

Safeguarding Policy

The role of Safeguarding Lead is shared:
Recruitment and SCR – Headteacher, Tracey Hartley and Headteacher’s PA, Louise Hoare
DSL/ DCPO – Deputy Headteacher Head, Kim Hill
Additional DCPOs- Assistant Head, David Sammels; Head of Sixth Form, Helen Burrow; Tobias Neill,
Head of Year 8 and 9; Mark Till, Head of Year 11; Nicola Roberts, Student Welfare Officer
Health and Safety (Site Management) – Site Manager, Philip Bradshaw
Safeguarding Governor – Andrew George

Our school works to create a culture of security for its pupils which demonstrates its concern for their welfare and safety; it also aims to provide a place where pupils will feel they can talk openly and will be listened to. The Child Protection Policy is one aspect of this concern.

1.0 Framework

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2013, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2003. The guidance reflects, ‘Keeping Children Safe in Education’ 2016.

1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

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

1.5 The safeguarding procedures apply to all members of teaching and non-teaching staff, volunteers and Governors, when working with pupils, even where this is away from the School, for example on an educational visit.

2.0 The aims of this policy are:

- To support the child’s development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendix 1)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

¹ Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a central record is kept for audit.

3.0 Safe School, Safe Staff

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- 3.1 there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- 3.2 the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- 3.3 the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- 3.4 a senior leader has Lead Designated Child Protection Officer (DCPO) responsibility. The Lead DCPO, Kim Hill, is a member of the Senior Leadership Team. The Deputy Designated Child Protection Officers is Rachel Bailey. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DCPO new to role' training followed by biannual updates
- 3.5 on appointment, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years
- 3.6 all other staff have Safeguarding training updated annually
- 3.7 any weaknesses in Child Protection are remedied immediately
- 3.8 a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- 3.9 Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- 3.10 the Governing Body considers how the school operates robust and sensible health and safety procedures and operates clear and supportive policies on drugs, alcohol and substance misuse; teaching pupils about safeguarding, for example through the PSD programme, visiting speakers and the tutorial programme and through sex and relationship education (SRE).
- 3.11 that enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools
- 3.12 the SLT who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years
- 3.13 all members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- 3.14 all members of staff are trained in and receive regular updates in e-safety and reporting concerns
- 3.15 all other staff and governors, have child protection awareness training, updated by the DCPO as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 3.16 all members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.
- 3.17 all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.
- 3.18 where staff from another organisation are working on their own with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff
- 3.19 we follow the local inter-agency procedures of the Buckinghamshire Safeguarding Children Board
- 3.20 all staff are alert to signs of abuse both in the School and from outside and protect each pupil from any form of abuse, whether from an adult or another pupil
- 3.21 we deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with an agreed child protection plan
- 3.22 implement procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- 3.23 staff are alert to the medical needs of children with medical conditions
- 3.24 the school operates procedures to promote the educational achievement of children who are looked after
- 3.25 the school has procedures in place for dealing with children that go missing from education in accordance with KCSIE
- 3.26 staff are alert to the threats of specific safeguarding issues as outlined by KCSIE such as Child Sexual Exploitation and Female Genital Mutilation (from October 2015 it is now mandatory to report cases or suspected cases of FGM)
- 3.27 the school has procedures in place to fulfil the School's Prevent duty, to identify children at risk of radicalisation and extremism, protect them and making referrals as appropriate
- 3.28 our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 3.29 community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 3.30 child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 3.31 our procedures will be regularly reviewed and up-dated.
- 3.32 the name of the designated members of staff for Child Protection, the Designated Child Protection Officer, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 3.33 all new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DCPOs' names clearly displayed, as part of their induction into the school.
- 3.34 the policy is available publicly either on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website

Working with outside visitors

At John Hampden Grammar School, all community based agencies who visit to provide curriculum support are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon students in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the students actively and communicate at appropriate levels for the age group concerned.
- Make clear to the students who they are, who they represent and what their aim and objectives are.
- Communicate with students using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff must ensure that:

- checks have been made with the LA if there are any concerns
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- date and times have been confirmed in writing
- an evaluation process has been agreed

4.0 Responsibilities

The DSL/ DCPOs are responsible for:

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

⁴ Contact the LADO for guidance in any case

4.1 Briefing school staff (non-teaching, teaching staff and volunteers), and as appropriate, prefects and other senior pupils on the relevant contents of the above guidance and procedures, and on the procedures the school should follow below - including the briefing of new staff as part of their induction after arrival at the school.

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff is aware of and understands the school's child protection policy and procedures, especially new and part time staff. This should include: The child protection policy and The staff code of conduct
- All staff should be provided with a copy of KCSIE (Part1) and required to confirm that they have both read and understood its contents.
- All staff members should receive safeguarding and child protection updates at least annually to ensure they have relevant and current skills and knowledge to safeguard children effectively. Staff should ensure they understand their role in the early help process including identifying emerging problems, liaising with the DSL, sharing information with other professional san in some cases acting as the lead professional in undertaking an early help assessment
- Providing guidance to parents, children and staff about obtaining suitable support.

4.2

- Receiving reports of alleged or suspected child abuse within the school, or reported by a pupil relating to incidents at home or outside the school, contacting the children's services and taking other action in response.
- Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- Monitoring and evaluating the effectiveness of the school's Safeguarding Children Policy and ensuring it is updated annually.
- In addition the DSL should liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- The DSL should act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

4.3

- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Keeping written records of all concerns, ensuring that such records are stored securely and kept separate from the pupil's general file. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that when a pupil with a child protection plan leaves the school, appropriate levels of liaison between DSLs occur and the pupil's information is transferred to the DSL at their new school as soon as possible. The details of the recipient of files (date, school, DSL, authority etc) will be recorded and the DSL will ensure that the child protection file is transferred separately from the main pupil file.
- Ensuring that an indication of the existence of the additional file is marked on the pupil records.

4.6 Liaising with other agencies and professionals. Developing links with relevant statutory and voluntary agencies.

4.7 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

4.8 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

4.9 Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

Promoting Values

JHGS teaches a broad and balanced curriculum which promotes the spiritual, moral, social and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. It places great emphasis on the promotion of community cohesion.

JHGS promotes values in many of its day to day interactions with pupils. JHGS is a multi-cultural and multi faith school, which aims to:

- ensure children become valuable and fully rounded members of society, who treat others with respect and tolerance regardless of background
- promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs
- promote mutual respect amongst pupils and ensure they are fully prepared for life in modern Britain when they leave school. As a result of this JHGS expects pupils to:
- gain an understanding of how citizens influence decision making through democratic processes
- recognise that freedom to hold faith and beliefs is protected in law
- accept that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
- recognise the means of identifying and combatting discrimination

Prevent

JHGS has a duty of care to both pupils and staff. This includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The government has defined extremism 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".

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. JHGS does not intend to limit discussion of these or other issues related to British values e.g. democracy, law and government, however, it is mindful of its existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

The Prevent strategy, published by the Government in 2011, is part of the overall counterterrorism 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. Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism".

The 2011 Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

If staff become aware of activity that could fall within the categories outlined in the Prevent strategy they must pass the information on to the DSL or Headteacher immediately. If required, the School will work with the local authority to make appropriate referrals to Channel, a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The programme uses a multi-agency approach to protect vulnerable people by:

- a. identifying individuals at risk;
- b. assessing the nature and extent of that risk; and
- c. developing the most appropriate support plan for the individuals concerned. Further guidance can be found at www.gov.uk/government/publications/channel-guidance

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. A list of indicators is attached as Annex A to provide support for staff to understand and identify factors that could suggest a child or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit. All staff receive training on recognising the indicators of potentially vulnerable children and those who may be susceptible to radicalisation and the associated risks.

5.0 Supporting children

5.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

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

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

5.4 Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

6.0 Confidentiality

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The Headteacher or DCPOs will disclose any information about a child to other members of staff on a need to know basis only.⁵

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

6.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with *Social Care* on this point.

7.0 Supporting staff

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

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DCPOs and to seek further support as appropriate.

8.0 Allegations against staff

8.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

8.2 All Staff should be aware of Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

8.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁶

8.4 We understand that a pupil may make an allegation against a member of staff.

8.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher⁷.

8.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

8.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 8.6 above, without notifying the Headteacher first.

8.8 The school will follow the *Buckinghamshire* procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

⁵ Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008 (archived)

⁶ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

⁷ or Chair of Governors in the event of an allegation against the Headteacher

- 8.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and HR Consultant in making this decision. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Notwithstanding this we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. JHGS makes every effort to maintain confidentiality and guard against unwanted publicity. The restrictions apply up to the point where the accused person is charged with an offence or the DfE/ NCTL publish information about an investigation or decision in a disciplinary case.
- 8.10 If the school ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the DBS. Any such incidents will be followed by a review of the safeguarding procedures within the school with a report being presented to the Governing Body without delay. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to and also a referral to the National College for Teaching and Leadership (NCTL). Reasons a referral to NCTL would be considered are; “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found on the NCTL website.
- 8.11 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 8.8 above.
- 8.12 In addition, staff should understand that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the former is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil may be a criminal offence, even if that pupil is over the age of consent

9.0 Whistleblowing

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 9.2 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).
- 9.3 If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- 9.4 The School encourages a ‘whistle blowing culture’ in this respect and offers consideration of immunity from retribution or disciplinary action when done so in good faith.
- 9.5 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School safeguarding regime and that such concerns will be taken seriously by the SLT. In addition the NSPCC provide a Whistleblowing Advice Line which offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. <https://www.nspcc.org.uk/what-you-can-do/reportabuse/dedicated-helplines/whistleblowing-advice-line/>

10.0 Physical intervention

10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2 Such events should be recorded and signed by a witness.

10.3 Staff who are likely to need to use physical intervention will be appropriately trained.

10.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁸

11.0 Anti-bullying

11.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

12.0 Racist Incidents

12.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

13.0 Prevention

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

13.2 The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

14.0 Health and Safety

14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

⁸ 'Guidance on Safer Working Practices is available on the DfE website

15.0 Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

This policy also links to our policies on:

Allegations against staff

Anti-bullying

Attendance

Behaviour

Complaints

Curriculum

Drug Education

E-Safety, including staff use of mobile phones

Health & Safety

Managing medicines

Physical intervention

Recruitment

Risk Assessment

Sex and Relationships Education

Staff Code of Conduct

Teaching and Learning

Whistleblowing

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour

- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Abuse from use of Electronic Technology

The era of greater and greater access to, and use of, mobile technology and the internet exposes young people to previously unforeseen risks of abuse. Occasions of cyber bullying are increasing through the use of networking sites, and also through text and email messaging. People working with young people need to be aware of the risks posed by the use of such media. Our students increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The Prevent Duty requires the School to safeguard vulnerable individuals from being radicalised or drawn into extremism through the internet or social media. The use of technology has become a significant component of many safeguarding issues.

Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes

mechanisms to identify, intervene and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The School's e-safety policy is incorporated in the ICT Policy. This explains how we try to keep students safe in School. Cyber-bullying and sexting by students, via texts and emails, will be treated as seriously as any other bullying-type behaviour and will be managed through our anti-bullying procedures. Staff receive advice regarding the use of social networking and electronic communication with pupils. Online safety training is integrated into the regular safeguarding training staff undergo and this forms part of the pupils' PSD and tutorial programme.

Sexting

All staff should be aware safeguarding issues can manifest themselves via use of technology in the form of sexting, often as a form of peer on peer abuse. Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. Youth produced sexual imagery' best describes the practice because: - 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves. - 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context. - 'Imagery' covers both still photos and moving videos (Ref: Sexting in schools and colleges: responding to incidents and safeguarding young people (UK council for child internet safety))

Steps to take when dealing with an incident of sexting:

1. For general concern expressed by a pupil about how sexting may affect them or for information only. This should be for cases where the concern expressed is not specific or related to an alleged incident or disclosure. In this case staff should direct pupils to the following government website <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>
2. If a disclosure is made about an alleged sexting incident by a pupil the following steps should be taken:
 - a. Follow the steps outlined in 'What to do' for the recording and reporting of any disclosure as outlined in the Summary of the Safeguarding Policy.
 - b. If appropriate and with the pupil's permission, take the mobile phone. Do not view any content. Turn it off. Place it in an envelope on which you have written: What the envelope contains, the name of the pupil, the date and time. Ask the pupil to sign the envelope.
 - c. Hand the mobile phone to the DSL (or in their absence the additional DSL at the same time as you report your concern.
3. The DSL will deal with the incident using the detailed guidance contained in https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf

Radicalisation Indicators

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self- esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups Access to extremism / extremist influences
- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings? Experiences, Behaviours and Influences
- Has the child/ young person encountered peer, social, family or faith group rejection? • Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that 39 many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?

- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison? • Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships? • Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

Child Protection Policy

Further Guidance for Staff (to be read in conjunction with guidance in staff Code of Conduct)

- Staff are reminded that there is a statutory requirement to act on suspicions of child abuse and that they should notify the Designated Safeguarding Lead (DSL) Kim Hill, Senior Assistant Headteacher immediately of any concerns. Otherwise, the information is strictly confidential and should not be discussed with anyone else.
- The school follows the DFE guidelines “Working Together to Safeguard Children” and “Safeguarding Children in Education” summarised here as:

1. When to be concerned

- When a child has frequent or untypical injuries, not normally associated with the explanation given
- When a child exhibits untypical behaviour or his behaviour, progress or attitude at school changes significantly
- When a child indulges in sexual behaviour, either verbal or non-verbal, that is unusually explicit or inappropriate to his age
- When there are signs of neglect, lateness or truancy

2. Dealing with a Disclosure

- The form tutor is often the best person to notice signs of concern and all tutors are encouraged to work at developing good relationships with their form to foster a climate whereby pupils are able to approach them and talk freely.
- Child Protection procedures will also be followed where there is an allegation involving a member of staff; in addition, the Headteacher will be notified immediately unless the allegation involves her, in which case the Chair of Governors, Colin Hayfield, should be informed. In such cases the Local Authority Designated Officer, will be involved.
- The school recognises that abuse by children and young people relates directly to the school's Anti-Bullying Policy, which therefore forms an important part of this policy. Other policies that are relevant include Sex and Relationships, Drugs Education, Behaviour.
- Staff should follow the advice on safe working practices contained in the staff Code of Conduct

3. What to do

A concerned member of staff should record in factual, precise notes, giving times, dates, and diagrams of injuries if possible, the exact nature of the concerns and then notify the designated teacher who will offer guidance on Child Protection issues and know what to do next.

If a child makes a disclosure

- ✓ Listen without displaying shock or disbelief, accepting what is being said without asking leading questions, and allowing the child to talk freely.
- ✓ Remain non-judgemental.
- ✓ Reassure the child that it is right to tell, explain what has to be done next, and do **not** promise confidentiality.

4. Support

Dealing with child protection is always difficult and stressful. Members of staff should consider seeking support for themselves, initially from the Designated Safeguarding Lead

Safe Working Practices JHGS Code of Conduct

Introduction

John Hampden Grammar School seeks to provide a safe and supportive environment where the welfare of pupils is paramount. Staff seek to act professionally at all times but we recognise that tensions and misunderstandings can occur in the context of interactions between staff and pupils. This guidance aims to help staff safeguard pupils and reduce the risk of improper conduct or false allegations.

Principles

- Staff are responsible for their own actions
- Staff should be seen to work in a transparent way
- All staff should report any incident which may give rise to concern to a senior member of staff
- All staff should be aware of and follow the school's child protection procedures
- Staff need to be aware that criminal or disciplinary action can be taken when professional guidelines are breached

Guidelines: key points are printed in *italics*

1. Duty of Care

All staff have a duty to keep pupils safe and are accountable for the way in which they use their authority and position of trust. This duty can best be exercised through the development of caring but professional relationships. Staff should avoid situations where their motives can be questioned.

- *Report any incidents causing concern*
- *Record discussions and actions taken*

2. Confidentiality

Staff should never share information about pupils casually or allow pupils access to staff computer user privileges. However, concerns about Child Protection issues should be reported to the DSL; Kim Hill.

- *Treat information about pupils discreetly*
- *Seek advice when concerned*
- *Do not give out personal details to other pupils and be careful with email addresses*
- *Remember to log off whenever leaving your computer unattended; do not allow pupils to use your computer unless you have logged off*

3. Behaviour

Staff should adopt high standards of personal conduct at all times. This means:

- *Do not swear or use abusive language to or in the hearing of a pupil*
- *Do not use demeaning or racist comments (directly or indirectly)*
- *Never make sexual remarks to a pupil or discuss personal sexual relationships*
- *Do not lose your temper*
- *Dress appropriately in a smart and professional manner which will avoid attracting inappropriate comments*
- *Never make personal comments which humiliate or scapegoat a pupil or may seem to do so*
- *Never use age inappropriate resources with pupils*

4. Social Contact

Staff should never seek to make contact with a pupil outside school for the purpose of friendship. This is particularly important when there is the possibility of a pupil becoming infatuated with a member of staff.

- *Do not accept gifts that can be construed as bribes (end of term gifts are fine)*
- *Never give out personal telephone numbers or e-mail addresses. All contact e.g. Homework must be through the school e-mail addresses only*
- *Report any suspected infatuation to Kim Hill, Senior Assistant Headteacher*
- *Report any situation which you feel may compromise your professional standing*

5. Physical contact, intervention and control of pupils

It is not usually necessary to have physical contact with pupils, even when they are distressed and this should be avoided at all times. If physical contact of any kind is made, this should be entirely age appropriate and reported to a senior member of staff.

The circumstances in which staff can intervene to restrain a pupil are covered by the 1996 Education Act. These include intervention to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or behaving in a way that threatens discipline. However, staff must always have regard to their own and others' safety. Physical punishment must never be used and unwarranted force can be construed as a criminal offence. Any physical intervention must always be reported and documented.

- *Avoid **all** physical contact with a pupil, even horseplay*
- *Never hit a pupil; if you lose your temper and do so, report this straight away to a member of SLT*
- *Try to defuse situations before they escalate*
- *If possible, seek help before restraining a pupil and remove others from the scene*
- *Never endanger your own safety*
- *Treat pupils with dignity and follow the school's Behaviour Policy*

6. Sexual contact

Any kind of sexual contact with or comment to a pupil is both inappropriate and illegal. This is reinforced by the prohibition on adults in a position of trust. The sexual activity includes non-contact activities such as causing children to watch sexual activity or be involved in producing pornographic material. The Sexual Offences Act 2003 makes it clear that where positions of trust are concerned, offences apply to a young person under **18, not 16**. If the trust of a child is gained with the sole purpose of manipulating the relationship so that sexual abuse can occur, this is known as "grooming" which is illegal, and applies to both online and offline grooming.

- *No sexual relationship with a pupil should ever be pursued in or out of school*
- *Never discuss your sexual relationships with pupils*
- *Avoid any communication which could be interpreted as sexually provocative*

Sometimes the curriculum can raise subject matter which is sexually explicit or sensitive. Care must be taken to ensure that resource materials and discussions relate to learning outcomes; careful judgement is necessary in responding to pupils' questions.

- *Have clear lesson plans*
- *Refer to the school's Sex and Relationship Policy*
- *End the discussion if it becomes uncomfortable or embarrassing*

Using images of children for publicity purposes requires the consent of the pupil and his parents. Images should not be displayed on websites or publicly without such consent. Under no circumstances should staff access inappropriate images in school. Making, storing or disseminating such material is illegal and if proven will lead to the individual being barred from working with young people.

7. One to one situations

Staff are more vulnerable to accusations when alone with a pupil and any arrangements which require this (e.g. counselling) should be reviewed regularly.

- *If possible leave the door of a room open or use a room where there is a window in the door*
- *Tell someone about your intention to meet a pupil alone (use your common sense)*
- *If a pupil becomes agitated when you are speaking to him, end the meeting and report your concerns*
- *Never arrange to meet a pupil away from the school site unless permission has been given by the Headteacher*
- *Avoid travelling in the car with one pupil and tell someone if this is unavoidable, plan and agree arrangements in advance; ensure safety procedures are followed*
- *If a pupil is known to be difficult, have a colleague close at hand*

8. Educational visits and after school activities

Staff should take extra care in a less formal atmosphere and remember that they are still in a position of trust. The school follows the advice of its Educational Visits Co-ordinator.

9. Whistleblowing (c.f. County policy accepted by Governors)

Staff should be able to voice their concerns without fear of repercussions.

- *Report any behaviour that concerns you to a member of SLT.*
- *Record and date concerns*

Date: September 2017

Review date: July 2018