



Glebe House School Policy on Safeguarding Children

Adopted February 2010

Next Review September 2018

A. STATEMENT OF INTENT

The safety and well being of all our pupils at Glebe House School & Nursery, including those in the EYFS, is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

B. WHAT IS CHILD ABUSE?

Keeping Children Safe in Education 2015 defines child abuse as:

Types of abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

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

"A child may be experiencing abuse if he or she is:

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly "put down," insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn't seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse*

"Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour in circumstances that worry you.

"Abuse is always wrong and it is never the young person's fault."

SYMPTOMS

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal

- relationships between child and adults which are secretive and exclude others
- pregnancy
- children missing from education (All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more)

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

We follow the guidance of Government issues such as child sexual exploitation and radicalisation and we can point parents to appropriate support. Staff are trained in the duty to PREVENT.

C. What school staff should look out for ?

All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Daily attendance records are kept and reasons for absence are checked. Failure to let the school know by 9am is followed up by phone calls and should this occur on repeat occasions. Action would be taken as necessary to report missing children.

D. What school staff should do if they have concerns about a child ?

If staff members have concerns about a child they should raise these with the school's Designated Safeguarding Lead (DSL). The DSL will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

If an act of Female Genital Mutilation appears to have been carried out it is mandatory to inform the police. If you know someone at risk, contact the police on **101** or **999** in an emergency if you think that a girl or young woman is in danger of FGM and is still in the UK.

Contact the Foreign and Commonwealth Office if she's already been taken abroad. Telephone: 020 7008 1500

We wish to work cooperatively with parents and guardians, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If you need to report an allegation of abuse against a person who works with children, you need to contact the Local Area Designated Officer (LADO). Norfolk County Council Children's Services LADO team can be contacted on **01603 223473**.

The function of the LADO is provide advice and to lead any investigation into any allegation against someone working with children and for advice about extremism.

Norfolk County Council Children's Services can be contacted for general advice about concerns on 0344 800 8020

E. DESIGNATED SAFEGUARDING LEAD

Suzette Patrick, our Deputy Head, is our Designated Safeguarding Lead and Susie Pull, our Nursery Manager, is both DSL for the EYFS and her deputy from years 1 to 8. They have been fully trained for the demands of this role in safeguarding and inter-Agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They and the Headmaster undergo refresher training every two years. They maintain close links with the Norfolk Safeguarding Children Board (NSCB) and report at least once a year to the Governors on the safeguarding issues outlined above.

The Contact Details for the above in addition to phoning the School Office (01485 532809) are:

Suzette Patrick : mobile phone: 07748 060717 email smp@glebehouseschool.co.uk

Susie Pull : mobile phone: 07721 867963 email szp@glebehouseschool.co.uk

If needed the Headmaster can be contact as follows : : mobile phone: 07950 067028 or home 01485 533387 or by email email jpc@glebehouseschool.co.uk

The school's records on safeguarding are kept locked in the DSL's office, and are separated from routine pupil records. Access is restricted to the DSL and the Head Master.

F. Monitoring procedures

Nigel Flower (email: keepersgate@doctors.org.uk) is the Liaison Governor for Safeguarding issues. The Governors formally consider safeguarding issues once a year, with day to day issues being delegated to the Senior Management Team, which includes the Head Master, the Designated Safeguarding Lead and the Head of Nursery. And Sharon is responsible for:

- Reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged. In practice this means meeting with the DSL and ensuring that the DSL has considered legislative changes and any documents issued by the DfE or changes in procedure of other bodies such as the Norfolk Safeguarding Children Board (NSCB). Any training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled would be discussed. They would also discuss the meetings of the Norfolk Safeguarding Forum, which meets at least once a term and at which Suzette Patrick and Susie Pull would normally both be present
- Speaking to staff in all areas of the school to ensure that they know who to report concerns to and what they should or should not say to a child
- Ensuring that staff receive training as part of their induction process and existing staff receive regular refresher training at least once every three years in line with NSCB
- Discussing how children are taught about safeguarding
- Ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- Approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice
- ☐ Ensuring that the job description of the DSL is appropriate and that the DSL has sufficient time, funding, supervision and support to fulfil his or her child welfare and safeguarding responsibilities effectively
- ☐ Ensuring that they have the knowledge, skills and understanding necessary to keep safe any children who are looked after by a local authority
- ☐ Reporting to Governors at every meeting on any issues and amendments to policies and procedures
- ☐ Presenting an annual review of all policies to the Governing Body at their Autumn term meeting to be signed by the Chair of Governors

G. What should staff do if they have concerns about another staff member ?

If staff members have concerns about another staff member then this should be referred to the Headmaster. Where there are concerns about the Headteacher this should be referred to the chair of governors.

See appendix 3 for the full policy on this matter.

H. What should staff do if they have concerns about safeguarding practices within the school ?

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school management team.

Full information on whistleblowing is contained in the Staff Handbook and in the policy on Interaction with pupils.

Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

I. What should staff do if a pupil reports abuse ?

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details of which are given in the Policy for Pupils on Confidentiality and displayed on noticeboards around school). If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the DSL with a written account of what has transpired as a matter of urgency.

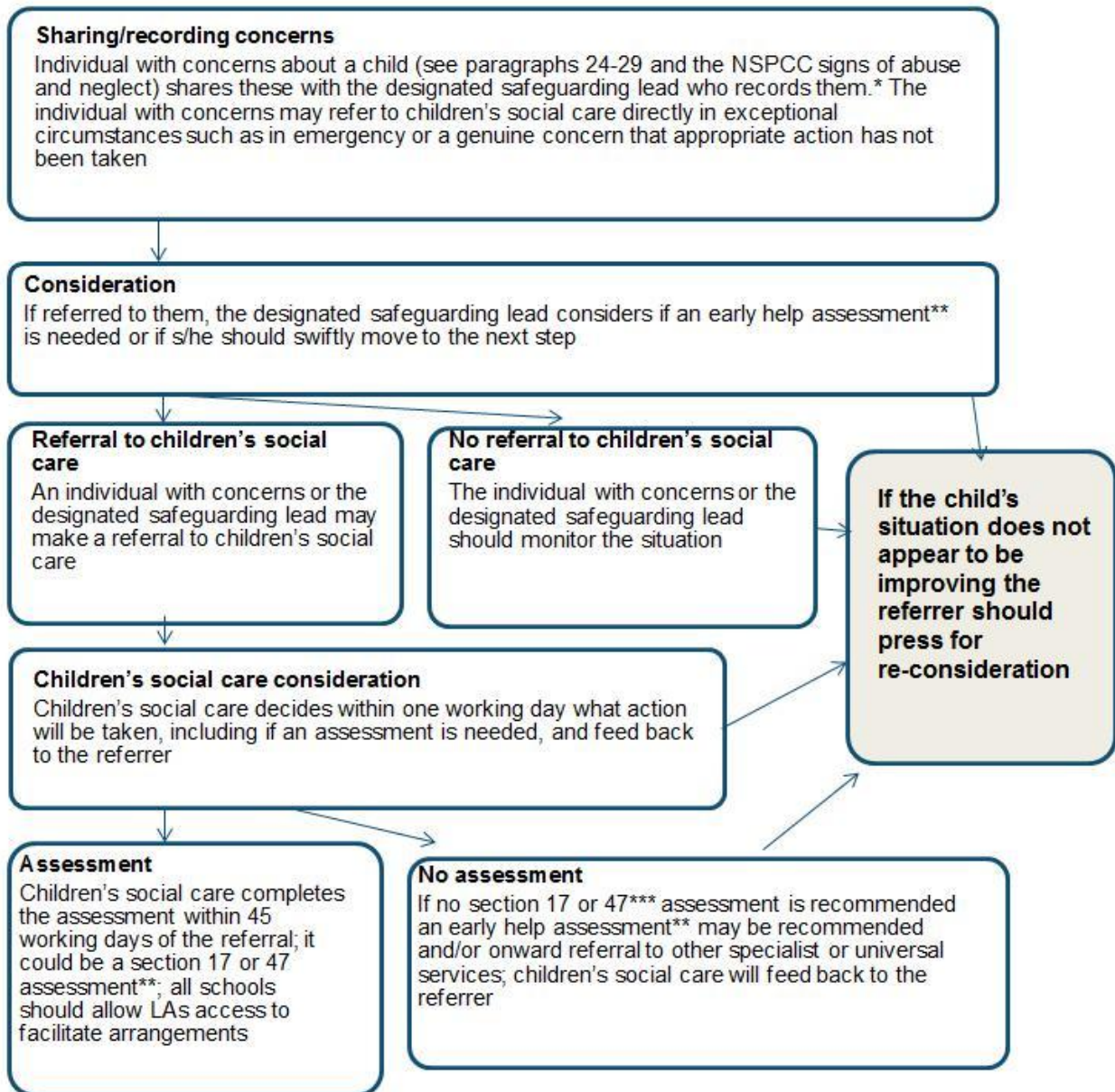
If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists)
- Take what the child says seriously, and calmly, without becoming emotionally involved,
- Make it clear why unconditional confidentiality cannot be offered, (drawing on the policy for pupils on confidentiality as necessary)
- Explain that any adult member of staff is obliged to inform the DSL, if there are child protection or safeguarding issues, in order that specialist help can be arranged
- Encourage the pupil to speak directly to the DSL
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having being bullied or abused
- Allow the child to tell his or her own story, without asking detailed or leading questions
- Record what has been said
- Inform the DSL or the Head Master as soon as possible - at least by the end of the morning/afternoon session of that day
- Inform the Head Master immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. (If the Head Master is unavailable – or is involved - the Chairman of Governors should be told immediately)

We take any abuse serious and recognise that this may be pupil on pupil abuse either by an individual or a group of children. Where there are evident signs of physical injury that may (or may not) be the result of abuse or bullying, medical help should be summoned. When there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’, including that any such abuse will be referred to local agencies and in serious cases, the Police should be informed from the outset.

J. Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



K. TRANSPARENCY

Glebe House School prides itself on its respect and mutual tolerance. Parents, guardians and other adults have an important role in supporting our school. Copies of this policy, together with our other policies relating to issues of child protection are on our website or can be obtained from the school on request and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

L. SAFER EMPLOYMENT PRACTICES

Glebe House School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service before starting work. All Governors, volunteer helpers, contractors working regularly during term-time and adult members of the families of members of staff who live on site are also vetted. Our policies are reviewed by Governors annually. More detail is set out in our policy on Checking Employees, Temporary Workers, Governors, Volunteers and Contractors (which is on our website).

M. INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the Designated Safeguarding Lead or the Head Master. Safeguarding training is also given to new Governors and volunteers. Everyone attends refresher training at least every three years as agreed with the NSCB.

Training in safeguarding is an important part of the induction process and will be undertaken at least on the first day. All members of staff (whether teaching or non teaching) are given a copy of the school's Safeguarding Policy, the Staff Code of Conduct/behaviour policy (including the whistleblowing procedure), the names of the DSL (and Deputy) and a copy of Part 1 of Keeping Children Safe in Education (July 2015). They are required to read through this and sign to say that they have both received and then have read it.

More detail is set out in our policy on Induction of New Staff, Governors and Volunteers in Child Protection.

N. INTERACTION WITH PUPILS: MODEL CODE OF CONDUCT FOR STAFF

New members of staff, Governors and volunteers are given copies of the school's policy on Interaction with Pupils: Model Code of Conduct for Staff. Discussion of the procedures set out in that document forms a vital part of our induction procedures. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

Suzette Patrick, our designated Designated Safeguarding Lead, who has received specialist training in this topic, should always be informed if a member of staff has any concerns.

The code is placed on the agenda of a staff meeting once a year, so that it can be reviewed and updated by the staff themselves, before being sent to Governors for approval.

O. RAISING AWARENESS WITH PUPILS

- Glebe House School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make

reasoned, informed choices, judgments and decisions. Time is allocated in PHSEE, Tutor and Circle time for age appropriate discussion of child abuse and in developing in pupils the confidence which they require to recognise abuse and to stay safe. We try to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Appropriate safeguards are built into the access afforded to pupils to IT to ensure that they are safe from terrorist and extremist material when accessing the internet through school systems. Internet safety will usually be integral to the school's ICT curriculum and can also be embedded in PSHE and SRE .The latest resources promoted by DfE can be found at:

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

- All pupils are taught that they should always speak to someone if they are at all worried about what is happening. This should include:
 - Their parents or another family member
 - Their Tutor, Housemaster or any member of staff, remembering that all staff have received specific training.
 - The Independent Listeners – Christine Earnshaw & Reverend Susan Bowden-Pickstock
 - Organisations such as Childline and the NSPCC have a 24 hour helpline and staff who can help
 - The Norfolk Safeguarding Board can be contacted directly as can the Children's Ombudsman
 - Contact details for all the above are displayed on notice boards in both boarding houses
- All pupils have access to a telephone helpline, enabling them to call for support in private.
- We provide leadership training to our Head and Deputy Head of School and their team of prefects/Heads of House which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- Our document *Policy for Pupils on Confidentiality*, which deals with the issue in more depth, is made available to the whole school community as well as our pupils.

P. PROMOTION OF WELFARE

The ethos of Glebe House School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils take part in a large number of charitable activities. Many of our older pupils are involved in helping pupils in Pre Prep and Nursery. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the general.

R. EQUAL TREATMENT

Glebe House School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

The Nursery Manager, Susie Pull has responsibility for the welfare and progress of 'looked after children' and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. She is aware of the statutory guidance to local authorities about how they are to support schools with the care and education of these pupils and pays due attention to 'Promoting the education of looked after children' (DfE July 2014).

S. BULLYING

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. In particular our boarding houses should be places which are welcoming and staff are alert to making sure this is the case. Any kind of bullying is unacceptable.

T. COMPLAINTS

We hope that you and your child do not have any complaints about our school; but a copy of the School's complaints procedure is available on the School's website or can be sent to you on request.

This policy was drawn up in line with the requirements of the Norfolk Safeguarding Children Board and pays due regard to:

1. *Working Together to Safeguard Children*, HM Government, March 2015
2. 'Keeping Children Safe in Education', DfE document, March 2015
3. Disqualification under the Childcare Act 2006 (February 2015)
4. What to do if you are worried a child is being abused (March 2015)
5. Prevent duty Guidance for England and Wales (March 2015)
6. The Prevent Duty – Departmental advice for schools and childminders (June 2015)
7. The use of social media for on-line radicalisation (July 2015)

These documents can be found on <https://www.gov.uk/government/publications>

This policy was drawn up in line with the requirements of the Norfolk Safeguarding Children Board and with regard to the National Minimum Standards for Boarding Schools.

Appendix 1

Job Description for the Designated Safeguarding Lead

Introduction

The DSL is a senior member of staff appointed by the Governing Body to take lead responsibility for safeguarding. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and
 - The designated officer(s) for child protection concerns (all cases which concern a staff member or volunteer)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed)
- Liaise with the Headmaster to inform him of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- 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
- Have the responsibility for 'Prevent'.

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, for example through locally agreed common and shared assessment processes such as early help assessments
- 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 has access to and understands the school's child protection policy and procedures, especially new and part time staff

- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Have higher level training in the NSCB's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. As a minimum that the DSL will access Prevent awareness training, such as the on-line general awareness training module on Channel promoted in the non-statutory advice, and be able to provide advice and support to other members of staff on protecting children from radicalisation.

Raising Awareness

- The designated safeguarding lead should ensure the school's policies are known and used appropriately:
 - Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
 - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
 - Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix 2

EYFS Specific requirements

Our designated person, who co-ordinates child protection issues is Susie Pull – Lead Practitioner – however all staff have attended, and regularly refresh, Safeguarding Training. In her absence Julie Ashby would take on the role of DSL for EYFS

We are aware that we must notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

EYFS staff must not use mobile phones and cameras in the Nursery and school tablets used for observations must remain within school.

Up to date training is vital to protect the children in our care and hence we seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.

We ensure the designated persons update their Lead Practitioner training every two years in accordance with that recommended by the Norfolk Safeguarding Children Board.

We ensure that all staff know the procedures for reporting and recording their concerns in the setting, including the procedures for 'Whistle Blowing'.

Appendix 3

Glebe House School Guidance Policy on Procedures when a Member of Staff, Volunteer, Child Protection Officer or Head faces Allegations of Abuse

Adopted February 2010

Next Review November 2016

INTRODUCTION

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Head Master but if another member of staff is told first, he/she will ensure that the Head Master is informed immediately. If the Head Master is unavailable – or is involved - the Chairman of Governors should be told at once.

ANONYMOUS ALLEGATIONS

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. If an allegation is made against anyone working with children at Glebe House School all unnecessary delays will be eradicated. We will not undertake our own investigations of allegations without prior consultation with the local authority designated officer or team of officers (LADO(s)), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO(s) can be held informally and without naming the school or individual. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

THE FIRST RESPONSE

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff (or volunteer), very seriously.
- Make immediate (certainly within one working day) with the LADO(s) contact to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police.
- Discussions will be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. We would consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place and due weight will be given to the views of the LADO and to the policy when making a decision about suspension.

Depending on the advice of the LADO we would then:

- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support,
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

SUPPORT FOR THE PUPIL

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head Master, together with Suzette Patrick, the school's Designated Safeguarding Lead (DSL), will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Norfolk Safeguarding Children Board (NSCB), or other agencies involved to identify the appropriate support strategies.

SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take both legal advice and that of the LADO beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative.

We are aware that there are restrictions on the reporting or publishing of allegations against teachers and hence we will make every effort to maintain confidentiality and guard against unwanted publicity. These 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.

Boarding school, or other accommodated staff, who are suspended will be required to remain off-site for the duration of their suspension and we would assume a duty of care in helping to make suitable provision for this to happen.

ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

COMPROMISE AGREEMENTS

The policy at Glebe House School is to follow the DCSF guidance set out in “Working together to safeguard children” on the use of compromise agreements in cases of child abuse which is:

“Compromise agreements, by which a person agrees to resign, and a school.. ... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to List 99 [now the DBS] where circumstances require it”

LENGTH OF INVESTIGATORY PROCESS

We recognise that everyone’s interests are served by completing any investigatory process as swiftly as possibly. Glebe House School is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

REFERRAL TO THE DISCLOSURE AND BARRING SERVICE (DBS)

We are committed to promptly reporting to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. Reports concerning members of staff or volunteers are normally made by the DSL. If the DSL is involved, the report is made by the Head Master. If the Head Master is involved, the report is made by the Chairman of Governors.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. We will ensure that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' will not be used to prevent a referral being made to the DBS when it is legally required nor will an individual's refusal to cooperate with an investigation. On inspection we will confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

We will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order 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 in *Teacher misconduct: the prohibition of teachers* (July 2014). Further guidance is published on the NCTL website.

RECORDING ALLEGATIONS OF ABUSE

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the Norfolk NSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency

are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Glebe House School, we would immediately pass such information to the Norfolk Safeguarding Children's Board (NSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ALLEGATIONS INVOLVING THE HEAD OR DESIGNATED SAFEGUARDING LEAD

The Chairman of Governors should be told at once by the Child Protection Officer of any allegation involving the Head Master. He will obtain legal advice before proceeding to the steps outlined above. The Head Master will normally be suspended for the duration of the investigatory process and asked to vacate his school residence, and the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Head Master should similarly be told at once of any allegation involving the DSL. The Chairman of Governors should normally be informed on the same day, and legal advice obtained. The DSL will normally be suspended for the duration of the investigatory process. Susie Pull, the Head of Nursery who is also the Deputy DSL, would normally be made acting DSL until the conclusion of the investigation and resolution of the issue.

Appendix 4

Glebe House School Guidance for Staff on Interaction with Pupils

Adopted february 2010

next review november 2016

Introduction

The safety and well-being of every pupil at Glebe House School is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with the school's Statement on Child Protection Policy, our Policy for Pupils on Confidentiality Issues and our Policy on Checking Employees, Temporary Workers, Governors, Parent Helpers and Contractors. Staff are invited to review this code of conduct annually, and it is part of the annual review by the Governors.

The aim of the staff behaviour policy is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

Promoting awareness

Our curriculum and pastoral systems, enhanced by the house system are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy. Boarding house staff have a particularly important role to play.

Time is allocated in PSHEE and Circle time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. We use opportunities, such as the annual National Anti-Bullying week and the annual Safer Internet Day to teach about the unacceptability of bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of school.

Interaction with pupils

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example in an instrumental music lesson, it is good practice to ensure that others are within earshot. Our music practice rooms have large windows to ensure visibility, classrooms don't and hence if one to one tuition is undertaken ensure that the door is kept open. It is always possible to ask another colleague to be present if it is necessary to speak to a child. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car without prior permission from parent or guardian.

It is important to remember that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual. While there are no children of those ages in the school, our Gappers can be.

In the Nursery and Reception where toileting and/or changing arrangements generally involve adult assistance there is clear advice on procedure. In older years supervision for good order should not conflict with the children's right to appropriate privacy.

Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The Group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

Staff must not communicate with children through social media such as facebook.

EYFS staff must not use mobile phones in the Nursery and school tablets used for observations must remain within school.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/Head Master who will decide what to do next.

Appendix 5

Induction of New Staff, Governors and Volunteers in Child Protection

Adopted February 2010

Next Review November 2016

INTRODUCTION

Welcome to Glebe House School. We hope that you will not feel new for too long. We believe that a comprehensive induction programme helps all of our new members of staff to settle into Glebe House School as quickly as possible, and to start to make an effective contribution. Every new member of staff is given an induction programme that is tailored to his or her roles and responsibilities. All new teaching and administrative staff are allocated a mentor in their first year, whose role is to provide informal support and assistance.

INDUCTION PROCEDURES ON CHILD PROTECTION

Every new member of the teaching and non-teaching staff, including new peripatetic musicians and sports coaches, is required to attend a training session on child protection. These sessions are organised by Suzette Patrick, our Child Protection Officer, and every effort will be made to hold them before your first arrival as a new member of staff at the school or at least on the first day. Similar training is offered to all Governors and to the parents who help with activities that bring them into contact with children. The only adults who work or visit the school who are exempted from this requirement are:

- Occasional visitors, including occasional lecturers and contractors, who sign in and are given a security badges by our Receptionist, who are escorted throughout their visit
- Contractors working on a designated site that is physically separated from the rest of the school, who are required to sign in and out at their site office and to wear security badges at all times
- Contractors working during the school holidays

CHILD PROTECTION OFFICER

Suzette Patrick, our Deputy Head, is the school's Child Protection Officer (CPO). She has been fully trained for the demands of this role and regularly attends courses with other child support agencies to ensure that she remains conversant with best practice, and that our policies and procedures are current and follow best practice. She receives refresher training every two years, and maintains close links with the Norfolk Safeguarding Children Board (NSCB). She reports at least once a year to the Governors on child protection issues. Susie Pull, our Head of Nursery, is the deputy CPO and she attends similar training and has a wealth of experience in this area.

WHAT IS THE REASON FOR THE TRAINING?

Child protection is always our top priority.

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment

Everyone is required to take part in the training, no matter what their previous background or level of expertise. All members of staff formally review the school's code of conduct on interaction with pupils once a year before it is sent to the Governors for re-endorsement. Refresher training for all staff is held at three yearly intervals.

WHAT TOPICS DOES THE TRAINING COVER?

Our induction training will tell you about:

1. Our pupil welfare systems

Starting with the roles of the following structures:

- *The Governors formally consider safeguarding issues once a year, with day to day issues being delegated to the Senior Management Team which meets once a week.*
- The role the CPO.
- The Monday and Friday staff meetings which include representatives from Prep, Pre Prep and Nursery staff (minutes are available to all staff in a folder/book in the staffroom)
- The regular monitoring arrangements by the House Masters and the Tutors
- The role of the Independent Listeners
- The Prefect system and the training in leadership given to senior pupils
- The role of the School Council
- Our partnerships with parents and guardians

We will describe our arrangements for providing additional support for pupils with SEN and for whom English is an additional language.

2. The Legal Framework for our Child Protection and Anti-Bullying Policies

We describe this and cover our policies on:

- Anti-bullying
- Behaviour
- Special Education Needs and Learning Difficulties
- Equal Opportunities
- Educational Visits
- Prevent Strategy

Teaching staff have a particular responsibility for supervising pupils and ensuring that they behave with consideration and good manners at all times; but all staff need to be made aware of the school's policies in these areas. All staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe. We cover internet and technological bullying, and the risks of the internet and social networking sites.

3. Understanding Challenging Behaviour

We shall draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We shall explain our expectations of how they should respond in a difficult situation, why they cannot promise confidentiality to a pupil.

4. The School's Policies on Safeguarding

All members of staff are given a copy of

- the School's Safeguarding Policy
- Part 1 of Keeping Children Safe in Education (July 2015)

Staff are then to go to the school office and sign to say they have read them.

5. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

6. Effective Record Keeping

Why effective record keeping matters.

7. Refresher Training

The session concludes with reminding staff that refresher training is given at three yearly intervals and by inviting all staff, Governors and volunteers to certify in writing that they have completed the training session.

Please sign and return to Suzette Patrick

Safeguarding Induction Procedures in Glebe House School

I, _____, have attended an induction session on

Safeguarding Procedures. As a result, I:

(A) Am familiar with the contents of the following documents

- (i) Safeguarding Policy
- (ii) Interaction with Pupils: A Model Code of Conduct for Staff
- (iii) Checking Employees, Temporary Workers, Governors, Proprietors, Volunteers and Contractors
- (iv) Procedures when a Member of Staff, Volunteer, Child Protection Officer or Head faces Allegations of Abuse
- (v) Policy for Pupils on Confidentiality
- (vi) Use of ICT, Mobile Phones and Other Electronic Devices
- (vii) Photography and using Images of Children
- (viii) The Prevent policy (and have received specific training in this area)

(B) Am aware of procedures for Safeguarding at Glebe House School and have received and have read part one of Keeping Children Safe in Education (2015)

(C) Know that Suzette Patrick is the Child Protection Officer and that I can discuss any concerns that I may have with her.

(D) Know that further guidance, together with copies of the policies are in the Staff Handbook, which is available on the School's intranet and in a folder in the Staffroom.

(F) Understand the responsibilities of staff in this area, and the issues that may arise.

Signed _____

Date _____

Glebe House School Policy on Checking Employees, Temporary Workers, Governors, volunteers and Contractors

Rewritten April 2015

Next Review November 2016

1. General

Glebe House School ("the School") is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the School's Application Form and recruitment process must be directed to Penny Nicholls.

2. Scope of this Policy

The Recruitment, Selection and Disclosures Policy and Procedure herewith refers and applies to staff directly recruited and employed by the School. In the Education (Independent Schools Standards) (England) Regulations 2014, staff are defined as:

Any person working at the School whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer.

In the case of agency or contract workers, the School shall obtain written confirmation from the agency or company that it has carried out the appropriate checks.

Any staff who TUPE transfer into the School's staff, will be required to undertake the statutory requirements with regard to safer recruitment checks.

Any visiting speakers will be checked to be suitable and will be appropriately supervised from signing in at the Office by the sponsoring member of staff.

3. Application Form

The School will only accept applications from candidates completing the relevant Application Form in full. CVs will not be accepted in substitution for completed Application Forms.

The School will make candidates aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of

the post. Candidates for employed posts will receive a Job Description and Person Specification for the role applied for.

As the position for which candidates are applying involves substantial opportunity for access to children, it is important that applicants provide the School with legally accurate answers. Upfront disclosure of a criminal record may not debar a candidate from appointment as the School shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Information should be submitted in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the Head. If candidates would like to discuss this beforehand, they are asked to please telephone in confidence to the Head for advice.

Any unspent convictions, cautions, reprimands or warnings must be disclosed to the School. However amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service ("DBS") for the position. Additionally, successful applicants should be aware that they are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the school immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff and/or successful candidates who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the head for more details.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify a candidate for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

If the candidate is currently working with children, on either a paid or voluntary basis, the School will ask their current employer about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If the candidate is not currently working with children but has done so in the past, the School will ask the previous employer about those issues. Where neither the current nor previous employment has involved working with children, the School will still ask the current employer about the candidate's suitability to work with children. Where the candidate has no previous employment history, the School may request character references which may include references from the candidate's school or university.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal by the School if they have been appointed, and a possible referral to the police and/or DBS.

4. Invitation to Interview

The School will short list applicants according to the relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

All formal interviews will have a panel of at least three people chaired by the Head, Bursar or another designated senior member of staff. At least one person on the appointment panel will have undertaken safer recruitment training. The Chair of Governors should chair the panel for the Bursar's/Head's appointment. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should withdraw from the panel. Should the Chair have a conflict of interest, the Vice Chair shall decide whether the Chair should withdraw from the panel.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by the candidate from the awarding body.

The School requests that all candidates invited to interview also bring with them:

1. A current driving licence including a photograph or a passport or a full birth certificate;
2. A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
3. Where appropriate any documentation evidencing a change of name;
4. Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

5. Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references (if these have not already been received);
2. Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;
3. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;
4. For a candidate to be employed as a teacher, a check that that the candidate is not subject to a prohibition order issued by the Secretary of State;
5. Verification of professional qualifications, where appropriate;
6. Verification of successful completion of statutory induction period (for teaching posts - applies to those who obtained QTS after 7 May 1999);
7. Where the successful candidate has worked or been resident overseas such checks and confirmations as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered; and
8. Satisfactory medical fitness.
9. Confirmation from you that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009. OR Receipt of a signed Staff Suitability Declaration form showing that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009.

It is the School's practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the School in strictest confidence. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, layout of the School.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

6. References

The School will seek the references referred to in section 5 above for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. If the candidate does not wish the School to take up references in advance of the interview, they should notify the School at the time of applying.

The School will ask all referees if the candidate is suitable to work with children.

The School will compare any information provided by the referee with that provided by the candidate on the Application Form. Any inconsistencies will be discussed with the candidate.

7. Criminal Records Policy

The School will refer to the Department for Education ("DfE") document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks.

The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request [or accessed here:

<https://www.gov.uk/government/publications/dbs-code-of-practice>].

8. Retention and Security of Records

The School will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy. Copies of DBS certificates will not be retained for longer than 6 months.

Appendix

Policy on the Recruitment of Ex-Offenders

The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an individual has a criminal record this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if they have been appointed, and a possible referral to the police and/or DBS.

Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the DBS of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence. It is also unlawful for the School to knowingly employ someone who works in the relevant settings and is disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009, whether by association, or otherwise.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. The School will report the matter to the Police and/or the DBS if:

- the School receives an application from a disqualified person;
- is provided with false information in, or in support of an applicant's application; or
- the School has serious concerns about an applicant's suitability to work with children.

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- whether the conviction or other matter revealed is relevant to the position in question;
- the seriousness of any offence or other matter revealed;
- the length of time since the offence or other matter occurred;
- whether the applicant has a pattern of offending behaviour or other relevant matters;
- whether the applicant's circumstances have changed since the offending behaviour or other relevant matters;
- in the case of disqualification from providing childcare, whether the applicant has or is able to obtain an Ofsted waiver from disqualification; and
- the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any the following offences: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence, serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving.

Those visiting the school who are not employed by the school

This includes contractors, visiting staff supplied by another organisation eg a sports coaching firm.

Such persons would be subject to the supervision aspect of the security policy and where relevant their qualifications and be recorded and checked before they are allowed to commence work.

Before children are allowed to take part in activities off site and supervised by staff of another organisation, that organisation would be checked for suitability (including if appropriate and Adventure Licence) and that their staff would have undergone a check with the Disclosure and Barring Service and would form part of the permission for a trip to take place. This is particularly important in residential settings.

References

ISI Handbook for the Inspection of Schools - The Regulatory Requirements January 2015

DfE Statutory Guidance 'Keeping Children Safe in Education':

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Prevent requires schools to set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. No specific policy or document is prescribed by the *Prevent* guidance for this.

Appendix 7.

Glebe House School Policy for Pupils on Confidentiality

Adopted February 2010

Next Review November 2016

INTRODUCTION

Child abuse is when someone under 18 is being harmed, or is not being looked after properly. It is no respecter of class, wealth or ethnicity. People who abuse children may look, and otherwise behave, as quite ordinary respectable people. This can make it difficult for children to be believed, or to find help.

Every year in Britain, a large number of babies, young children and teenagers are abused, neglected or deliberately harmed. We have to make sure this isn't happening to our pupils. We are all responsible for protecting children and young people from harm.

Abuse is never right. It is not your choice. The NSPCC says: *"Abuse is always wrong and it is never the young person's fault."*

WHAT IS CHILD ABUSE?

The NSPCC defines child abuse as:

"Child abuse is ...when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse."

A child may be experiencing abuse if he or she is:

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly "put down," insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn't seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse*

Remember, this list does not cover every child abuse possibility

WHAT CAN YOU DO IF YOU ARE WORRIED?

Although it may be difficult, it is important to talk to somebody:

- If it happens to you, tell someone whom you trust, at once. You need help.
- If it happens to a friend, advise them to tell someone at once. He or she needs help.

WHO CAN YOU TALK TO?

Miss Patrick is the School's Child Protection Officer. You can see her at any time if you are being abused, or someone that you know is being abused. You should speak to her even if the abuse is taking place outside school.

Some people may prefer to speak to Mrs Earnshaw (01485 533367), or Reverend Susan who are called Independent Listeners, or to another member of staff. The important thing is that you talk to someone whom you trust, who will listen to you.

WANT TO TALK TO SOMEONE OUTSIDE?

- The Duty Team, Childrens' Specialist Services: Telephone 0344 800 8014 including out of office hours and at weekends
- ❓ ChildLine is a free confidential helpline for children and young people. You can call any time on 0800 11 11, or look at their website at www.childline.org.uk
- **In an emergency, call the Police on Telephone 999**
- ❓ The NSPCC have a contact line on 0808 800 5000 for children and young people. Their web site is www.nspcc.org.uk/kidszone.
- ❓ Kidscape has helpful advice on www.kidscape.org.uk
- ❓ Another helpful web site is www.worriedneed2talk.org.uk
- The Samaritans can be called at any time on 08457 909090

WHAT HAPPENS NEXT?

Whoever you talk to in school will take you seriously, but won't ask too many questions. We have to be careful to get the right people, who are experienced in keeping children safe to come and help you. We have to ask experts to advise you. We will work to keep you safe; but you may also need professional support from a Specialist.

We promise to do all we can to ensure that the other parts of your life are not disrupted more than is necessary.

Please remember no teacher is allowed to keep this type of information to themselves. They have to pass it on, so that help can be obtained. However, only those who need to know will be told. We will explain this at the time and tell you who must be told and the reason. We will suggest that you talk to them yourself.

REMEMBER - nobody has the right to abuse children. It is very important that you tell someone.

Glebe House School Policy on Taking, Storing and Using Images of Children

Adopted February 2010

Next Review November 2016

At Glebe House School, we are an open and inclusive community that is very proud of all of the achievements of all of our pupils in their academic, artistic and sporting endeavours. We celebrate our diversity and give all of our many visitors a warm welcome.

We particularly welcome parents to our concerts, plays and sporting events, as well as to more formal occasions during the school year. The school walls are decorated with examples of pupils' work, team photographs and photographs of trips and expeditions in which our pupils have participated. Our web site is updated regularly, and all parents are sent our weekly newsletters in order to keep them fully abreast with the news of our active community. Our annual school magazine The Aquilian, in addition to being a record for every child in the school of the past year is used as a promotional tool and as a way of keeping in touch with Old Aquilians.

THE APPLICATION OF DATA PROTECTION LAWS TO TAKING, USING AND STORING IMAGES OF CHILDREN

Parents who accept a place for their child at Glebe House School are invited to agree to the school using anonymous photographs of their child and information relating to his or her achievements for promotional purposes, which may be published in the prospectus or on the web site, as well as displayed within the premises, and in communication sent to the school and wider community. The consent form that we use for this purpose is attached at Annex A. (Full details of the school's Data Protection Policy and of its Records Keeping Policy are available on request).

USE OF IMAGES: DISPLAYS ETC

We will only use images of our pupils for the following purposes:

- Internal displays (including clips of moving images) on notice boards within the school premises
- Communications with the school community (parents, pupils, staff, Governors and alumni)
- Marketing the school both digitally by web site, by prospectus, by displays at educational fairs and other marketing functions and by other means.

IMAGES THAT WE USE IN DISPLAYS AND ON OUR WEB SITE

We only use images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the school. Parents are given the opportunity to purchase copies of these photographs.

STORAGE AND REVIEW

Our images are securely stored either in locked filing cabinets, or in a restricted section of the school's database. They are reviewed annually and are deleted when no longer required.

We have a procedure in place for regularly checking and updating our web site in every school holidays, when expired material is deleted. We follow BECTA guidance on e-safety.

MEDIA COVERAGE

We are pleased to see the childrens' achievements recognised in local and national newspapers and will make every effort to ensure that children whose parents or guardians have refused permission for images of their children to be used are excluded from any pictures, while allowing them to be part of the event.

We will always complain to the Press Complaints Council (PCC) if the media fails to follow the appropriate code of practice for the protection of young people, including the children of celebrities.

STAFF INDUCTION

All new teaching and office staff are given guidance on the school's policy on taking, using and storing images of children.

USE OF CAMERAS AND RECORDING EQUIPMENT BY PARENTS AND GUARDIANS

Parents and their guests are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others.

We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents.

Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts. We always print a reminder in the programme of events where issues of copyright apply.

TREATING OTHERS WITH RESPECT

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is set out in the Parent Handbook. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or worrying issue to a member of the pastoral staff. Photography should not be used in a manner that may offend or cause upset. The misuse of cameras in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.

**CONSENT FORM:
PHOTOGRAPHY AND USE OF IMAGES OR RECORDINGS OF CHILDREN**

Name of child (Block Capitals) :	
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We/I have read the school's policy on taking, using and storing of images of children, and we/I agree that:

The school may use our child's image/recording on internal display boards (both digital and conventional) within the school.	Yes/No (<i>please indicate</i>)
The school may use our child's image in material that is sent both electronically & by paper to the school community (parents, pupils, staff, Governors & alumni).	Yes/No (<i>please indicate</i>)
The school may use our child's image in printed material that is sent to prospective parents.	Yes/No (<i>please indicate</i>)
The school may use our child's image/recording on its web site and on marketing material.	Yes/No (<i>please indicate</i>)

This Consent Form is valid for:

The duration of our child's time at the School	Yes/No (<i>please indicate</i>)
Some shorter time – please specify	

We/I understand that the school will always try to contact us in advance when a visit by the media is expected.

We/I understand that we/I may revoke or amend this consent at any time by giving written notice to the school.

We/I agree to adhere to the school's guidelines for the private use of cameras and recording equipment.

(Signature of Parent or Guardian).....

Print Name.....

Date

Glebe House School Prevent policy

Policy adopted July 2015, to be reviewed in late of further advice in Summer 2016

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Introduction

From 1 July 2015 Glebe House, in common with all schools, has a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

This policy is taken from the advice given by the Department for Education. This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation¹ and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

The Prevent duty: what it means for schools and childcare providers

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other

¹ “Radicalisation” refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist² views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available [on GOV.UK](https://gov.uk).

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

Risk Assessment

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare

² "Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available.

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

Working in partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. We are working to build capacity within the system to deliver training.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as childminders, to attend training and we are

considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness.

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the [UK Safer Internet Centre website](#).

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Building children's resilience to radicalisation

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. [Advice on promoting fundamental British values in schools is available](#).

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work. These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills. Local authorities and the local police may be able to advise on the resources which are available. In some cases these resources may be charged for, particularly where they are delivered by external facilitators. As with any other resources for use in the classroom, schools should satisfy themselves that they are suitable for pupils (for example in terms of their age appropriateness) and that staff have the knowledge and confidence to use the resources effectively. For childcare providers our strategic partner, 4Children, have published the following [good practice examples demonstrating what promoting fundamental British Values means in the early years](#). The Department will be providing further advice on resources for schools.

What to do if you have a concern

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated

safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

This policy has been read and approved by all Governors

Signed

Date

Adam Poulter – Chair of Governors