before visits are agreed. *Where little or no information is available, visits should not be made alone.*

No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and a senior manager or Principal.

Educational Visits and After-School Activities

Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

First Aid

All first aid will be administered only by suitably trained and accredited staff except in an emergency where the illness or injury is such that to delay assistance might cause harm to the child. Children who require any form of intimate care are entitled to privacy, dignity and safety. Students with ongoing health problems will be treated in accordance with any Medical Plan that has been agreed with the parents and the Health Authority and only by those who have been authorised to do so by the Principal. Lone members of staff should not be placed in a position where they are

expected to provide any form of intimate care without the safeguard of having another colleague in the same room or area.

4.2   **Governors**

All employees are responsible to the Governing Body. For some, their role is to give advice to Governors and senior managers and all are there to carry out the Academy's work. Mutual respect between employees and Governors is essential to the wellbeing and success of the Academy.

4.3   **The Local Community**

All employees should always remember their responsibilities to the community they serve and ensure courteous, efficient and impartial service to all groups and individuals within that community.

4.4   **Contractors**

Employees should be aware of the rules about relationships with external contractors or potential contractors whether of a business or private nature. If in any doubt seek advice from either the Business Manager or Principal.

5.0   APPOINTMENTS AND OTHER EMPLOYMENT MATTERS

5.1   Employees involved in appointments should ensure that these are made on the basis of merit. It would be unlawful for an employee to make an appointment which was based on anything other than the ability of the candidate to undertake the duties of the post. In order to avoid any possible accusation of bias, employees should not be involved in an appointment where they are related to an external applicant, or have a personal relationship outside work with him or her.

5.2   Similarly, employees should not be involved in decisions relating to discipline promotion or pay adjustments for any other employee who is a relative, partner, or with whom they have a close personal relationship outside work other than in consultation with the Chair of Governors.

5.3   Every candidate for any appointment is required when making an application to disclose on the application form whether to his/her knowledge he/she is related to any Governor of the Academy or to an employee of the Academy. Deliberate omission to make such a disclosure will disqualify the candidate, and if the omission is discovered after appointment he/she shall be liable to dismissal.

6.0   OUTSIDE COMMITMENTS

6.1   It is essential at all times to avoid the risk of damaging public confidence in the Academy. With this in mind the attention of all employees is drawn to the following rules:

a) No employee shall undertake any private work during contracted time (whether voluntary or paid) unless he/she has first obtained the consent of the Principal or

Governors. The Principal has a responsibility to ensure that private work does not conflict with the best interests of the Academy and retains the right to control or limit such activities.

b) Employees who have a second job with another employer are required to supply sufficient information to the Principal to enable the requirements of the Working Time Regulations to be complied with.

c) Where an employee is offered a fee for giving a talk or interview or similar service during contracted working hours, the fee should be payable to the Academy.

d) If any item of Academy owned equipment is used in connection with c) above or for any other private purpose, proper insurance and safeguards must be agreed with the Principal. It should be noted that the Academy's insurances do not cover an employee undertaking private work.

e) Private coaching of any students should not take place on academy premises without the permission of the Principal.

7.0 PERSONAL INTERESTS

7.1 Employees must declare to the Principal if they are or should become involved in a close personal relationship outside work with another employee or Governor where this might be perceived as a conflict of interests.

7.2 If in the course of their duties an employee finds themselves handling, or making decisions on any matter which concerns a relative or a friend, they must refer the matter to the Principal immediately who may determine that it should be handed by someone else.

7.3 Employees must declare to the Principal any financial or non-financial interests that they or a relative/partner hold which could be considered to bring about a conflict with academy interests.

7.4 Academy employees must advise the Principal in the event of them being charged with a criminal offence which (if proven) would be incompatible or inconsistent with their duties or bring the academy into disrepute.

8.0 EQUALITY ISSUES

8.1 All employees should ensure that the Academy's Equality and Diversity policy is complied with in addition to the requirements of the law. All members of the academy community and local community have a right to be treated with fairness and equity.

9.0 CORRUPTION

9.1 Employees must be aware that it is a serious criminal offence for them to corruptly receive, offer or give any gift, loan, fee, reward or advantage for doing, or not doing, anything or showing favour, or disfavour, to any person in their official capacity. If therefore an employee does receive or offer or give any gift, fee, reward etc. and then subsequently an

allegation is made that its receipt has corrupted the employee, it is for the employee to demonstrate that any such rewards have not led to corrupt behaviour on his/her behalf.

WHISTLE BLOWING

9.2   The Governors are committed to the highest possible standards and encourage employees and others with serious concerns about any aspect of the Academy's work to come forward and voice those concerns. This process is commonly referred to as "whistle blowing" and a copy of the Whistle Blowing policy can be found on Teachers Only.

10.0   USE OF FINANCIAL RESOURCES

10.1   Employees must ensure that they use any public funds entrusted to them in a responsible and lawful manner. They should strive to ensure value for money. Concern relating to inappropriate use of financial resources should in the first instance be reported to the Principal.

11.0   HOSPITALITY AND GIFTS (*See also this appendix in the Academy Finance Policy*)

11.1   **Hospitality**

Employees should use their common sense and only accept offers of hospitality if there is a genuine need to impart information or represent the academy in the community. When receiving hospitality employees should be particularly sensitive as to its timing in relation to decisions which the school may be taking affecting those providing the hospitality.

11.2   Employees are advised not to accept anything that may be construed as an incentive or reward.

11.3   When the Academy itself is paying for any expenses or hospitality to any person the following rules apply:

a) The Principal has delegated authority to incur expenditure on hospitality where he considers this to be in the interests of the Academy, capable of public justification and appropriate to the benefit the Academy achieves.

b) The Academy will maintain a register of hospitality given, including all costs and the purpose. This register is a public document and forms part of the supporting information to the statutory accounts. As such, the register is available for inspection by any interested parties.

c) Any expenditure incurred has to be met from the appropriate academy budget.

Gifts

11.4 Small gifts from students are a common arrangement in schools. Use common sense and if in doubt please seek advice from the Principal on the acceptance or rejection of such gifts. As a general guide, no employee should accept a gift from anyone which could, or might appear to, place him/her under an obligation or could be construed as an incentive or reward.

12.0   INFORMATION TECHNOLOGY

The Employee's Responsibility – by using the Academy's information technology resources, each user accepts the responsibility for his/her behaviour and all activities which take place on his/her Login ID and agrees as follows:

12.1 To access only files and data that he/she owns, that are publicly available, or to which he/she has been given authorised access.

12.2 To use only legal versions of copyrighted software in compliance with vendor license requirements and obtained through the Academy, and not to make or use illegal copies of copyrighted software, store such copies on the Academy's systems, or transmit over the Academy networks. Software should only be installed by authorised IT staff.

12.3 To refrain from overloading networks with excessive data, wasting disk space, and from engaging in any activity that may be harmful to systems or information stored thereon, such as creating and propagating viruses and/or damaging files and playing "Games".

12.4 Not to decode passwords or access protected information using computer programs or other means.

12.5 Not to disclose his/her password (except to a network administrator) or use another person's password except where joint use has been approved by IT Services.

12.6 Not to use Academy systems for personal gain, for example by selling access to his/her Login ID or password or by performing outside work for profit using Academy systems or equipment.

12.7 Incidental and occasional personal use of the Academy's IT systems including computers, e-mail and voicemail is permitted, subject to the restrictions contained in this policy. Any personal use of the Internet or e-mail is expected to be in the employee's own time and is not to interfere with the person's job responsibilities. You should not engage in any activity that is illegal, distasteful or likely to have negative repercussions for the Academy.

12.8 Users are responsible for the security of individual PCs/laptops, and the information stored within and for the proper functioning of anti-virus software. If in any doubt seek advice from the IT department.

12.9 Users should setup screen saver passwords and "lock-out" or "log-off" inactive terminals whenever not in use.

12.10 To abide by all rules, regulations, policies and procedures adopted by the academy relating to information security and not to disclose information to unauthorised parties in contravention of data protection legislation.

12.11 Not to modify any of the system or network or set up parameters on their personal computer, nr to abuse the Academy mail systems.

12.12 At any time and without prior notice, the Academy maintains the right and ability to examine any systems and inspect and review any and all data recorded in those systems. Although the Academy does not pro-actively monitor systems any information stored on a computer, whether the information is contained on a hard drive, computer disk or in any other manner may be subject to scrutiny. This examination helps to ensure compliance with internal policies supports the performance of internal investigations and assists the management of information systems. All examinations of data will be done lawfully paying full regard to the Data Protection Act 1998, Human Rights Act 1998 and Regulation of Investigatory Powers Act 2000.

12.13 All users must be conversant with the Academy's Internet and E-mail policy and by having access are deemed to have read it and agree to comply with it.

12.14 Contact with all students of the Academy must be done via the secure Academy intranet and must NOT be made outside of the Academy intranet on any social media networks e.g. Facebook, Bebo, Twitter etc. (*see Academy E-Safety policy)*.

13.0   MOBILE PHONES

13.1 Mobile phones are part of modern day life for all members of the academy community. No employee should use personal mobile phones for taking and making personal texts/calls during their working hours other than during normal breaks. Please be considerate of other staff when you use your mobile phone within the academy.

14.0   SOCIAL NETWORKING

14.1 Users are responsible for the security of any information communicated via social networking sites.

Users need to be aware of the danger of posting comments that may be deemed to be discriminatory, demeaning, abusive or inappropriate about colleagues, students, parents, the school or wider community.

Any member of staff found to be in breach of this code of conduct may be liable to formal disciplinary action being taken against them which could be up to and including dismissal.

HARASSMENT

This applies to all students and staff and relates to harassment perpetrated by:

- A student against a student
- A student against a member of staff

- A member of staff against a student
- A member of staff against a member of staff

Harassment is not necessarily confined to the behaviour of senior staff towards more junior staff; it can take place between colleagues at the same level or involve staff behaving inappropriately towards more senior staff.

<u>Definition of Harassment</u>

For the purpose of this statement, harassment is defined as unwelcome comments (written or spoken) or conduct which creates an intimidating, hostile, degrading, humiliating or offensive environment.

<u>Responsibility of all staff and students</u>

All staff and students can help to:

- Prevent harassment by being sensitive to the reactions and needs of others, and ensuring that their conduct does not cause offence;
- Discourage harassment by others through making it clear that such conduct is unacceptable and supporting colleagues and peers who are taking steps to stop the harassment.

The academy is responsible for:

- Providing an environment where it is clear that harassment is not acceptable;
- Taking action when it is aware that harassment may be or is taking place;
- Ensuring that managers are aware of their responsibility for trying to prevent and, in the first instance, resolve problems in the immediate workplace.

Annex 8

Branston Community Academy Anti-Bullying Policy

The Governors and Staff believe that all students are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all adults in the school to ensure that this takes place. All students have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Principles and Aims
- To promote, within the Academy, its expectations of good behaviour. To make it clear that these expectations are grounded in the fact that people do and should care about each other. To negotiate and agree these expectations wherever possible and communicate them clearly. To evolve a system that recognises and rewards good behaviour.
- To be aware of the quantity and particular nature of bullying that takes place in the school;
- To be aware of areas of the school that pose a threat to pupils and to take appropriate action to reduce those threats;
- To effect all changes to the School environment which may be necessary to negate bullying;
- To create and foster a caring community where no pupil need fear intimidation by promoting an "open listening" ethos and encouraging pupils to support one another by reporting all instances of bullying;
- To further the social, moral, spiritual and cultural development of the individual and the community.

Definition
Bullying is behavior by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. Bullying is an act of aggression causing embarrassment, pain or discomfort. It can take a number of forms:
- Name calling;
- Directing offensive gestures at others;
- Deliberately ignoring and excluding others;
- Pressurizing others to behave in a particular way;
- Damaging, stealing or extorting possessions;
- Physical assault.

Although we are relatively fortunate in the nature of our intake where students do defy our positive achievement culture, a clear structured and consistently applied behaviour management policy operates effectively.
Bullying is not the same as poor behaviour as dealt with by the School Behaviour Management Policy. It is important to make the distinction between bullying and falling out with friends. Falling out is part of everyday life, bullying is not.
The care and welfare of all students is a paramount, however, we are mindful of a number of subgroups within the Academy who may need additional support in accessing school. Anti-bullying support for students with additional special needs takes the form of intervention support from key workers, followed by senior pastoral team/SLT intervention as appropriate.

E-Bullying – see E-Safety policy

Responsibilities of students
- Talk to an adult you can trust, this may not necessarily be a teacher;
- Write down what has happened and how you feel – be 100% truthful;
- Do something. To do nothing encourages the bullies;
- Do not try to deal with the problem on your own;
- Do not use violence against the bullies;
- Do not exaggerate – this only casts doubt on your version of events.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy

Responsibilities of teachers and other adults
- Watch for early signs of distress in pupils – deterioration of work, reduced attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns should be passed on to the relevant Head of Year or Tutor;
- The Tutor or senior pastoral staff should listen and record all incidents;
- Respond to the victim, offer help and put the school's procedures into action;
- Make it clear to the bully that this kind of behaviour is not acceptable;
- Use all pupils as a positive resource in the stopping of bullying. Peer groups will often be willing to help and support victims once recognised by a teacher. They can also help newcomers to feel welcome and accepted.
- Foster in our students' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behavior we expect of our students
- Deal with observed instances of bullying promptly and report promptly and fully on the action which has been taken
- Refer serious or ongoing cases of bullying to relevant member of the Senior Pastoral Team

Responsibilities of parents
If a parent thinks that their child is being bullied then they should contact the Academy immediately. They should contact either the Tutor or Head of School initially. Parents should also encourage their child to talk to an adult they trust about bullying incidents that have taken place.

- Advise their child not to retaliate violently to any form of bullying
- Keep a written record of any reported incidents of bullying
- Co-operate with the school if their child is accused of bullying to try and ascertain the truth. Point out the implications of bullying for all concerned.

Courses of action against bullying
- All cases of reported bullying should be taken seriously;
- Students are informed that they should approach any adult in the Academy they trust.
- Serious issues of bullying should be referred to the Head of School, or senior staff;
- When consulted about a bullying incident, the member of staff handling the matter will interview separately the victim, the alleged bully and any witnesses in order to establish an accurate account of events. Written reports should be made and kept.
- All factors will be considered including the nature of the incident and any previous involvement in similar acts.
- It is essential that both the victim and the perpetrator(s) are seen later to see if the issue has been resolved. If there is a continuation of the problem, then the dialogue needs to be started again and further action taken;

- The Academy is committed to attempting to create empathy amongst possible bullies by asking them to reflect on the consequences and effects of their actions to discourage bullying tendencies.
- At whole Academy level, the prevention of anti-social behaviour lies at the heart of the pastoral system. The best protection is our first class positive achievement system where we aim to create a climate where anyone who is bullied will report it in the certainty of a sympathetic hearing.
- The Academy refuses to accept bullying and if all else has failed sanctions within the parameters of the Academy behaviour management and discipline system.

Preventative Measures

- The ethos and positive achievement culture established within our community promotes tolerance, respect and civility (see benchmarked student and parent surveys)
- The delivery of anti-bullying messages overtly in the curriculum is clear, well-presented and respected by students
- The maintenance of good order and a safe environment in classrooms and around the site prevents bullying (see survey)
- Very strong, highly skilled pastoral work intervenes effectively to ensure that potentially difficult situations are 'nipped in the bud' when issues are brought to the attention of staff at the school

Professional Development

- All new staff receive anti-bullying training as part of their induction programme
- All staff receive safeguarding training regularly
- We support all staff to establish calm, purposeful learning environments

Supporting Students

- We support the needs of all young people involve in the rare instances of bullying
- Investigations are thorough, fair and incorporates appropriate conversations with students and parents/carers.
- If necessary other relevant professionals may be contacted with support of parents (e.g. Behaviour Management teams, Student Support Officers, Educational Psychologist)

Monitoring the effectiveness of our approach

We seek the views of students, parents and staff on an annual (rolling) basis on all matters relating to bullying, safety discipline, support, self-esteem/confidence. Interpretation of the views of students, staff and parents are lent credibility by comparing responses to thousands of views to the same questions by students, parents and staff nationally.

BRANSTON COMMUNITY ACADEMY

POLICY FOR SUPPORTING STUDENTS WITH MEDICAL NEEDS

Introduction

- The Children and Families Act 2014 includes a duty for schools to support children with medical conditions.
- Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply.
- All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.
- We recognise that medical conditions may impact social and emotional development as well as having educational implications.
- Our school will build relationships with healthcare professionals and other agencies and in order to support effectively students with medical conditions.
- The Academy will assign a named person for each student with a medical condition.

Roles and Responsibilities

The Academy will:

- Inform relevant staff of medical conditions
- Arrange training for identified staff
- Ensure that staff are aware of the need to communicate necessary information about medical conditions to supply staff where appropriate, taking the lead in communicating this information
- Write a risk assessment for school visits and other activities outside of the normal timetable
- Develop, monitor and review Individual Healthcare Plans.
- Work together with parents, students, healthcare professionals and other agencies.

The Governing Body is responsible for:

- Determining the school's general policy and ensuring that arrangements are in place to support children with medical conditions.

The Principal is responsible for:

- Overseeing the management and provision of support for children with medical conditions
- Ensuring that sufficient trained numbers of staff are available to implement the policy and deliver individual healthcare plans, including to cover absence and staff turnover.
- Ensuring that schools staff are appropriately insured and are aware that they are insured.

Teachers and Support Staff are responsible for:

- The day to day management of the medical conditions of the children they work with, in line with training received.

- Working with the named person, ensuring that risk assessments are carried out for school visits and other activities outside of the normal timetable.
- Providing information about medical conditions to supply staff who will be covering their role where the need for supply staff is known in advance.

N.B. Any teacher or Support Staff member may be asked to provide support to a child with a medical condition, including administering medicines. However, no member of staff can be required to provide this support.

The Local Authority School Nurse is responsible for:

- Notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible this should be done before the child starts at our school.
- Providing support for staff on implementing a child's individual healthcare plan and providing advice and liaison including with regard to training.

Procedure when notification is received that a student has a medical condition

- The SENCo will liaise with relevant individuals, including as appropriate parents, the individual student, health professionals and other agencies to decide on the support to be provided to the child.
- Where appropriate, an Individual Healthcare Plan will be drawn up.
- Appendix A outlines the process for developing individual healthcare plans.

Individual Healthcare Plans (IHCPS)

- An IHP will be written for students with a medical condition that is long term and complex.
- It will clarify what needs to be done, when and by whom and include information about the child's condition, special requirements, medicines required, what constitutes an emergency and action to take in the case of an emergency.
- Where a child has SEN but does not have a statement or EHC plan, their special educational needs will be mentioned in their IHP.
- IHPs will be reviewed annually, or earlier if evidence is provided that a child's needs have changed.

Medicines on Site

General

The guidelines below are not about emergencies, but about medicines and non-emergency illness.

Feeling unwell on site

In normal cases of "sickness" on site, the main role of Academy staff is to call parents to take the student home. Parents should provide contacts, including where necessary work contacts, for this purpose. It is parents'/guardians' responsibility to keep these important contact numbers up to date when changes occur. Parents should not send students to Academy who are unwell at home.

In the case of accident or emergency, the role of Academy staff is to call an ambulance or medical help. Parents will be contacted to accompany their child to hospital or medical Centre.

1.   The general rule is that the use of medicines on site should be avoided or minimised – both in order to avoid any risk to other students, and because the Academy, is not, and does not provide, a medical service. (NB School staff in law have no duty or obligation to administer or oversee use of medicines).

2.   a)   In order to minimise the presence of medicines on site, the general rule is that when students are ill, or receiving medicines, in most cases they should be at home (authorised absence on medical grounds).

        b)   In cases where medical opinion is that a student can attend school while, for example, finishing off a course of medicine, parents should specifically ask doctors if it is possible to prescribe a timing regime that will enable medicines to be taken at home (e.g. before school, after school, before bedtime).

        c)   In cases where the parents wishes to allow a student to carry medicines for self-administration on site, a request form must first be completed. Even where permission is given – only the minimum dose should be carried, and it must be stressed to the student (who at secondary age is likely to be self-administering) that in no circumstances should medicines be displayed or offered to other students. Failure by students to observe this will be taken as a very serious disciplinary matter, indeed. Parents uncertain of the level of trust they can place in their children in this respect should be keeping students at home until they have completed their course of medicine.

3.   In a minority of circumstances, provided there is prior written agreement with Academy, (i.e. a written request and written confirmation of agreement) nominated Academy staff may be prepared to hold and oversee the taking of medicines. Such agreements will be time-limited.

4.   In such cases, the parent must first complete and sign the relevant Academy request form, which will show the medical advice from the doctor, and will include a declaration by the parent absolving staff of any responsibility for any untoward effects of overseeing/administering the agreed dosage. It will be the parent and student's responsibility to ensure that no other medicines, or previous/subsequent doses of the same medicine are taken and it is also the parent's responsibility to ensure that any medicines are clearly labelled, "in date" and that expired medicines are replaced.

5.   If the Academy agrees to hold/oversee the use of medicines, there will normally be a set time (out of lesson time) for release of medicine to students. It is the parent/student's responsibility to ensure that the student arrives at the set time, and takes the medication. The Academy will record the time of any dosage given but it is not the responsibility of Academy staff to check or ensure that the student has taken a daily dose (but see 8 below).

6.   If the Academy uses a 'card' system to confirm that a student is listed as in receipt of medicines held by the Academy, it is the student's responsibility to ensure that the card is carried and presented at the right time. Academy staff have no contractual obligation to oversee/administer medication, and are entirely within their rights not to volunteer to do so when they have any doubt in any particular case about whether agreed procedures are being followed.

7.   In cases of known possible emergency (e.g. anaphylactic allergic reactions) parents should inform the Academy. At secondary age students are usually capable of carrying, if necessary, 'Epipen' devices. If parents wish the Academy to hold a second 'Epipen' centrally, the request form must be used and agreement obtained. The Academy will always ask for a written form of indemnity for staff who volunteer to use an Epipen in an apparent emergency.

8.   The Academy will keep a signed, dated record of the release of medication it has agreed to hold, and parents are welcome to check periodically if they wish to confirm whether or not their child has arrived at the set time to ask for the medicine to be put into their hands.

Action in Emergencies

A copy of this information will be displayed in the school office:

- Request an ambulance – dial 999 and be ready with the information below. Speak slowly and clearly and be ready to repeat information if asked.

    1. The school's telephone number
    2. Your name
    3. Your location
    4. Provide the exact location of the patient within the school
    5. Provide the name of the child and a brief description of their symptoms
    6. Inform ambulance control of the best entrance to use and state that the crew will be met and taken to the patient.

- Ask office staff to contact caretakers to open relevant gates for entry.
- Contact the parents to inform them of the situation.
- A member of staff should stay with the student until the parent/carer arrives. If a parent/carer does not arrive before the student is transported to hospital, a member of staff should accompany the child in the ambulance.

Activities beyond the usual curriculum

- Reasonable adjustments will be made to enable students with medical needs to participate fully and safely in day trips, residential visits, sporting activities and other activities beyond the usual curriculum.
- When carrying out risk assessments, parents/carers, students and healthcare professionals will be consulted where appropriate.

Unacceptable practice

The following items are not generally acceptable practice with regard to children with medical conditions, although the school will use discretion to respond to each individual case in the most appropriate manner:

- Preventing children from easily accessing their inhalers and medication and administering their medication when and where necessary.
- Assuming that every child with the same condition requires the same treatment
- Ignore the views of the child or their parents; or ignore medical evidence or opinion, (although this may be challenged).
- Sending children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans

- If the child becomes ill, sending them to the General Office unaccompanied or with someone unsuitable.
- Penalising children for their attendance record if their absences are related to their medical condition, e.g. hospital appointments
- Preventing students from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively.
- Requiring parents, or otherwise making them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs.
- Preventing children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips.

BRANSTON COMMUNITY ACADEMY

FIRST AID POLICY

The school shall inform employees of the first-aid provisions made for staff, including the position of equipment, facilities and names of designated first aiders.

The treatment of minor illness by the administration of medicines and tablets falls outside the definition of first aid.

DEFINITIONS

- '**First Aid**' means medical treatment for an injured person for the purpose of preserving and stabilising life and minimising the consequences of injury or illness until further medical treatment can be administered.

- '**First Aider'** means: a person who holds a valid First Aid at Work Certification or equivalent qualification.

ROLES AND RESPONSIBILITIES

- The overall responsibility for the day-to-day management of school rest with the Principal.

- The class teacher is responsible for classroom supervision and all staff on break duty are directly responsible for the supervision of students at break time.

- The academy's Health and Safety officers are the Business Manager and Vice-Principal.

- The Vice-Principal is responsible for ensuring training is up to date.

ASSESSMENT OF FIRST-AID NEEDS

- The Principal shall make an assessment of first-aid needs appropriate to the circumstances of the school.

- The Principal shall ensure first aiders are provided in sufficient numbers to enable first aid to be administered without delay should the occasion arise. **All designated first aiders must re-qualify every 3 years. This means re-qualifying before the end of the third year when the certificate is no longer valid.**

MANAGEMENT OF FIRST AID EQUIPMENT

- It shall be the responsibility of the First Aid Leader to ensure the provision of materials, equipment and facilities needed for the level of cover required.

FIXED AND PORTABLE FIRST-AID BOXES

- All school first-aid boxes are coloured green and are identified by a white cross on a green background. This conforms to the Safety Signs and Safety Signals Regulations.

- The boxes should contain a sufficient quantity of suitable first-aid materials. According the DfE guidance, as a minimum, First Aid boxes should contain: micropore, scissors, triangular bandage, wound dressing, instant ice-pack and gloves. **No medicinal substance or materials are permitted within a first-aid box. This includes items such as antiseptic sprays, lotions, suntan oil etc.**

- Individually wrapped sterile moist wipes, not impregnated with alcohol or antiseptic, may be used.

- Blunt ended stainless steel scissors should be kept in the boxes in case there is the possibility that clothing may have to be cut away prior to first aid treatment.

- Where tap water is not available for use as an eye wash only sterile water, sterile normal saline or sterile normal saline eye irrigation should be provided near the first-aid box. **Eye baths/cups/refillable containers should not be used for eye irrigation.**

- Where medicines have to be held by a manager for safety/security reasons, the separate lockable container must be used. This is in the General Office. A register of contents must be kept up to date. Please see Medicines on site policy.

FIRST AID TRAINING

- Vice-Principal (CPD) will arrange training for the qualification and re-qualification of first aiders.

CATEGORIES OF INCIDENTS AND PROCEDURES

Any student complaining of illness or who has been injured is sent to the General Office for the qualified First Aider(s) to inspect and, where appropriate, treat. Constant supervision will be provided. Should the child be too ill to stay at school, parents should be contacted as soon as possible so that the child can be collected and taken home.

Minor Accidents and Injuries

The adult in charge initially looks after the injured party. If deemed necessary, a First Aider will take the child to the First Aid area. **All accidents are recorded in the Accident Report Book by the first aider, parents are always contacted by telephone and a note (recording details of the incident/actions taken) is sent home.**

More serious Accidents and Injuries

If considered safe to do so, the injured party is taken to the First Aid station. Parents are immediately informed, particularly if there is a suspicion of broken bones/head or eye injuries. The child is kept under close observation until parents arrive, with the emphasis on making the child as comfortable and settled as possible.

Very Serious Injuries

In the event of a very serious injury, parents/guardians are immediately contacted. If the considered opinion of the staff is that immediate professional help is required, an ambulance is called.

The event is subsequently recorded in the Accident Report Book.

FIRST-AID RECORD KEEPING

After administering treatment, first aiders will ensure they adhere to the Academy arrangements for record keeping and accident reporting:

(i) Date, time and place of incident;
(ii) Name and, where relevant, job title of the injured or ill person;
(iii) Details of the injury/illness and what first aid was given;
(iv) What happened to the person immediately afterwards e.g. went home, went back to lessons, went to hospital etc. and
(v) Name and signature of the first aider or person dealing with the incident.

Staff should complete the accident book if they sustain an injury at work. An injured member of staff or other supervising adult should not continue to work if there is any possibility that further medical treatment is needed. The member of staff or other supervising adult concerned should seek medical advice without delay.

Our First Aiders are:

Name	Date qualified	Date Expires
Dawn Barnes		
Jane Lawson		
Jo Clark		
Karen Priestley		
Karen Walters		
Carol Porter		
Laura King	January 2014	January 2017
Kareem Mahfouz	May 2014	May 2017
Peter Olliver	April 2015	April 2018
Ann Sheridan	December 2014	December 2017
Martin Phillips	April 2015	April 2018

Complaints

- An individual wishing to make a complaint about actions regarding the school's actions in supporting a child with medical conditions should discuss this with the school in the first instance.
- If the issue is not resolved, then a formal complaint may be made, following the Academy's Complaints Policy.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

Process for developing Individual Healthcare Plans

Parent or healthcare professional informs school that child has been newly diagnosed, or is due to attend new school, or is due to return to school after long-term absence, or that needs have changed

↓

Named person to whom this has been delegated, co-ordinates meeting to discuss child's medical support needs, and identifies member of school staff who will provide support to student

↓

Meeting to discuss and agree on need for IHCP to include key school staff, child, parent, relevant healthcare professional and other medical/health clinician as appropriate (or to consider written evidence provided by them)

↓

Develop IHCP in partnership – agree who leads on writing it. Input from healthcare professional must be provided

↓

School staff training needs identified

↓

Healthcare professional commissions/delivers training and staff signed off as competent – review date agreed

↓

IHCP implemented and circulated to all relevant staff

↓

IHCP reviewed annually or when condition changes. Parent or healthcare professional to initiate

INTIMATE CARE POLICY

Revised July 2015

PRINCIPLES

- The Governing Body is committed to ensuring that all staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

- We recognise that there is a need to treat all pupils, whatever their age, gender, disability, religion, ethnicity or sexual orientation with respect and dignity when intimate care is given. The child's welfare is of paramount importance and his/her experience of intimate and personal care should be a positive one. It is essential that every pupil is treated as an individual and that care is given gently and sensitively: no pupil should be attended to in a way that causes distress or pain.

- Staff will work in close partnership with parent/carers and other professionals to share information and provide continuity of care.

- Where pupils with complex and/or long term health conditions have a health care plan in place, the plan should, where relevant, take into account the principles and best practice guidance in this intimate care policy.

- Members of staff must be given the choice as to whether they are prepared to provide intimate care to pupils.

- All staff undertaking intimate care must be given appropriate training.

- This Intimate Care Policy has been developed to safeguard children and staff. It applies to everyone involved in the intimate care of children.

- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

DEFINITION

- Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

- It also includes supervision of students involved in intimate self-care.

BEST PRACTICE

- Students who require regular assistance with intimate care have written Individual Education Plans (IEP), health care plans or intimate care plans agreed by staff, parents/carers and any

other professionals actively involved, such as school nurses or physiotherapists. The plan should be reviewed as necessary, but at least annually, and at any time of change of circumstances, e.g. for residential trips or staff changes (where the staff member concerned is providing intimate care). They should also take into account procedures for educational visits/day trips.

- In relation to record keeping, a written record should be kept in a format agreed by parents and staff every time a child has an invasive medical procedure, e.g. support with catheter usage (see afore-mentioned multi-agency guidance for the management of long term health conditions for children and young people).

- These records will be kept in the child's file and available to parents/carers on request.

- Where a care plan or IEP is **not** in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (eg has had an 'accident' and wet or soiled him/herself). It is recommended practice that information on intimate care should be treated as confidential and communicated in person by telephone or by sealed letter, not through the home/school diary.

- All pupils will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each individual pupil to do as much for his/herself as possible.

- Staff who provide intimate care are trained in personal care (eg health and safety training in moving and handling) according to the needs of the pupil. Staff should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.

- Staff will be supported to adapt their practice in relation to the needs of individual pupils taking into account developmental changes such as the onset of puberty and menstruation.

- Staff who provide intimate care should speak to the student personally by name, explain what they are doing and communicate with all children in a way that reflects their ages.

- Every child's right to privacy and modesty will be respected. Careful consideration will be given to each pupil's situation to determine who and how many carers might need to be present when s/he needs help with intimate care. SEN advice suggests that reducing the numbers of staff involved goes some way to preserving the child's privacy and dignity. Wherever possible, the student's wishes and feelings should be sought and taken into account.

- An individual member of staff should inform another appropriate adult when they are going alone to assist a pupil with intimate care.

- Adults who assist students with intimate care should be employees of the school, not students or volunteers, and therefore have the usual range of safer recruitment checks, including enhanced DBS checks.

- All staff should be aware of the school's confidentiality policy. Sensitive information will be shared only with those who need to know.

CHILD PROTECTION

- The Governors and staff at this school recognise that students with special needs and who are disabled are particularly vulnerable to all types of abuse.

- The school's child protection procedures will be adhered to.

- Where appropriate, pupils will be taught personal safety skills carefully matched to their level of development and understanding.

- If a student becomes unusually distressed or very unhappy about being cared for by a particular member of staff, this should be reported to the Pastoral Team, Senior Designated Person or Principal. The matter will be investigated at an appropriate level (usually the Principal) and outcomes recorded.

PHYSIOTHERAPY

- Students who require physiotherapy whilst at school should have this carried out by a trained physiotherapist. If it is agreed in the IEP or care plan that a member of the school staff should undertake part of the physiotherapy regime (such as assisting children with exercises), then the required technique must be demonstrated by the physiotherapist personally, written guidance given and updated regularly. The physiotherapist should observe the member of staff applying the technique.

- Under no circumstances should school staff devise and carry out their own exercises or physiotherapy programmes.

- Any concerns about the regime or any failure in equipment should be   reported   to   the physiotherapist.

MEDICAL PROCEDURES

- Pupils who are disabled might require assistance with invasive or non-invasive medical procedures such as the administration of rectal medication, managing catheters or colostomy bags. These procedures will be discussed with parents/carers, documented in the health care plan or IEP and will only be carried out by staff who have been trained to do so.

- It is particularly important that these staff should follow appropriate infection control guidelines and ensure that any medical items are disposed of correctly.

- Any members of staff who administer first aid should be appropriately trained.

This policy was adopted by the Governing Body on….………….……… (Date)

It will be reviewed ………………………..…………………………….. (Date)

(NB recommendation - on a three yearly cycle)

BRANSTON COMMUNITY ACADEMY

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MANAGEMENT OF FIRST AID EQUIPMENT

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The adult in charge initially looks after the injured party. If deemed necessary, a First Aider will take the child to the First Aid area. **All accidents are recorded in the Accident Report Book by the first aider, parents are always contacted by telephone and a note (recording details of the incident/actions taken) is sent home.**

More serious Accidents and Injuries

If considered safe to do so, the injured party is taken to the First Aid station. Parents are immediately informed, particularly if there is a suspicion of broken bones/head or eye injuries. The child is kept under close observation until parents arrive, with the emphasis on making the child as comfortable and settled as possible.

Very Serious Injuries

In the event of a very serious injury, parents/guardians are immediately contacted. If the considered opinion of the staff is that immediate professional help is required, an ambulance is called.

The event is subsequently recorded in the Accident Report Book.

FIRST-AID RECORD KEEPING

After administering treatment, first aiders will ensure they adhere to the Academy arrangements for record keeping and accident reporting:

(vi) Date, time and place of incident;

(vii) Name and, where relevant, job title of the injured or ill person;

(viii) Details of the injury/illness and what first aid was given;

(ix) What happened to the person immediately afterwards e.g. went home, went back to lessons, went to hospital etc. and

(x) Name and signature of the first aider or person dealing with the incident.

Staff should complete the accident book if they sustain an injury at work. An injured member of staff or other supervising adult should not continue to work if there is any possibility that further medical treatment is needed. The member of staff or other supervising adult concerned should seek medical advice without delay.

Appendix 1

Our First Aiders are:

Name	Date qualified	Date Expires
Dawn Barnes		
Jane Lawson		
Jo Clark		
Karen Priestley		
Karen Walters		
Carol Porter		
Laura King	January 2014	January 2017
Kareem Mahfouz	May 2014	May 2017
Peter Olliver	April 2015	April 2018
Ann Sheridan	December 2014	December 2017
Martin Phillips	April 2015	April 2018

BRANSTON COMMUNITY ACADEMY
SCHOOL VISITORS POLICY AND PROCEDURES

In performing this duty the Governing Body recognises that there can be no complacency where child protection and safeguarding procedures are concerned. The school therefore requires that **ALL VISITORS** (without exception) comply with the following policy and procedures.

Objectives

To have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents and conforms to child protection and safeguarding guidelines.

Where and to whom the policy applies

- **All** external visitors entering the school site during the school day or for after school activities (including peripatetic tutors, sports coaches, and topic related visitors e.g. authors, journalists)
- Building and maintenance and all other independent contractors visiting the school premises
- Independent contractors who may transport students on minibuses or in taxis.

Protocols and Procedures

Visitors to the School

All visitors to the school will be asked to provide formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below). They must follow the procedure below:

- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Signing-in Book which is kept in reception at all times, making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification lanyard which must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact or their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them whilst they are on site.

Approved Visitor List

The school will hold an approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply staff).

To qualify for this list the visitor must have demonstrated, prior to the visit that:

a) They have a current clear enhanced DBS check and a copy of this has been registered on the School's Single Central Record and

b) A current clear DBS children's Barred Check has been undertaken and

Visitors on the Approved list **MUST** follow the same procedures on entry to the premises (i.e. come to reception and sign in the visitors book). A copy of the approved visitor list will be kept behind reception at all times.

Visitors Departure from school

On departing the school, visitors MUST leave via reception and:

- Enter their departure time in the Visitors Record Book alongside their arrival entry
- Return the identification Lanyard to reception
- A member of staff should escort the visitor to reception.

Unknown/Uninvited Visitors to the school

Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site. As a community school the 'polite challenge' could begin with 'sorry to bother you, but are you on your way to/from the Nursery/Library/Heron's Gym?

If the person is a visitor who has not found reception then they should then be escorted to reception to sign the visitors book and be issued with an identification lanyard.

The procedures under "Visitors to the School" above will then apply. In the event that the visitor refused to comply, they should be asked to leave the site immediately and a member of the SLT informed.

The SLT member will consider the situation and decide if it is necessary to inform the police.

If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for,.

Governors and Volunteers

All governors and volunteers must comply with Disclosure and Barring Service procedures, completing a DBS disclosure form (if not already held) via Ms H Marriott, Administration and HR Manager.

The school must check all governors and volunteers' DBS certification is current.

Thereafter, procedures as per above should apply.

New volunteers will be asked to comply with this policy by staff they first report to when coming into school for an activity or class supporting role.

Staff Development

As part of their induction, new staff will be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures at all times.

July 2015

Annex 12

BRANSTON COMMUNITY ACADEMY
SCHOOL SECURITY POLICY

Objectives

- Promoting a coordinated response to risk management
- Identifying improvements in security culture procedures

The Governing Body

- The Governing Body will ensure a security policy is in place and is monitored and reviewed annually as part of Safeguarding umbrella of policies.
- The Governing Body will ensure that staff aware of, and adhere to school security and participate in training where appropriate.

The Principal

The Principal will have delegated responsibility for the day to day security of the school including:

- All staff appreciating the importance of security and understand the School's policy/procedures and their own responsibilities.
- Staff training needs are kept under review and training arranged as and when necessary.
- Regular reports on Safeguarding including security will be made to the Governing Body
- External agencies are involved where necessary e.g. police informed of criminal activity.

School Business Manager/Senior Caretaker

- Maintain the security systems and equipment
- Carry out regular routine security checks.
- Maintain a record of all security checks
- Record security lapses and review security procedures as and when required.
- Raise awareness of security issues

Staff

Whatever the arrangements for delegating certain functions, there is a clear message that good security involves everyone in the school.

Staff should be aware of and conform to operational procedures that affect security e.g.

- Key control procedures
- Visitor monitoring
- All staff will be issued with ID badges and will display these whilst on the premises.

Students

Students are encouraged to:

- Report any persons on site that are not familiar to them and are not wearing either the official school ID badge or a visitor ID badge. Students should not approach any stranger who is not wearing a badge but report all strangers immediately to the nearest member of staff.

Trespass

Trespass may give rise to a criminal offence under section 547 of the Education Act 1996 (see section 6.2 and 6.4 of the Head's Legal Guide) and section 206 of the Education Act 2002 (see section 6).

The school is a private place. Any person who is not included in the following categories and enters without permission, is a trespasser and may be asked to leave:

a) Members of staff – unless suspended for health or disciplinary reasons
b) Registers students – unless excluded for disciplinary reasons
c) Parents or guardians responsible for a student at the school – unless prevented for legal reasons
d) Member of the community appropriately engaged in community academy activities:
    i. Branston Community Day Nursery
    ii. Heron's Gym
    iii. Community Library
e) Others – Governors, suppliers, contractors and authorised users of the premises for 'out of hours' activities.

Visitor Access Control

Identifies legitimate visitors and monitors:

a) Their arrival and reason for their visit by requiring them to sign in and complete the safeguarding documentation.
b) Movement around the school and
c) Departure time
d) All visitors will be given an ID badge, which they will wear as long as they are on site and carry the safeguarding documentation with them.

Offences Not Involving Assault

Section 154 of the Public Order Act 1994 makes it an offence to use threatening, abusive or insulting words or behaviour, or disorderly behaviour, within the hearing or sight of a person to whom it is likely to cause harassment, alarm or distress, even when no intent is involved.

The school may decide that incidents in or around school, which might technically amount to committing the offences listed above, are best dealt with internally without involving the police.

The school is aware of, and will act on where appropriate, the criminal offences contained in the Protection from Harassment Act 1997.

Should any visitor to the school behave in a verbally abusive manner, they will be asked to leave the building and grounds or the police called.

An Incident that Involves Physical force

In the event of any person assaulting or battering another person, (staff, student, governor, other adults or children involved in school activities):

- The school may restrain the assailant with reasonable force to protect the victim.
- In all but minor cases the school will refer to the police any assaults which appear to involve bodily harm.
- Where possible those involved should make an immediate note of witnesses or others in a position to provide evidence of the assault.
- The school will be ready and willing to provide a substantive account of what led up to the incident.

Offensive weapons

It is now an offence under Section 139A of the Criminal Justice Act 1988 (as inserted by Section 4 of the Offensive Weapons Act 1996) for anyone to carry an offensive weapon or knife on the school premises.

When it is reasonable to believe that a student is carrying an offensive weapon it may be appropriate for a senior member of staff to search the student if the student agrees to co-operate. In such an event there should be a witness present. Searches must be undertaken by a member of staff who is of the same gender as the student being searched (see Behaviour policy).

When a student declines to co-operate, the parents/guardians must be summoned after the matter has been referred to the Principal, followed if necessary by referral to the police.

Theft, Petty Vandalism, Minor Criminal Damage and Burglary

Criminal incidents of this sort require reporting to the police and could possibly be likely to require an emergency response where an intruder is still present on the premises.

When an intruder is thought to be present on the premises police help must be sought immediately.

Reporting and Recording Incidents

The school will maintain an Incident Log. This will contain simple but accurate details of all events, which, while quite minor in nature, could be significant if they recurred and became persistent. All staff are expected to record on an Incident Form, as attached at Appendix A:

- Trespass
- Aggressive behaviour by persons other than students around the school building
- Matters reported by the students
- Any other incidents giving cause for concern
- The Administration and HR Manager will retain the completed forms in an Incident Log
- The Principal and Vice-Principal (Safeguarding) will check the Incident Log regularly to see if any patterns are developing and to consider the need for consequent action.

Site Security

Al staff are responsible for the security of buildings and property

At the end of the school day each member of staff should ensure that all windows and external doors are securely fastened prior to a check by site staff.

Risk assessments are in place and are reviewed by the health and safety representatives annually.

Contractors

Contractors on school site are require to observe the school's security policy/procedure and this is overseen by the relevant site staff (Contractor's pack).

July 2015

INCIDENT REPORT FORM

Includes trespass, nuisance or disturbance on school premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to personal property.

This form should be completed as fully as possible. A member of staff should complete the form for an incident involving or witnessed by a student. Please use continuation sheets if necessary.

1. **Member of staff reporting incident**

   Name: _____

   Position: _____

2. **Personal details of person assaulted/verbally abused (if appropriate)**

   Name: _____

   Position: _____

   Class: _____

   Age: _____   Gender: _____

3. **Details of trespasser/assailant(s) (if known)**

   _____

   _____

   _____

   _____

4. **Witness(s) (if any)**

   Name: _____

   Address: _____

   Gender: _____   Age: _____

   Other information: _____

   _____

   Relationship between member of staff/student and trespasser/assailant

   _____

5. **Details of incident**

   a) **Type of Incident** (e.g. if trespass, was the trespasser causing an nuisance or disturbance and how; if assault, give details of any injury suffered, treatment necessitated, etc.

   _____

   _____

   _____

   b) **Location of Incident** (attach sketch if appropriate)

   _____

   _____

   c) **Other details** (describe incident, including, where relevant, event leading up to it; relevant details of trespass/assailant not given above; if a weapon was involved, who else was present.

   _____

   _____

   _____

6. **Outcome:** (e.g. whether police called; whether trespasser was removed from premises under section 547; whether parents contacted; what happened after the incident; any legal action

   _____

   _____

   _____

7. **Any further information/sketches, etc. (as attachments)**

   _____

   _____

Signed: _____   Dated: _

MISSING STUDENT PROCEDURES

1. **A student does not turn up at school by end of Registration**

Unless parents/carers have informed the school of the absence, the GO will contact parents/carers by phone or email to inform them that the student has not arrived at school.

As the student has not arrived in school it is the parents/carers responsibility to locate their missing child.

The school will do everything that it can to help the parent and any other agencies who become involved in tracking down the student.

In cases where it is believed that parents/carers are not undertaking their responsibilities for a missing student and are consequently placing the child at risk of significant harm, the school will make a referral to Social Care/local police.

2. **Cases where a student does not attend a class during the school day**

Registers are to be taken by staff at the beginning of each lesson. Any student absence is checked by asking students to confirm absence from tutor group/other lessons.

If there is any doubt then the correct procedure is to report the matter to GO by sending a message with another student and ask them to follow up the absence.

Check that the student is missing

- GO check the signing out book and register to see if the student is absent legitimately;
- Friends and siblings asked if they know the whereabouts of the student;
- GO inform SLT and senior pastoral staff who undertake a search of the buildings and premises;
- Site staff undertake a check of the CCTV;
- Inform parents – this stage will be implemented 30 minutes or so after the student was noticed as missing.
- The GO will contact the parents/carers by phone and initiate a dialogue over the incident;
- If a parent cannot be contacted or the parent is unable to throw any light on the whereabouts of the missing student, **the matter is to be reported to the police by dialling 9 111 or 9 999;**
- The police will require the following information:
  - o Description of the student including their clothing
  - o Full Name
  - o Date of Birth
  - o Gender
  - o Ethnic Background
  - o Parents'/Carers' name and address

- o Mobile phone number etc.
- o Details of where the student was last seen and with whom
- o Recent photograph (can be downloaded by SIMS)
- o Previous history of absenteeism and circumstances of where found
- o Any significant health needs e.g. medication
- o Any factors that add to the risk to the student, for example level of maturity, physical or cognitive disability.

Role of the Police

On receiving a referral and the missing person's details and circumstances, the police will carry out a risk assessment and carry out enquiries to find the missing person proportionate to their perception of the risk the student is in.

On locating a missing person the police will return the young person to the care of their parents/carers. In cases where they believe this will place the young person in significant harm they will initiate safeguarding procedures.

The police will keep the school informed of the progress that they make.

Records

All cases of a missing student need to be recorded with details of the circumstances and outcome. These will be kept in the students' file and also on the SIMS Behaviour Log.

The report should cover: time, place, when the student was noticed as missing, the events leading up to the student going missing, the length of time the student was missing, the actions taken [details and time], outcome and lessons for the future.

3. **Specific actions to be followed by staff if a student goes missing on an outing**

- An immediate head count to be carried out to ensure that all the other students are present. Keep the party together in one space and ensure that they are fully supervised;
- Ask the students present if they have any knowledge of the missing student(s);
- A staff member to phone the student's mobile phone (a list will be collected before the trip) and other emergency numbers provided;
- A staff member to search the immediate vicinity;
- The trip leader to contact the School/Emergency staff contact and ask them to contact the parents/carers of the child and Senior Management;
- Contact the venue manger and arrange a full search of the premises/area;
- Contact the police if the student(s) has/have not been found after 40 minutes or so;
- Arrange for the rest of the students in the party to be taken back to school or the residential accommodation (if the trip involves an overnight stay). It is essential that the students are fully supervised;
- Inform relevant authorities Social Care, Local Children Safeguarding Board, Ofsted, Health and Safety Executive (RIDDOR if the child is significantly injured) as appropriate.
- Prepare a detailed Report as above.