



A6 - SAFEGUARDING POLICY

(please note the Appendices for easy reference to key sections)

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Immanuel College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.



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SAFEGUARDING CHILDREN CHILD PROTECTION POLICY

This Policy informs practice in the Senior and Preparatory Departments of the School including the Early Years Foundation Stage and is available for parents on the school website and from the School Office

Policy Statement

Safeguarding and Child Protection Policy

Immanuel College ('The School') is committed to safeguarding and promoting the welfare of children and believes that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to *all* pupils, including young people who may be over the age of 18 years.

Key documents with which this Policy is in accordance:

- The Education Acts
- Safeguarding Vulnerable Groups Act 2006
- The Children's Act 2006
- What to do if you are worried a Child is being Abused 2015
- Working Together to Safeguard Children March 2015 (A guide to inter-agency working to safeguard and promote the welfare of children)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings October 2015
- Keeping Children Safe in Education July 2015
- DBS Referral Guidance (as may be amended from time to time)
- Independent Schools Inspectorate Handbook, ISI Regulations September 2015 – the regulatory requirements (and as amended).
- 'Dealing with Allegations of Abuse against Teachers and other Staff' 2012
- Use of reasonable Force in Schools 2013
- Teacher misconduct – Disciplinary procedures 2013 (NCTL) and Teacher misconduct regulating the teaching profession 2014 (NCTL)
- Behaviour and Discipline in schools 2014
- Preventing and tackling bullying 2014
- Mental Health and Behaviour in Schools, March 2015
- 'Prevent' DfE guidance on Counter Terrorism 2015
- Multi-Agency Practice Guidelines: Female Genital Mutilation 2014
- Mandatory reporting of Female Genital Mutilation – Procedural Information
- Female Genital Mutilation Risk & Safeguarding Guidance for Professionals 2015
- Information Sharing 2015 – HM Government
- Parental Responsibility Advice for Schools January 2016

The School recognises and acts upon the legal duties set out in the above statutes,

regulations and guidance, to protect its pupils (and staff) from harm, prevent its pupils from being drawn into terrorism and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

Key related School documents:

Recruitment and Selection Policy, Attendance and Registration Policy, Anti-bullying Policy including Cyber Bullying, E-Safety Policy, Behaviour Management including Discipline, Sanctions and Exclusion; Whistle Blowing Policy, Educational Visits and Off-Site Activities Policy; Staff Code of Conduct, Mental Health Policy and PSHEE/British Values/SMSC grid, Equality and Diversity Policy, Induction Policy, Risk Register

Applies to:

- The **Whole school including the Early Years Foundation Stage (EYFS)**, the out of school care and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching and support staff), the Governors and volunteers working in the school.
- Our school has provision for the Early Years Foundation Stage (EYFS). Therefore we ensure that this whole school safeguarding policy also applies to the EYFS. This includes, as stated below, designating a practitioner to take lead responsibility for safeguarding children within the EYFS setting and liaising with the local authority children’s agencies as appropriate. There is also a specific policy on the use of cameras and mobile phones in EYFS.
- Disqualification by Association applies to all Preparatory Staff, the Senior Leadership Team and any member of Senior Staff who might come into contact with children under 8 years old.

Availability

This policy is on the school website and is also available to parents on request from the School Office. It is on the school intranet for staff.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head Master.
- The Governors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Review: April 2016



Charles Dormer
Head Master

Prof Anthony Warrens and Edward Misrahi
Joint Chairmen of the Board of Governors

Contact Details for Key Safeguarding Persons:

Designated Safeguarding Leaders (DSL) -

The Designated Safeguarding Leader (DSL) for the whole College (inclusive of the Preparatory Department), is Mrs Beth Kerr – **Designated or Deputy Safeguarding Leader Pastoral**, who may be contacted on 0208 950 0604, extension 604 or by email - bkerr@immanuel.herts.sch.uk.
Training – DSL i/c Child Protection

The Designated Safeguarding Leader for EYFS is Mrs Alexis Gaffin – **Head of the Preparatory School** who may be contacted on 0208 950 0604 extension 432 or by email - agaffin@immanuel.herts.sch.uk

The Deputy Safeguarding Leaders for the whole College (inclusive of the Preparatory Department) are Mr Charles Dormer, **Head Master**, who may be contacted on extension 413, or by email - head@immanuel.herts.sch.uk or Mrs Janine Lewinton, **Head of Inclusion and Learning Support**, who may be contacted on extension 494, or by email - jlewinton@immanuel.herts.sch.uk

All Designated Safeguarding Leaders in charge of Child Protection at the school have sufficient authority to exercise their roles and have completed the necessary DSL Safeguarding Training

Designated Governor i/c Child Protection is Mrs Annette Koslover who may be contacted on: childprotectiongovernor@immanuel.herts.sch.uk

Chairmen of Governors – Professor Anthony Warrens and Edward Misrahi
chairsofgovernors@immanuel.herts.sch.uk

This Child Protection Policy is in accordance with the locally agreed inter-agency procedures primarily by Hertfordshire Council as the School is in Hertfordshire but the children come from other boroughs, and so contact details for those Children's Services are also listed below:

Please note that ANYONE CAN MAKE A REFERRAL TO CHILDREN'S SERVICES

Hertfordshire Council - Telephone number including out of hours - 0300 1234043

Hertfordshire Safeguarding Children Board, HSCB Office Room, 127 County Hall, Pegs Lane, Hertford, Hertfordshire SG13 8DF; - Head of Children's Services, Jenny Coles (including out-of-hours).

E-mail: protectedreferrals.cs@hertfordshire.gov.uk

Child Protection School Liaison Officers - Paula Hayden CPSLO – 01992 556 710 (07788567907) and John Mairs -01992 555 298 (07795051172)

**Designated Officer (previously known as LADO Team) - for allegations on volunteers or a member of staff – 01992 555 420 E-mail: LADO.referral@hertfordshire.gov.uk
<http://www.hertsdirect.org/your-council/hcc/childserv/>**

Barnet Council

Senior Safeguarding Officer, North London Business Park, Oakleigh Road South, London, N11 1NP. naseema.ahmad@barnet.gov.uk – multi-agency safeguarding hub: – 0208 359 4066
Working hours: 0208 359 4066 Out of hours (after 5.15pm) 0208 359 2000

http://www.barnet.gov.uk/info/930198/keeping_people_safe_safeguarding_children/682/keeping_people_safe_safeguarding_children

Brent Council

Children and families social services (including child protection) - 020 8937 4300. Children and Families Information Service (CFIS), Brent Civic Centre, Engineers Way, Wembley HA9 0FJ Social Services Emergency Duty Team (out of hours) - 020 8863 5250.

<http://www.bing.com/search?q=brent+council+children+services&FORM=AWRE>

Camden Council - Multi-agency Safeguarding Hub

Tel: 020 7974 3317, 020 7974 6600 or 020 7974 4094 (9am – 5pm) –
Out of hours – 020 7974 4444 www.camden.gov.uk/safeguarding

Harrow Council

Harrow Council **Children & Family Services**

Children's Access Team, Civic 1, 2nd Floor, NW, Station Road, Harrow, HA1 2XY, **Golden Number**,
Tel: 020 8901 2690, Safeguarding Officer – Out of hours – emergency duty team services 0208 424 0999

http://www.harrow.gov.uk/childrens_services/

If you are concerned about any pupil becoming extreme about race or religion, or radicalised please contact:

DC Emma Maxwell of Hertfordshire Prevent Team on 01582473080

Email: prevent@hertfordshire.pnn.police.uk

There is also a **DfE dedicated telephone helpline** for staff and governors – **02073407264** and email address – counter-extremism@education.gsi.gov.uk

Other useful contacts:

NSPCC 0808 800 5000 Child line 0800 1111 Police – Emergency 999, Non-emergency 101 (requesting to speak to the Harm Reduction Unit)

Ofsted Helpline: 0300 123 1231 Fax: 0300 123 3159 Email: enquiries@ofsted.gov.uk

Independent Schools Inspectorate (ISI)

Tel: 020 7600 0100, Email: info@isi.net, Fax: 020 7776 8849

Independent Schools Inspectorate, CAP House, 9-12 Long Lane, London, EC1A 9HA

Disclosure and Barring Service (DBS):

Referrals telephone number – 01325 953 795 Referrals Address - PO Box 181, Darlington, DL1 9FA.

SAFEGUARDING POLICY (CHILD PROTECTION)

Our School fully recognises the responsibilities it makes to **safeguarding**, being committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. It is essential that pupils receive the right help at the right time to address risks and prevent issues escalating.

This policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School. Our policy applies to the governors, all staff, volunteers and visitors working in the school.

The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school.

1. Statement of Intent

1.1 Child Protection and School Values

- 1.1.1 The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school.
- 1.1.2 Our pupils have the right to respect and protection, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. They have a right to be safe in our school.
- 1.1.3 The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.
- 1.1.4 We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.
- 1.1.5 All pupils should care for and support each other. Safeguarding encompasses all aspects of school life where a child's welfare may be compromised.
- 1.1.6 We strive to equip children with the skills needed to keep them safe and establish a safe environment in which pupils can learn and develop
- 1.1.7 We support pupils who have been abused in accordance with the agreed child safeguarding plans.

2. School Responsibilities

Immanuel College recognises and ensures that because of their regular and sustained contact with children, all staff, (including temporary, supply staff and volunteers) are well placed to observe the outward signs of abuse

2.1 WHAT ACTION TO TAKE IF YOU ARE CONCERNED ABOUT A CHILD:

If a child/young person makes a disclosure of abuse or neglect, staff should follow the guidance and protocol set out in Appendix A and listed below:

IMPORTANT INFORMATION WHEN RECORDING ANY DISCLOSURE – PLEASE READ CAREFULLY.

This form should be used when a pupil discloses to any member of staff or volunteer that they or another pupil is suffering or is at risk of abuse.

Dos and Don'ts

Do:

- allow the pace of the conversation to be dictated by the pupil
- ask neutral questions which encourage the pupil to talk such as “can you tell me what happened?”
- accept what the pupil says and do not ask for further detail
- acknowledge how hard it was for them to tell you
- reassure the pupil that they have done the right thing
- explain whom you will have to tell (the DSL) and why

Don't:

- burden the pupil with guilt by asking questions such as “why didn't you tell me before?”
- interrogate or pressure the pupil to provide information
- ask any leading questions
- undress the child or examine clothed parts of the child's body
- criticise the perpetrator
- promise confidentiality or make promises that you cannot keep such as “it will be alright now”

2.2 The Disclosure

When you record the conversation, please remember to:

1. Record what was said by the pupil and by you
2. Use the exact words and phrases used by the pupil
3. Clearly distinguish between fact, observation, allegation and opinion
4. Note the non-verbal behaviour and the key words in the language used by the pupil.

This form and any notes taken must be passed to the DSL, who receives DSL training every 2 years from the Hertfordshire Local Authority, – Beth Kerr or Alexis Gaffin in the Preparatory School, or in their absence to Charles Dormer or Janine Lewinton as soon as possible and in any event no later than the end of the timetabled day. If the allegation or complaint is made against the DSL, this information should again be passed to the Head Master. If the allegation or complaint is made against the Head Master, this information should be passed within 24 hours to the Chair of Governors – at chairsofgovernors@immanuel.herts.sch.uk and the LADO, without notifying the Head Master

2.2.1 It is the policy of Immanuel College when making a referral, following an allegation or suspicion of abuse, the Head and Designated Safeguarding Leader do not make their own decision over what appear to be border-line cases, but rather the doubts and concerns are discussed with the **Child Protection School Liaison Officer (CPSLO)**. Immanuel College does not do anything that may jeopardise a police investigation, such as asking a child a leading question or attempting to investigate the allegations of abuse.

2.2.2 If one of the Designated Senior Leaders is unavailable or is themselves the subject of

complaint, the duties will be carried out by the other Designated Leader. The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or the Designated Leader has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, there will be no contact by the school prior to the referral, (although the reasons for this course of action will be documented on the referral).

- 2.2.3 In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the School day for example, urgent Police intervention will be requested. Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to the local authority will be confirmed in writing. Immanuel College recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in School, or pupils travelling to and from School and will take all reasonable steps to lessen such risks.

3. Vulnerable Pupils

- 3.1 Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing).
- 3.2 If a pupil discloses that they have witnessed domestic violence or it is suspected that she may be living in a household which is affected by family violence, this will be referred to the Designated Leader as a safeguarding issue.
- 3.3 The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, and the effects of substance abuse within the family, those who have fragile mental health, those who are young carers, mid-year admissions and pupils who are excluded from school.
- 3.4 We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.
- 3.5 The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.
- 3.6 Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services.
- 3.7 In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the Local Authority Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.
- 3.8 The DSL keeps an up to date record of vulnerable children (which is created as a result of discussion with the Heads of Section) and alerts the office staff to ensure that attendance and conduct is monitored closely.

4. Safeguarding Disabled Children

- 4.1 Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.
- 4.2 Disabled children do however require additional action. This is because they experience greater risks and created vulnerability as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and or communication impairment (Keeping Children Safe in Education July 2015).

5. Safeguarding female pupils from Female Genital Mutilation

Staff know that Female Genital Mutilation is **illegal** in England and Wales under the FGM Act 2003 and that it is a form of child abuse and violence against women. If a case or suspected case of FGM is discovered reports **must** be made to the police immediately. Please see Appendix L.

Staff are mindful of FGM. The religious nature of the school according to these notes taken from the **Multi-Agency Practice Guidelines: Female Genital Mutilation 2014**, highlight that the beliefs are completely contrary to Jewish beliefs:

Cultural underpinnings and motives for FGM

FGM is a complex issue, with a variety of explanations and motives given by individuals and families who support the practice.

Reasons given for practising FGM: ■ It brings status and respect to the girl. ■ It preserves a girl's virginity/chastity. ■ It is part of being a woman. ■ It is a rite of passage. ■ It gives a girl social acceptance, especially for marriage. ■ It upholds the family honour. ■ It cleanses and purifies the girl. ■ It gives the girl and her family a sense of belonging to the community. ■ It fulfils a religious requirement believed to exist. ■ It perpetuates a custom/tradition. ■ It helps girls and women to be clean and hygienic. ■ It is aesthetically desirable. ■ It is mistakenly believed to make childbirth safer for the infant. ■ It rids the family of bad luck or evil spirits.

However, Immanuel College is aware of the mandatory reporting and this will be done immediately if FGM is ever suspected.

6. Safeguarding pupils against Sexual Exploitation – this is a very real concern for all children. Please see the PSHEE Policy and SMSC grid as well as E-Safety Policy for details on how this is covered

7. Safeguarding pupils against Radicalisation –

Staff are aware that the UK faces a range of terrorist threats. 'The Prevent Strategy' (HM Government) reports that: '*the most serious is from Al Qa'ida, its affiliates and likeminded organisations and that the current threat to the UK is SEVERE*'. It also reports that: '*there is evidence to indicate that support for terrorism is associated with rejection of a cohesive, integrated, multi-faith society and of parliamentary democracy. Work to deal with radicalisation will depend on developing a sense of belonging to this country and support for our core values*'.

We train our staff to understand what radicalisation and extremism mean, what makes children vulnerable to being drawn into it (please see our Radicalisation Risk Assessment)

Please see the PSHEE Policy and SMSC grid for details of our curriculum on Britishness. It promotes fundamental British values through its curriculum and co-curricular programmes and teaches them the skills and understanding to play a full and active part in society. We have clear guidelines and supervision in place for all our speakers and have a broad and varied programme of speakers throughout the year. We wholeheartedly agree that *'faith institutions and organisations can play a very important role in preventative activity by playing a wider and no less vital role in helping create a society which recognises the rights and the contributions of different faith groups, endorses tolerance and the rule of law and encourages participation and interaction. People who subscribe to these values and principles are unlikely to turn to terrorism.'* As a Faith School, we have a contribution to be made to help create this society – it is a contribution that we are fully committed to.

Children are informed regularly that there are adults in the school whom they can approach if they are worried about any problems. There are many opportunities in the PSHEE (and SMSC/Citizenship curriculums) as well as in the whole Pastoral system to help pupils to develop the skills they need to recognise, seek support and stay safe from abuse;

8. Allegations of abuse by one or more pupils on another pupil

- 8.1 In circumstances where there is an allegation of abuse by one or more pupils against another pupil, the DSL will report this to the CPSLO. If it is clear that the concern is one of child protection, there should be **no delay** in the referral to Children's Services or Joint Child Protection Investigation Team – it should be **immediate**
- 8.2 Reference should be made to the Hertfordshire Safeguarding Children Board Procedures Manual – section 4.3 - Children Who Abuse Others – found under Safeguarding on the Common Folder.

9. First Aid and Medical Plans

- 9.1 Except in cases of emergency, first aid will only be administered by qualified First Aiders.
- 9.2 There will always be at least one member of staff who is always Paediatric first aid trained on site when there are Preparatory and EYFS children at school.
- 9.3 All of those teachers teaching EYFS are Paediatric First Aid trained.
- 9.4 All first aid treatment is recorded and, where significant appropriate to their age, is shared with parents/carers at the earliest opportunity.
- 9.5 Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

10. Missing Pupil - please see Appendix E

11. Child's Death

In the event of a death of a child/young person the Designated Safeguarding Leader

must notify both the Hertfordshire Child Death Administrator and the Social Care Duty Team and if it is a child in EYFS, then Ofsted will also be notified.

12. Staff Training – see Appendix G for details

All staff members are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

13. Staff Roles and Responsibilities

Role of the Designated Safeguarding Lead as outlined by Hertfordshire Local Authority Safeguarding Board

The Governing Body has appointed the Deputy Head Pastoral to take lead responsibility for safeguarding. This person has 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),

- 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 Head Master or principal to inform him or her of issues especially ongoing 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.

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 every member of staff has access to and understands the school child protection policy especially new or part time staff who may work with different educational establishments.
- Ensure each member of staff has access to and understands the school’s or college’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.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately: Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors 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 or college 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 or college 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.

Role of all staff:

- Know who the Designated Safeguarding Leaders are and how to contact them
- Know that anyone can make a referral
- Understand the importance of noticing and sharing any concern they have about a child at the first opportunity. We are a 'telling' school.
- Read as part of their Induction (Appendix G- Safeguarding Induction Pack) the summary of **Keeping Children Safe in Education July 2015** (Appendix J - Keeping Children Safe in Education Summary)
- Attend the regular Child Protection Briefings, the Prevent Training and read the briefing notes
- Know what to do if they are concerned about a child and how to deal with a disclosure including the avoidance of asking leading questions as well as informing the child that confidentiality cannot be promised to a child giving evidence. See Appendix A
- Raise awareness of child safeguarding issues and be alert to signs of possible abuse
- Know the procedures for dealing with abuse by one or more pupils against another pupil
- Ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child (for example in one to one tuition, sports coaching,

conveying a child by car, engaging in inappropriate electronic equipment with a child). Please see Staff Code of Conduct Policy - Appendix C

- Understand what child abuse is and how to recognise the different kinds of abuse and their symptoms.

14. What is Child Abuse? – Please see Appendix D

15. Online Safeguarding and Cyber- Bullying- please see E-Safety Policy and Anti-Bullying Policy

Mobile Phones, iPads & School Cameras

- 15.1 In Immanuel College EYFS and Preparatory School, no member of staff is permitted to use a personal mobile phone when in direct contact with children.
- 15.2 In the Senior School., personal mobile phones are only permitted to be used in designated staff areas when the children are in school.
- 15.3 All cameras and all iPads used in EYFS are school cameras and iPads and any photo taken is downloaded at school and the cameras do not leave the premises overnight.

16. Staff Recruitment and Allegations (please also see Whistle Blowing Policy Appendix H)

16.1 Safer Recruitment – Please see Selection and Recruitment Policy

Immanuel College and Immanuel College Preparatory School follow the Government's recommendations for the safer recruitment and employment of staff who work with children

16.2 Allegations of abuse made against staff

- 16.2.1 Allegations against staff or volunteers are reported to the Head Master. The Head Master will then report this to the Designated Officer (previously known as the LADO) within 24 hours. The DO will advise the Head Master of the next steps to take.
- 16.2.2 If the Head Master is absent the allegation is passed to the Chair of Governors. If the allegation concerns the Head Master, the person receiving the allegation should immediately inform the Chair of Governors, without informing the Head Master, who will inform the DO within **24 hours** again without informing the Head Master. In the case of serious harm the police are informed from the outset. In response to an allegation staff suspension might not be automatic. The decision as to whether or not to suspend should be made on a case by case basis and will be led by the DO.
- 16.2.3 Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one

tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil etc. It is the responsibility of the school to refer, not to investigate.

16.2.4 The School reports to the Disclosure and Barring Service (DBS) whose contact details for referrals is PO Box 181, Darlington, DL1 9FA (telephone 01325 953 795) and the National College for Teaching and Leadership (NCTL) whose contact details (telephone 0845 609 0009) or via email college.enquiries@bt.com immediately upon leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because the adult is considered unsuitable to work with children. In the above context, 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.

Allegation of abuse of a child who is not a pupil at the school

16.2.5 If Immanuel College is given information that suggests that a member of staff is abusing a child who is not a pupil at the school, we would immediately pass such information to the DO to handle and will act on their advice.

Responsibilities of the Governing Body

The Governing Body of the School will consider safeguarding issues and their implications for this policy on a termly basis. They have all read and understood the latest KCSIE 2015. For this item, the Designated Safeguarding Leader will report upon, in each termly Governor Meeting, the child protection referrals made by the School during the past term, the training undertaken by School staff and Governors and any changes in legislation or national/local guidance as well as giving overall details of pupils on the 'Vulnerable Pupils List'.

They will nominate a governor to have responsibility for Child Protection, (This governor is currently Mrs Annette Koslover), although all recognize that it is a whole Governing Body responsibility. and ensure that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay once identified and report to the Disclosure and Barring Service (DBS) immediately upon leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because the person is considered unsuitable to work with children. This policy will be reviewed each year and updated as necessary. An Annual Safeguarding Audit is carried out by the governor in charge of Child Protection and Report sent to HSCB.

Child Protection Quick Reference Guide for new staff

When and what might I be concerned about?

At any time you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm. You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

- A parent/carer
- A family member/friend
- Another child
- A stranger
- A member of staff/volunteer *

What should I do if the alleged abuser is a member of the school staff?

If your concern is about a staff member or volunteer, you should report this to the Head Teacher. If your concern is about the Head Teacher, you should report such allegations to the Chair of Governors. Contact details can be found on the back of this leaflet.

How do I ensure my behaviour is always appropriate?

Please ask a member of the Senior Leadership Team for school guidance regarding Safer Working Practice. The DSCF have also produced guidance entitled 'Safer Working Practice for Adults who work with Children and Young People in Education Settings' (2015). This publication can be found on the Hertfordshire Grid for Learning.

What should I do if a child discloses that s/he is being harmed?

1. Listen

Listen carefully to what is being said to you, do not interrupt.

2. Reassure

Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgmental. Do not promise to keep what is said a secret. Ask non-leading questions (**TED**) to clarify if necessary:

Tell me more...

Explain that to me...

Describe what happened....

Then follow the steps in the flowchart below.

The information you have may not be enough on its own for a Child Protection referral, however it will help your DSP to make a decision about risk of harm to the child.

CONTACTS

The school has a Child Protection Policy and a copy is available from:

The common folder – Safeguarding File.....

In line with this, regardless of the source of harm, you **MUST** report your concern. Head Teacher:

Charles Dormer.....

Your DSP is :

Beth Kerr and Alexis Gaffin for Preparatory School

.....

Your Deputy DSP is:

Charles Dormer and Janine Lewinton

.....

Contact your DSP/DDSP at/on:

bkerr@immanuel.herts.sch.uk

cdormer@immanuel.herts.sch.uk

agaffin@immanuel.herts.sch.uk

Your Chair of Governors is:

Professor Anthony Warrens and Edward Misrahi

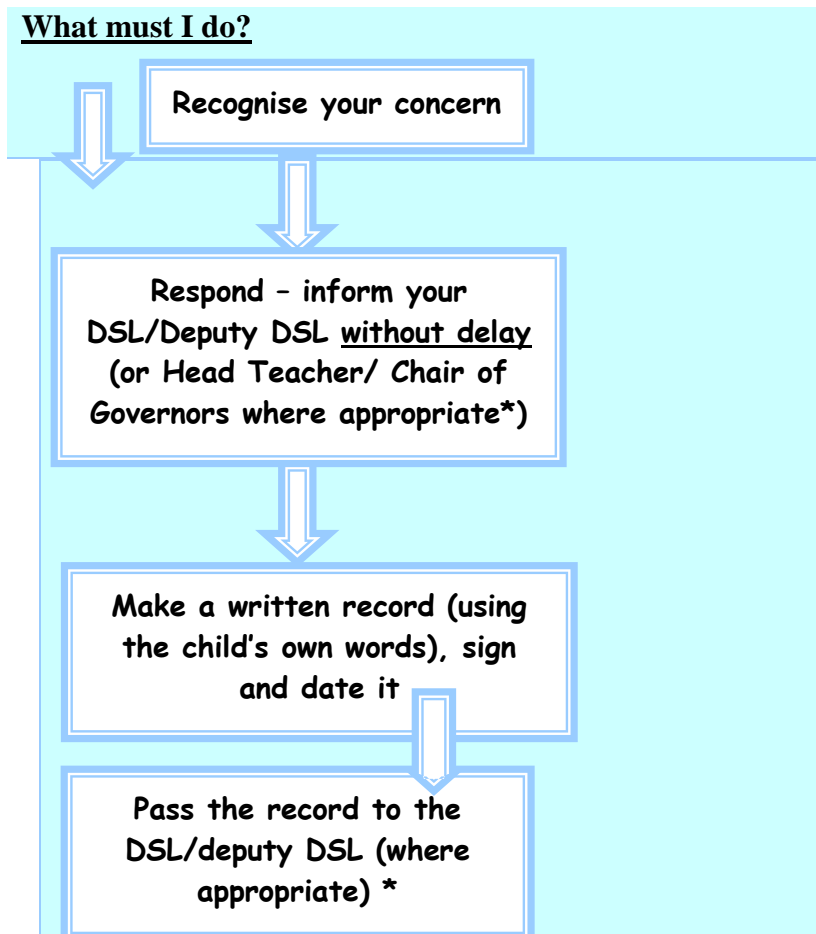
.....

Contact them on/at:

chairsofgovernors@immanuel.herts.sch.uk



What must I do?



SAFEGUARDING CHILDREN QUICK REFERENCE FOR NEW SCHOOL STAFF or VOLUNTEERS

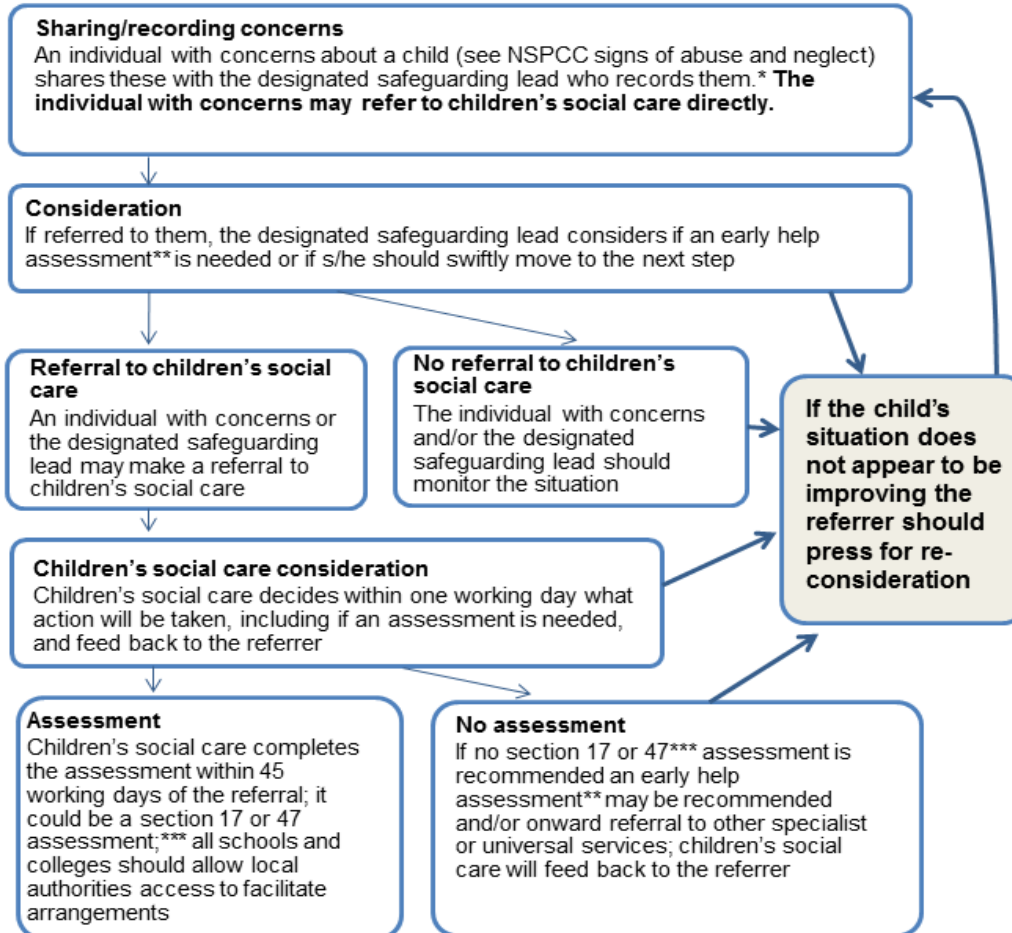
Everyone in the education service shares an objective to help keep children and young people safe by contributing to: providing a safe environment, identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action. This leaflet has been given to you to make sure you understand what is expected of you. Please seek advice from your **Designated Senior Person** for Child Protection if you are unclear about anything in this leaflet and keep it in a safe place.

Appendix A

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 when 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.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, 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.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix B

IMPORTANT INFORMATION WHEN RECORDING ANY DISCLOSURE – PLEASE READ CAREFULLY.

This form should be used when a pupil discloses to any member of staff or volunteer that they or another pupil is suffering or is at risk of abuse.

Dos and Don'ts

Do:

- allow the pace of the conversation to be dictated by the pupil
- ask neutral questions which encourage the pupil to talk such as “can you tell me what happened?”
- accept what the pupil says and do not ask for further detail
- acknowledge how hard it was for them to tell you
- reassure the pupil that they have done the right thing
- explain whom you will have to tell (the DSL) and why

Don't:

- burden the pupil with guilt by asking questions such as “why didn't you tell me before?”
- interrogate or pressure the pupil to provide information
- ask any leading questions
- undress the child or examine clothed parts of the child's body
- criticise the perpetrator
- promise confidentiality or make promises that you cannot keep such as “it will be alright now”

The Disclosure

When you record the conversation, please remember to:

9. Record what was said by the pupil and by you
10. Use the exact words and phrases used by the pupil
11. Clearly distinguish between fact, observation, allegation and opinion
12. Note the non-verbal behaviour and the key words in the language used by the pupil.

This form and any notes taken must be passed to the DSL – Beth Kerr in the Senior School, Alexis Gaffin in the Preparatory School or in their absence to Charles Dormer as soon as possible and in any event no later than the end of the timetabled day. If the allegation or complaint is made against the DSL, this information should again be passed to the Head Teacher. If the allegation or complaint is made against the Head Teacher, this information should be passed directly to the Chair of Governors without informing the Head first within 24 hours – at chairsofgovernors@immanuel.herts.sch.uk

[ANYONE CAN MAKE A REFERRAL DIRECTLY TO CHILDREN'S SERVICES](#) - Telephone number including out of hours - 0300 1234043

RECORD OF CONCERN FORM

Child's Name :			Tutor Group :
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :			
Your signature :			
Your position in school :			
Date and time of this recording :			
Action and response of DSL/Head Teacher			

Appendix C

STAFF CODE OF CONDUCT

Purpose and application

- 1 **Purpose:** Relationships with fellow Staff, employees, governors, contractors, visitors, volunteers, pupils and their parents, guardians or carers should be reasonable and mutually respectful at all times. This Code has been formulated in order to maintain this balance. This Code has regard to, and should be read in conjunction with, the School's Child Protection and Safeguarding Policy and Procedures, Whistleblowing Policy and the following (collectively referred to in this Code as the **Guidance**):
 - 1.1 *Keeping children safe in education* (July 2015) (**KCSIE**):
 - 1.1.1 KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015);
 - 1.1.2 KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015).
 - 1.2 *Working together to safeguard children* (March 2015) (**WT**):
 - 1.2.1 WT refers to the non-statutory advice: *Information sharing* (March 2015).
 - 1.3 *Prevent Duty Guidance: for England and Wales* (2015) (**Prevent**). Prevent is supplemented by non-statutory advice and a briefing note:
 - 1.3.1 *The Prevent duty: Departmental advice for schools and childminders* (June 2015);
 - 1.3.2 *The use of social media for online radicalisation* (July 2015).
- 2 The purpose of the Code is to:
 - 2.1 confirm and reinforce the professional responsibilities of all Staff;
 - 2.2 clarify the legal position in relation to sensitive aspects of Staff / pupil relationships and communication including the use of social media;
 - 2.3 set out the expectations of standards and behaviour to be maintained within the School; and
 - 2.4 to help adults establish safe practices and reduce the risk of false accusations or improper conduct.
- 3 **Application:** The Code of Conduct (**Code**) applies to all Staff working in the School (**School**), including EYFS whether paid or unpaid, whatever their position, role or responsibilities and **Staff** includes employees, governors, contractors, work experience / placement students and volunteers.

- 4 **Your duty:** It is the contractual duty of every member of Staff to observe the rules and obligations in this Code. You should also follow the Guidance. The School also has a duty of care to its Staff, parents, guardians or carers and pupils and the implementation of the practices in this Code will help to discharge that duty.
- 5 **Wrongdoing:** All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff to the Head Master. The School operates a Whistleblowing Policy which is contained within the Staff Handbook.

Guiding principles

6 Principles for all Staff

6.1 All Staff should put the wellbeing, development and progress of all pupils first by:

6.1.1 taking all reasonable steps to ensure the safety and wellbeing of pupils under their supervision;

6.1.2 using professional expertise and judgment for the best interests of pupils in their care;

6.1.3 demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;

6.1.4 raising concerns with the DSL about the practices of teachers or other professionals where these may have a negative impact on pupils' learning or progress, or may put pupils at risk;

6.1.5 adhering to the School's Child Protection and Safeguarding Policy and Procedures;

6.1.6 knowing the role, identity and contact details of the current Designated Safeguarding Lead and their Deputy; and

6.1.7 being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the pupil due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten pupils.

6.2 All Staff should demonstrate respect for diversity and take steps to promote equality by:

6.2.1 acting appropriately and in accordance with this Code of Conduct, towards all pupils, parents, guardians or carers and colleagues;

6.2.2 complying with the School's anti-bullying, Equal Opportunities and Dignity at Work policies and this Code of Conduct;

6.2.3 addressing issues of discrimination, racism and bullying whenever they arise; and

6.2.4 helping to create a fair and inclusive School environment.

6.3 All Staff should work as part of a unified Staff body by:

- 6.3.1 developing productive and supportive relationships with colleagues;
 - 6.3.2 exercising any management responsibilities in a respectful, inclusive and fair manner;
 - 6.3.3 complying with all School policies and procedures;
 - 6.3.4 participating in the School's development and improvement activities;
 - 6.3.5 recognising the role of the School in the life of the local community;
 - 6.3.6 upholding the School's reputation and standing within the local community and building trust and confidence in it.
- 6.4 All Staff should understand that the School has a legal duty to have regard to the need to prevent people from being drawn into terrorism, and consequently should be aware of:
- 6.4.1 what extremism and radicalisation means and why people - including pupils and fellow staff members - may be vulnerable to being drawn into terrorism as a consequence of it;
 - 6.4.2 what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it; and
 - 6.4.3 how to obtain support for people who may be being exploited by radicalising influences.

7 Additional principles for teachers

7.1 From October 2015, teachers must report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

7.2 Teachers should take responsibility for maintaining the quality of their teaching practice by:

- 7.2.1 meeting the professional standards for teaching applicable to their role and position within the School;
- 7.2.2 reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;
- 7.2.3 helping pupils to become confident and successful learners; and
- 7.2.4 establishing productive relationships with parents, guardians or carers by:
 - (a) providing accessible and accurate information about their child's progress;

(b) involving them in important decisions about their child's education; and complying with this Code.

7.3 Teachers should maintain public trust and confidence in the School by:

7.3.1 demonstrating honesty and integrity;

7.3.2 understanding and upholding their duty to safeguard the welfare of children and young people;

7.3.3 maintaining reasonable standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site; and

7.3.4 maintaining an effective learning environment.

Guidance on Staff / pupil relationships

8 Application: Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of Staff. This guidance applies to all Staff.

9 Sexual contact: Staff must not:

9.1 have any type of sexual relationship with a pupil or pupils;

9.2 have sexually suggestive or provocative communications with a pupil;

9.3 make sexual remarks to or about a pupil; and

9.4 discuss their own sexual relationships in the presence of pupils.

10 Abuse of a position of trust and Inappropriate relationships with School pupils: Sexual relationships or sexual contact with any pupils, or encouraging a relationship to develop in a way which might lead to a sexual relationship or any relationship just considered inappropriate with any pupil at the School is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution. It is a criminal offence of an abuse of a position of trust to have any sexual relationship with any School pupil under the age of 18, and whilst not a criminal offence, it is a breach of this Code and considered to be gross misconduct to have a sexual relationship with any pupil of this School, even if over the age of 18.

11 Inappropriate relationships with pupils at another educational establishment: Forming relationships with children or young people who are pupils or students at another educational establishment will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with pupils and students at the School. Whilst not necessarily a criminal offence, the School considers it inappropriate for Staff to form inappropriate relationships with a pupil of any educational establishment, irrespective of their age.

12 General guidance: You should be aware of the general guidance that will apply in all cases. In particular you:

12.1 need to exercise professional judgment but always act within the spirit of these guidelines. If you are involved in a situation where no specific guidance exists, you should discuss the circumstances with the Designated Safeguarding Lead. A written record should be kept that includes justification for any action taken;

12.2 must be familiar with procedures for handling allegations against Staff as set out in the School's Child Protection and Safeguarding Policy and Procedures and Whistleblowing Policy;

12.3 must seek guidance from the Designated Safeguarding Lead if you are in any doubt about appropriate conduct; and

12.4 must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or a group of pupils to the Designated Safeguarding Lead.

13 Behaviour giving particular cause for concern: You should take particular care when dealing with a pupil who:

13.1 appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection;

13.2 appears to hold a grudge against you;

13.3 acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over-familiar; and

13.4 may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.

14 Procedure to be followed in these cases: Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under the School's Child Protection and Safeguarding Policy and Procedures.

15 Record keeping: Comprehensive records are essential. Any incident involving children that could give cause for concern, must be recorded and reported promptly to the Designated Safeguarding Lead in accordance with the School's Child Protection and Safeguarding Policy and Procedures.

16 Good order and discipline: Staff in charge or control of pupils must maintain good order and discipline at all times when pupils are present on School premises and whenever pupils are engaged in authorised school activities, whether on School premises or elsewhere.

General conduct

17 School property: You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain.

18 Use of premises: You must not carry out on School premises any work or activity other than pursuant to your terms and conditions of employment without the prior permission of the Head.

19 Behaviour of others: You should be aware that the behaviour of your partner or other family members or any member of your household may raise concerns. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School.

Meetings with pupils

20 One-to-one meetings: If you are teaching one pupil, or conducting a one-to-one meeting or teaching session with a pupil, you should take particular care in the following ways:

20.1 when working alone with a pupil is an integral part of your role, conduct and agree full risk assessments with your HOD and member of Senior Leadership Team;

20.2 use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place;

20.3 arrange the meeting during normal school hours when there are plenty of other people about;

20.4 do not continue the meeting for any longer than is necessary to achieve its purpose;

20.5 avoid sitting or standing in close proximity to the pupil, except as necessary to check work;

20.6 avoid using "engaged" or equivalent signs on doors or windows;

20.7 avoid idle discussion;

20.8 avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;

20.9 avoid any conduct that could be taken as a sexual advance;

20.10 report any incident that causes you concern to the Designated Safeguarding Lead under the School's Child Protection and Safeguarding Policy and Procedures, and make a written record (signed and dated); and

20.11 report any situation where a pupil becomes distressed or angry to the Designated or Deputy Safeguarding Leader.

21 Pre-arranged meetings: Pre-arranged meetings with pupils outside school should not be permitted unless approval is obtained from their parents, guardians or carers and the Designated or Deputy Safeguarding Leader. If you are holding such a meeting, you should inform colleagues before the meeting.

22 Home visits: In some circumstances home visits are necessary. You should:

22.1 discuss the purpose of any visit with the DSL or Deputy and adhere to any agreed work plan / contract;

22.2 follow the risk management strategy and ensure appropriate risk assessments are in place. Where there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague;

22.3 not visit unannounced if this can be avoided;

22.4 leave the door open where you will be alone with pupils;

22.5 keep records detailing times of arrival and departure, and work undertaken;

22.6 ensure that any behaviour or situation that gives rise to a concern is reported and actioned;

22.7 discuss with the Designated Safeguarding Lead anything that gives cause for concern in accordance with the School's Child Protection and Safeguarding Policy and Procedures; and

22.8 have a mobile telephone and an emergency contact.

23 The use of personal living space: Pupils should not be in or invited into the personal living space of any member of Staff, unless agreed with the parents, guardians or carers and the Designated or Deputy Safeguarding Leader . Pupils should not be asked to assist with chores or tasks in the personal living space. Personal living spaces should not be used as an additional resource for the School.

Language and appearance

24 Language: You should use appropriate language at all times. You should:

24.1 avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, emails etc);

24.2 avoid any form of aggressive or threatening words;

24.3 avoid any words or actions that are over-familiar;

24.4 not swear, blaspheme or use any sort of offensive language in front of pupils;

24.5 avoid the use of sarcasm, discriminatory or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about anyone. Any sanctions should be in accordance with the School's behaviour and discipline policies; and

24.6 be aware that some parts of the curriculum may raise sexually explicit subject matters. Care should be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.

25 Dress: You should dress appropriately and in a professional manner. Dress must not be offensive, distracting, revealing, or sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed.

The use of force or physical restraint

26 Physical restraint: All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. However, by law, Staff who are authorised by the Head to have control or charge of pupils, may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

26.1 committing a criminal offence;

26.2 injuring themselves or others;

26.3 causing damage to property, including their own; or

26.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

27 Application of code of restraint: This applies when a teacher, or other authorised person, is on School premises and when he or she is in control or charge of the pupil elsewhere, for example on a field trip or other authorised out of school activity. It only applies where no other form of control is available and where it is necessary to intervene.

28 Before intervening: Before intervening physically you should, wherever practicable, tell the pupil to stop and what will happen if he or she does not. You should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. You should always avoid touching or holding a pupil in a way that might be considered indecent. You should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.

29 Inform senior staff: You should inform the Designated or Deputy Safeguarding Leader / Head Master immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the pupil. The parents, guardians or carers of the pupil should be informed about serious incidents involving the use of force. In the EYFS setting, the parents, guardians or carers will be informed about any use of force on the same day or as soon as reasonably practicable. The Designated or Deputy Safeguarding Leader / Head will advise as to when parents should be contacted.

30 Action taken in self-defence or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.

31 Using reasonable force: There is no legal definition of "reasonable force". It will always depend on the circumstances. Note that:

- 31.1 any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented;
- 31.2 physical force could not be justified to prevent a pupil from committing a trivial misdemeanour;
- 31.3 any force should always be the minimum needed to achieve the desired result; and
- 31.4 whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

Physical contact in other circumstances

32 When physical contact may be appropriate: Physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact should be in response to the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.

33 Guidance on using physical contact: You should observe the following guidelines (where applicable):

- 33.1 explain the intended action to the pupil;
- 33.2 do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction;
- 33.3 ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration; and
- 33.4 consider alternatives if it appears likely that the pupil might misinterpret the contact.

34 Report concerns: If you are at all concerned about any instance of physical contact, inform the Designated or Deputy Safeguarding Leader without delay, and make a written record in the incident book and on the pupil's file if necessary.

35 Offering comfort to distressed pupils: Touching may be appropriate where a pupil is in distress and needs comforting. You should use your own professional judgement when you feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. You should always notify the Designated or Deputy Safeguarding Leader when comfort has been offered, record the action and should seek guidance if unsure whether it would be appropriate in a particular case.

36 Administering first aid (by trained First Aiders only unless in cases of emergency): When administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's health and safety at work rules and intimate care guidelines, and parents, guardians or carers should be informed. Staff should:

- 36.1 adhere to the School's policies on first aid and administering medication;

- 36.2 comply with the necessary reporting requirements;
- 36.3 make other adults aware of the task that is being undertaken;
- 36.4 explain what is happening;
- 36.5 report and record the administration of first aid;
- 36.6 have regard to any health plans; and
- 36.7 ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

37 Pupils' entitlement to privacy: Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:

- 37.1 avoid physical contact or visually intrusive behaviour when children are undressed;
- 37.2 announce yourself when entering changing rooms and avoid remaining unless required;
- 37.3 not shower or change in the same place as children; and
- 37.4 not assist with any personal care task which a pupil can undertake themselves.
- 37.5 avoid male members of staff being present in girls' changing areas and vice versa.

38 Where a child has been abused: Where a child has previously been abused, staff should be informed on a 'need to know' basis, and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the pupil and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Designated Safeguarding Lead and parents, guardians or carers where appropriate.

39 Children with special educational needs or disabilities: Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny. The Designated Safeguarding Lead and SEND will establish whether any reasonable adjustments are required for such pupils.

Code of conduct for contact outside school

40 Contact outside school: You should avoid unnecessary contact with pupils outside school. You should:

- 40.1 not give pupils your home address, home telephone number, mobile telephone number or email address;
- 40.2 not send personal communications (such as birthday cards or faith cards, text messages etc) to children unless agreed with the Designated or Deputy Safeguarding Leader / Head;

40.3 not make arrangements to meet pupils, individually or in groups, outside school other than on school trips authorised by the Designated or Deputy Safeguarding Leader / Head;

40.4 avoid contacting pupils at home unless this is strictly necessary, and you should keep a record of any such occasion;

40.5 not give a pupil a lift in your own vehicle or travel unaccompanied outside of the school;

40.6 avoid inviting pupils (groups or individuals) to your home unless there is a good reason and it has been approved by Designated or Deputy Safeguarding Leader / Head. This prohibition also applies if you have on site accommodation;

40.7 report and record any situation which may place a child at risk or which may compromise the School's or your professional standing;

40.8 and

40.9 never engage in secretive social contact with pupils or their parents, guardians or carers.

41 Social contact: You should be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as inappropriate, an abuse of a position of trust or as grooming. Any social contact that could give rise to concern should be reported to the Designated or Deputy Safeguarding Leader / Head. Such contact also includes strict adherence to the IT Acceptable Use Policy and E-Safety guidelines.

42 Friendships with parents, guardians or carers and pupils: Members of Staff who are friends with parents, guardians or carers of pupils or who, for example, are voluntary workers in youth organisations attended by pupils, will of course have contact with those pupils outside school. However, members of Staff should still respect and adhere to the above advice wherever possible and should keep the Designated or Deputy Safeguarding Leader / Head informed of such relationships. This is particularly pertinent to members of staff who are also parents at the School and whom should maintain clear boundaries between their role as a staff member and as a parent. Please speak to the Designated or Deputy Safeguarding Leader /Head for further clarification or advice.

43 Scope of application of code on contact outside school: The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are pupils at another school.

44 Transporting pupils: There may be some situations when Staff are required to transport pupils. You should:

44.1 ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive;

44.2 be aware that until the pupil is passed over to a parent / carer, you have responsibility for that pupil's health and safety;

- 43.3 record the details of the journey;
- 44.4 record, be able to justify impromptu or emergency lifts and notify the Designated or Deputy Safeguarding Leader / Head;
- 44.5 ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc; and
- 44.6 wherever practicable, you should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort.

45 After school activities: When taking part in after school activities, you should:

- 45.1 be accompanied by another adult unless otherwise agreed with the Designated or Deputy Safeguarding Leader / Head;
- 45.2 undertake a risk assessment; and
- 45.3 obtain parental consent.

46 Educational visits: When taking part in educational visits, you should:

- 46.1 follow the School's Educational Visits Policy;
- 46.2 be accompanied by another adult unless otherwise agreed with the Designated or Deputy Safeguarding Leader / Head;
- 46.3 undertake a risk assessment;
- 46.4 obtain parental consent; and
- 46.5 never share bedrooms unless in a dormitory situation and arrangements have been discussed and agreed previously with the Designated or Deputy Safeguarding Leader / Head and where appropriate parents, guardians or carers and pupils.

47 Overnight supervision: Where overnight supervision is required to preserve the integrity of the examination process:

- 47.1 you should ensure that a risk assessment has been undertaken and that all members of the household have had the appropriate checks;
- 47.2 arrangements should be made with and agreed by parents, guardians or carers and the pupil;
- 47.3 one to one supervision should be avoided where possible;
- 47.4 choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the School's guidelines;
- 47.5 whenever possible, independent oversight of the arrangements should be made; and
- 47.6 any misinterpretation, misunderstanding or complaint should be reported.

Communication with pupils (including the use of technology)

- 48 Communicating with children and parents, guardians or carers:** All communication with children or parents, guardians or carers should conform to School policy and be limited to professional matters. Except in an emergency communication should only be made using School property.
- 49 Application:** These rules apply to any form of communication including new technologies such as mobile telephones, web-cameras, social networking websites and blogs. You should also ensure you comply with the more detailed IT Acceptable Use Policy, and Social Media Policy.
- 50 Dealing with "crushes":** Crushes, fixations or infatuations are part of normal adolescent development. However they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a pupil has a crush on you or on another colleague you should bring it to the attention the Designated or Deputy Safeguarding Leader at the earliest opportunity. Suggestions that a pupil may have developed a crush should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to the Designated or Deputy Safeguarding Leader and recorded.
- 51 Acceptable use:** Adults must establish safe and responsible online behaviours and must comply with the IT Acceptable Use Policy, and E Safety Guidelines Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the IT Acceptable Use Policy. Local and national guidelines on acceptable user policies should be followed. Staff should also:
- 51.1 ensure that your own personal social networking sites are set as private and ensure that pupils are not approved contacts;
 - 51.2 never use or access social networking sites of pupils and do not use internet or web-based communication channels to send personal messages to pupils;
 - 51.3 do not use your own equipment (e.g. mobile telephones) to communicate with pupils - use equipment provided by the School and ensure that parents, guardians or carers have given permission;
 - 51.4 only make contact with pupils for professional reasons; and
 - 51.5 recognise that text messaging should only be used as part of an agreed protocol and only when other forms of communication are not possible.
- 52 Personal details:** Adults should not give their personal contact details to pupils, including email addresses, home or mobile telephone numbers, unless the need to do so is agreed with the Designated or Deputy Safeguarding Leader and parents, guardians or carers.
- 53 Communicating outside the agreed protocols:** Email or text communications between an adult and any pupil outside agreed protocols may lead to a report to external agencies in accordance with the School's Child Protection and Safeguarding Policy and Procedures,

disciplinary action and / or criminal investigations. This also includes communications through internet based websites.

Code of conduct for photographs and videos

54 Permission required: You should seek permission from the Designated or Deputy Safeguarding Leader before taking photographs or video camera footage of any pupils in class, at any school events or on a trip. You should also seek permission from parents before displaying these photographs. You must not take images of children using personal mobile telephones. Appropriate consents for taking and displaying photographs should be obtained from parents, guardians or carers where appropriate.

55 Guidance where permission obtained: Where permission has been obtained, the following should be considered:

55.1 the purpose of the activity should be clear as should what will happen to the photographs or videos. You must be able to justify images in your possession;

55.2 all images should be made available in order to determine acceptability;

55.3 images should not be made during one-to-one situations;

55.4 ensure that the pupil is appropriately dressed;

55.5 ensure that the pupil understands why the images are being taken and has agreed to the activity;

55.6 only use equipment provided or authorised by the School;

55.7 if an image is to be displayed in a place to which the public have access it should not display the pupil's name. Similarly where a pupil is named the name should not be accompanied by a photograph or video;

55.8 all images of children should be stored securely and only accessed by those authorised to do so; and

55.9 images must not be taken secretly.

56 Appropriate material: You must ensure children are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and you must not use School property or the School network to access such material. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material that is potentially illegal or inappropriate, you must isolate the equipment and contact the Designated Safeguarding Lead under the School's Child Protection and Safeguarding Policy and Procedures immediately. Pupils must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate.

Gifts and rewards

57 Anti-bribery and corruption policy: Before accepting or giving any gifts or rewards, Staff must familiarise themselves with the Anti-Bribery and Corruption Policy contained in this Employment Manual.

58 If a gift is received: If you receive a gift from a pupil or parent you should:

58.1 declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £100. The Head may in their absolute discretion require you to decline the gift; and

58.2 decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents, guardians or carers or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value.

59 Giving gifts and rewards: Where you are thinking of giving a gift or reward:

59.1 it should only be provided as part of an agreed reward system;

59.2 in all cases except the above, the gift or reward should be of little monetary value and should be discussed and agreed with the Designated or Deputy Safeguarding Leader / Head and where appropriate the parent, guardian or carer;

59.3 selection processes should be fair and where possible should be agreed by more than one member of Staff; and

59.4 gifts should be given openly and not based on favouritism.

60 Allocation of gifts and rewards: Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

Childcare Disqualification

61 Offence: The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 state that it is an offence for the School to employ anyone to provide childcare in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP (a **Relevant Role**).

62 EYP includes usual school activities and any other supervised activity for a "young child" which takes place on the school premises during or outside of the normal school day (a child is a "young child" during the period between birth and up to 1 September following their fifth birthday).

63 LYP includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.

64 "Childcare" means any form of care for a child, which includes education and any other supervised activity for a "young child". "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.

65 Grounds for disqualification: The grounds on which a person will be disqualified from working in connection with EYP or LYP are set out in the School's Recruitment, Selection and

Disclosure Policy and Procedure. Staff are required to familiarise themselves with this document.

66 Duty of disclosure: Staff in a Relevant Role are under an on-going duty to immediately notify the School if their circumstances, or the circumstances of any member of their household, change so that they meet any of the criteria for disqualification at any point during their employment with the School. Any failure to disclose relevant information will be treated as a serious disciplinary matter.

67 Ofsted: Where the School receives disqualification information about a member of staff working in a Relevant Role and is satisfied that the member of staff may be disqualified as a consequence, the School is under a duty to report the circumstances of the disqualification to Ofsted.

68 Waiver: A member of staff who discloses information which appears to disqualify them from working in a Relevant Role may apply to Ofsted for a waiver of the disqualification.]

Reporting Obligations

69 The School's position: It is a contractual requirement as well as in your interests to follow this Code so as to maintain appropriate standards of behaviour and your own professional reputation. A breach of this Code may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.

70 Termination of employment: If the School ceases to use the services of a member of Staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

71 Resignation: If a member of Staff tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria for a referral are met.

72 National College for Teaching and Leadership: Where a teacher has been dismissed, or would have been dismissed had they not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

Appendix D

What is child abuse and the signs of abuse?

Children in Need - Children who are unlikely to reach or maintain a satisfactory level of health or development will be significantly impaired, without provision of services.

Significant Harm - This is the threshold justifying compulsory intervention for the protection of children.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children.

Vulnerable Groups

Children who may be more vulnerable to being harmed may include: babies and younger children, disabled children, children who are isolated, children who are already thought of as a problem (e.g. children in care, secure accommodation and children with emotional/behavioural difficulties)

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning 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

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

Sexual Abuse

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual conduct to which, as individuals, they may have agreed. 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, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape, buggery or oral sex) or non-penetrative acts

such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images and pornography, 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.

Abuse of Trust

It is an offence under the 'Sexual Offences Act 2003' for a member of staff to have a sexual relationship with a child under 18, where that person is in a position of trust, even if the relationship is consensual. This applies where the young person is in full time education and the staff member works in the same establishment, even if the adult does not teach them. If the young person is over 18 it may result in 'gross misconduct' by the member of staff.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Child exploitation and E-safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. We will ensure that staff are aware of how not to compromise their position of trust in or outside the setting and are aware of the dangers associated with social networking sites. Refer to Inappropriate Behaviour Policy. Personal mobile phones may only be used in the school office or staff room. Mobile phones and cameras are provided by the school for educational purposes.

Female Genital Mutilation (please see additional guidance from Multi Agency Practice Guidelines)

Pre – procedure:

Talk of 'special procedure', 'special holiday'

Parental pressure to be withdrawn from PSHEE

Post –procedure:

Frequent urinary, menstrual or stomach problems.

Prolonged or repeated absences from school or college.

Prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.

Strong links to communities known to practise FGM

Sexual Exploitation

Going missing for periods of time or

regularly coming home late

Regularly missing school or not taking

part in education
Appearing with unexplained gifts or
new possessions
Associating with other young people
involved in exploitation
Having older boyfriends or girlfriends
Suffering from sexually
transmitted infections
Mood swings or changes in
emotional wellbeing
Drug and alcohol misuse
Displaying inappropriate
sexualised behaviour
Changes in eating patterns

Radicalisation

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances. 3 key areas that the Channel Duty Guidance 2015 have identified that might make an individual vulnerable to potential radicalisation are:

- a) Engagement with a group, cause or ideology;
- b) The intent to cause harm;
- c) Capability to cause harm.
Other signs include:
- d) 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.
- e) Calls for death of members of our armed forces, whether in this country or overseas.

Pupils who are disillusioned and unhappy generally might be more prone to seeking solace online and staff are aware of this and monitor those 'Vulnerable pupils' more carefully.

Appendix E

Immanuel College Preparatory School **Missing Child Policy and Policy for when a Child is Not Collected from the Early** **Years Foundation Stage,** **Key Stage 1 and Key Stage 2(E9)**

At Immanuel College Preparatory School we take seriously our duty of care to the children who attend our school. To this end we have implemented procedures to try and avoid a child from going missing as well as procedures for what to do in the event of a lost child. This information is shared with all staff and volunteers, to ensure the children are safe at all times.

Procedures to ensure children are not lost

- The gates are locked at all times.
- Children are brought into the classroom by a parent/carer or handed over to a known adult at “Drop & Go”.
- Children are supervised at all times.
- The class register is taken at 8.40am in the morning and again in the afternoon. The information is stored on SIMS and a running total is kept.
- Parents who bring their children into school after this time are asked to register them at the School Office.
- The School Office staff check the total class numbers at 9:30 am. Any children brought in to school after this time are registered by hand, with the adult signing the “Late/ Early Book”, kept at the main School Office.
- Children are collected from the teachers or TAs at the end of the day. Staff only hand a child over to a known adult. When there is a different adult collecting a child, parents are asked to inform the class teacher. If there is uncertainty, the class teacher contacts the parents before handing over a child.
- Children who need to leave early from school can only do so when permission has been sought in advance. The adult collecting the child records this in the “Late/ Early Book”.
- When staff take children out of the building, they are counted before leaving and on entry.
- Before going on an outing, an assessment is made of the number of staff and volunteers required. This will be according to the number of children, place visited and journey type and length. All staff and volunteers are given a list of children in their care and are expected to account for their presence at all times. The children are given wrist bands to wear, with the contact details of the school. (See Schools Outings Policy).

In the unlikely event that a child is not accounted for:

- The security guard, Head of the Preparatory School and caretakers are alerted to look for the child in the vicinity of the building and on the grounds
- The class teacher, supervising adults and site manager of the venue are alerted in the child is on an outing
- The parents will be telephoned to check that they have not collected their child early without informing a member of staff.
- The Police, Ofsted and the Local Area Safeguarding Children Committee will be informed.

In the event that a child is not collected:

- The class teacher will check with the School Office that no message has been received to explain the delay, no email notification of a delay and also check that the child has not been booked in to After-School Club
- In the event that there is no notification from the parents this will be brought to the attention of the Head of the Preparatory School or Designated or Deputy Safeguarding Leader for Pastoral Care. The Head of the Preparatory School will then make every effort to contact the parent or carer or named alternative carer.
- In the unlikely event that the child is in **immediate need of protection**, the Police, who have emergency protection powers, will be contacted.
- If the child has not been collected by 4.30pm, an hour after the end of a school activity or 5.45pm from After-School Club, and the Head of the Preparatory School will call the parents/ other named adults. If no-one can be contacted, he/she will phone the duty social care team for the school area.
- If an appropriate relative or carer is located, he/she will be asked to ensure that the child is collected from the school. If there is a genuine reason for the relative or carer being unable to do this, social care will liaise with school about arrangements for the child to be collected and taken to the address.
- If attempts to contact a parent or appropriate carer are unsuccessful, social care will arrange for the child to be collected and taken to a place of safety e.g. a temporary foster carer or family centre. They will notify the school of the child's placement and provide contact details as appropriate.

Ofsted – 08456 404040

Safeguarding Children Committee – 020 8359 4540

Hertfordshire Children, Schools & Families (including out of hours): 0300 123 4043

Barnet Emergency Duty Team: 020 8359 2000

Police – 999

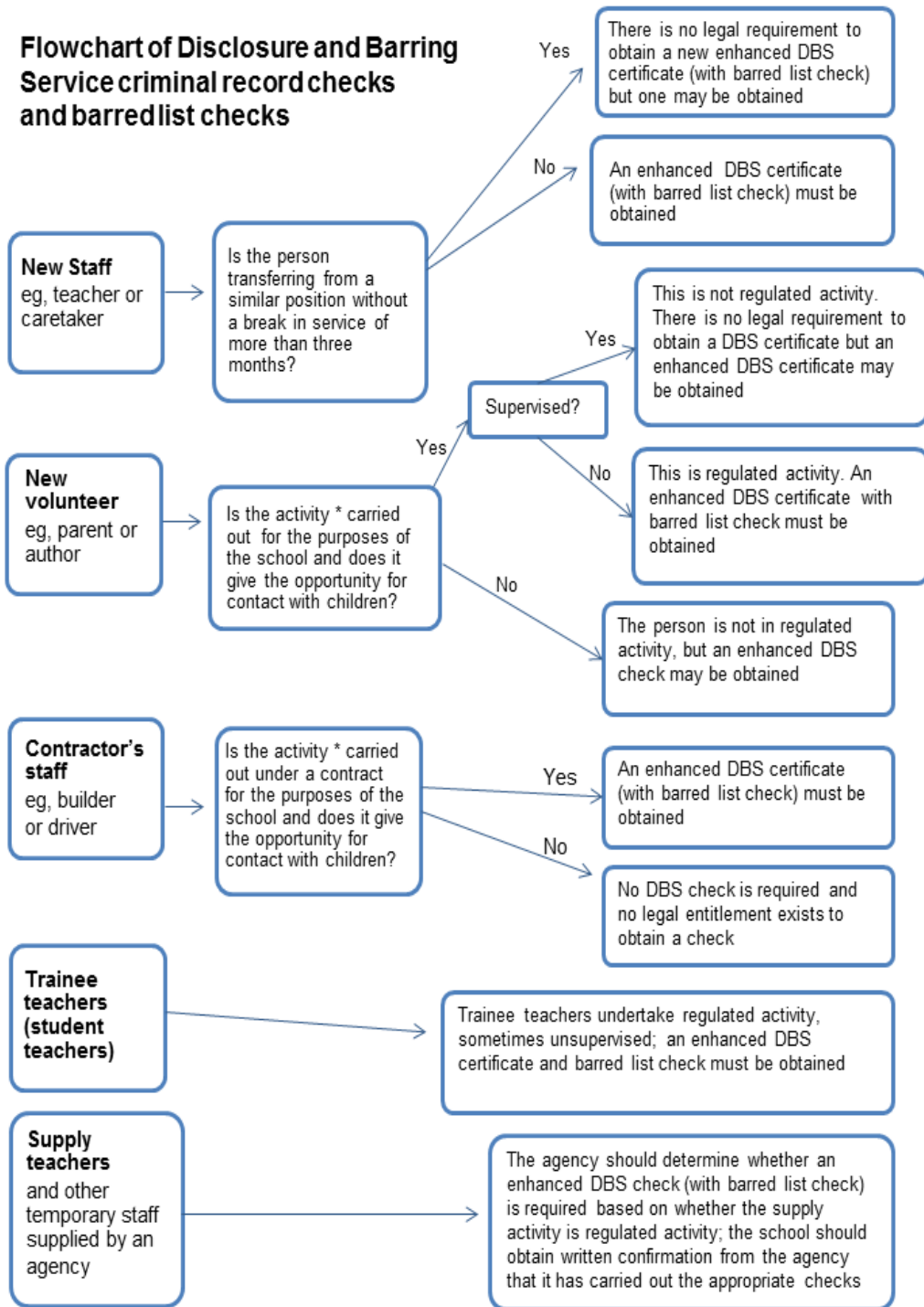
Policy reviewed: June 2015

MISSING CHILD POLICY - SENIOR SCHOOL

- If a child is unaccounted for – all key staff to search the school and grounds including all caretakers and some security personnel. All CCTV of the exit gates will be scrutinised.
- All vulnerable pupils are on the 'Vulnerable Pupils List'. The front office has been briefed to look out for these children and not to allow them to leave school without contacting their Head of Section or Designated or Deputy Safeguarding Leader Pastoral first – this applies even with parental permission. Security has also been briefed on the children who are vulnerable and need to be looked out for.
- The parents will be called to check that the (y) child has not been collected without informing the Front Office.
- If the child remains unaccounted for, the police and the LA Safeguarding Children Committee will be informed.
- If there is any reason to suspect that the child may have been radicalised, the PREVENT team will also be called immediately.

CHILD MISSING EDUCATION – PLEASE SEE ATTENDANCE POLICY for full details but if children are absent from school without a valid reason and communication from home, then parents will be contacted. Vulnerable children are identified and parents should be called immediately following a conversation with HOS or Deputy Head. The DSL will be in contact with the Local Authority if there is any safeguarding concern relating to attendance or absence from school. If there is any suspicion of an absence relating to radicalisation, the Prevent Team in the Local Authority will be contacted immediately.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix F

Appendix G

Child Protection Training Outline – Immanuel College

	Visitor	Regular Volunteers	Non-teaching Staff	New Staff	Current Staff	Prep Staff	EYFS Contact Staff	Pastoral & KS Leaders	Deputy DSL	DSL's	SLT
Visitor Briefing	Y	Y	N	N	N	N	N	N	N	N	N
Stage 1 Meet & Greet	N	Y	Y	Y	Y	Y DA F	Y DA F	Y	Y DA	Y DA	Y DA
Stage 2 Interim CP Training	N	N	Y	Y	N	N	N	N	N	N	N
Stage 3 Termly Refresher Briefing	N	N	Y	Y	Y	Y	Y	Y AP	Y AP	Y AP	Y
Stage 4 Annual Training	N	Invited	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stage 5 Full Level 1 Training	N	Invited	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stage 6 DSP Level 2 Training	N	N	N	N	N	N	N	N	Y	Y	Y
Additional Safeguarding Training	N	Invited to: M E G	Invited to: M E G	Y M E G	Y M E G	Y F M E AP	Y F M E	Y M E AP G	Y M E AP G	Y M E AP G	Y M E AP G

Additional Safeguarding Training:

DA – 'Meet and Greet' to include 'Disqualification by Association' form

F – First Aid Paediatric Training

M – Mental Health Training

E – E-Safety Training (split for Prep and Senior School – specific to each age group)

AP – Advanced Pastoral Training (this could be in self-harm, bereavement, child sexual exploitation, mental health, e-safety etc).

G – Government or Home Office Training (for example Prevent or FGM training)

Summary:

Visitor Briefing:

- This is done by the front office and visitors are taken through the key Safeguarding Procedures and Designated Senior Persons i/c Child Protection at the School

- They all sign in, are then given a badge, then sign out when they leave
- They are given key Health and Safety and Fire Training
- The Front Office check their identity and alert the DSP if they are concerned about anything. They do not allow them access to any pupils or other parts of the campus until they are satisfied with their checks

THIS IS DONE AS SOON AS THE PERSON ENTERS RECEPTION

Stage 1 – Meet and Greet with Administrator i/c Admissions Maureen O’Shea

- Safeguarding Policy – shown where the DSL is based
- KCSIE summary and poster
- Whistleblowing Policy
- Key terms of Prevent Policy – Engage, Intent and Resources
- Staff Code of Conduct
- Staff AUP
- Disqualification by Association (if relevant)
(is given to the new member of staff to read there and then – they sign the necessary paperwork and book in the Stage 2 Training if necessary)

THIS IS DONE EITHER BEFORE OR ON THE FIRST DAY A PERSON STARTS WORK

Stage 2 – Interim Level 1 Child Protection Briefing run by DSL

- **Understand the safeguarding agenda for schools and where child protection fits into it**
- **Define the different categories of child abuse**
- **Recognise your role in safeguarding children**
- **Explain how you should respond to child welfare concerns**
- **Demonstrate knowledge of safe working practice for school staff**
- **Discuss Anti-Bullying and Cyber-Bullying/Mental Health/Prevent policies**

THIS IS IDEALLY DONE IN THE FIRST MONTH OF EACH TERM for those staff who do not have a current Level 1 training certificate. They will still need to attend Stage 5 training

Stage 3 – Termly refresher by DSL

- **Safeguarding Policy**
- **KCSIE**
- **Any updated guidance by DfE or Home Office**
- **Any current and topical issues for colleagues to be aware of – e.g. E-Safety/Online Exploitation**

THIS IS DONE ONCE A TERM BY THE DSP FOR ALL STAFF

Stage 4 – Annual Refresher by DSL based on Level 1 Training Content (DSL has completed Train the Trainer course)

THIS IS DONE IN SEPTEMBER EACH YEAR for those colleagues who have a current Level 1 certificate. For those colleagues who do not, please see Stage 2Stage 5 – Full Level 1 Child Protection Training run by Hertfordshire Safeguarding Local Authority Board

THIS IS DONE EVERY 3 YEARS (LAST DONE SEPTEMBER 2014) AS RECOMMENDED BY HCSB (this is for all colleagues regardless of if they have done Stage 2 that year)

Stage 6 – Full Level 2 DSL Training (including Refresher Training if completed before full certificate expires after 2 years)

In the best interest of the children – a case study

Organisational DSL tasks:

- Staff induction/arranging training
- School Safeguarding Policy
- Monitoring and auditing role

Individual casework DSL tasks:

- Evaluation of concerns
- Referral process
- Consultation
- Child Protection Conferences
- Core Groups
- Risk Assessment Management Plans
- Most up to date Home Office and DfE Guidance and Training

Appendix H WHISTLEBLOWING POLICY AND PROCEDURE

Legal:

The key piece of whistleblowing legislation is the Public Interest Disclosure Act 1998 (PIDA) which applies to almost all workers and employees who ordinarily work in Great Britain. The situations covered include criminal offences, risks to health and safety, failure to comply with a legal obligation, a miscarriage of justice and environmental damage.

For a disclosure to be protected it must be made to an appropriate body. For example, disclosing a health and safety issue to the Health and Safety Executive is likely to be protected, but not if the concern was disclosed to the media.

Applies to:

- Whole School including EYFS
- We explicitly require staff to report to the Headmaster of Immanuel College or the Chair of Governors.

Related Documents:

- Safeguarding Children – Child Protection Policy
- Health, Safety and Welfare Policy
- Safeguarding Children – Safer Recruitment Policy and Procedures
- Anti-bullying Policy
- Employment Policies
- Equality and Diversity Policy and Implications
- Staff Code of Conduct

Whistleblowing Policy

Preamble

Immanuel College is committed to the highest possible standards of openness, probity and accountability. In line with that commitment employees and others with serious concerns about malpractice or wrongdoing in the School's work are encouraged to come forward and voice those concerns without fear of victimisation. Whatever the source the Governors are committed to listening to the concerns, taking them seriously and ensuring that they are dealt with promptly and fairly.

We explicitly require staff to report to the Headmaster of Immanuel College or the Chair of Governors any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm

The Second Report of the Committee on Standards in Public Life: Local Public Spending Bodies published by The Nolan Committee used the term "whistleblowing" to mean the confidential raising of problems or concerns within an organisation by a member of staff. This is not "leaking" information but refers to matters of impropriety e.g. a breach of law, school procedures or ethics.

Nor is whistleblowing the raising of a grievance within the school (which would be dealt with under the staff grievance procedures).

Those external to the School are encouraged to raise any concerns they have about the way in which the School operates through the School's Complaints Procedure. Employees are often the first to realise that there may be something seriously wrong with an organisation. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the organisation. They may also fear harassment or victimisation. Employees are encouraged to raise their concerns within the School by applying the approach described in this document, rather than overlooking a problem or blowing the whistle outside the organisation.

Immanuel College provides immunity from retribution or disciplinary action against such staff for "Whistleblowing" in good faith. At all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

The policy aims

The purpose of this policy is to ensure that:

- encourage a member of staff to feel confident in raising serious concerns and to question and act upon concerns and practice;
- provide an avenue for a member of staff to raise those concerns and receive feedback on any action taken;
- ensure that a member of staff would receive a response to their concerns and that the member of staff is aware of how to take the matter further if they are not satisfied with Immanuel College's response;
- reassure the member of staff that they will be protected from reprisals or victimisation for any disclosure that have been made in good faith;
- the policy is intended to cover any serious concerns that a member of staff has about any aspect of service provision or the conduct of a member of staff or others acting on behalf of Immanuel College or major concerns that fall out of the scope of other procedures.

Introduction

The staff and governors of Immanuel College seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. If members of school staff, parents, governors or the school community at large become aware of activities which give cause for concern, Immanuel College has this whistleblowing policy; this acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the school's disciplinary procedure.

Immanuel College is committed to tackling fraud and other forms of malpractice and treats these issues seriously. Immanuel College recognises that some concerns may be extremely sensitive and has therefore developed a system which allows for the confidential raising of concerns within the school environment but also has recourse to an external party outside the management structure of the school.

Policy

All Governors and employees have a responsibility to carry out their duties to the highest standards of openness, probity and accountability and to come forward when they have serious concerns about malpractice or wrongdoing in the work of the School.

This policy aims to:

- Provide avenues for employees to raise concerns and receive feedback on any action taken;
- Allow employees to take the matter further if they are dissatisfied with the School's response;
- Reassure employees that they will be protected from reprisals of victimisation for whistleblowing in good faith;
- There are existing procedures in place (e.g. grievance, harassment and bullying) which make provision for employees to lodge a concern relating to their own employment. This whistleblowing policy is intended to complement those procedures by covering concerns that appear to fall outside their scope. Governors with serious concerns about malpractice or wrongdoing should contact the Chair of Governors.

Concerns about malpractice or wrongdoing may include:

- Any unlawful act, whether criminal or a breach of civil law, including corruption or fraud;
- Breach or failure to comply with the School's standing orders or policies;
- Breach or failure to comply with established standards or practice, including statutory codes or practice and standards promoted by professional bodies;
- Any form of improper conduct;
- Actions likely to cause physical danger to any person or to give rise to a risk of significant damage to property;
- Failure to take reasonable steps to report and rectify any situation which is likely to give rise to a significant, avoidable cost or loss of income to the School or would seriously prejudice the Governors or the School;
- manipulation of accounting records and finances;
- inappropriate use of school assets or funds;
- decision-making for personal gain;
- any criminal activity;
- damage to the environment of the school;
- dangerous practices;
- abuse of position;
- serious breaches of school procedures which may advantage a particular party (for example tampering with tender documentation, failure to register a personal interest);
- sexual or physical abuse of pupils or others whether physical or verbal;
- Other unethical conduct;
- indecent or violent behaviour towards any person;
- harassment or bullying of a pupil or member of staff;
- serious neglect of duties (including unauthorised absence from work);
- serious breach of the College's policies and procedures;

- any act which might give rise to a serious complaint against the College by any pupil, parent, employee, supplier, contractor or visitor;
- Abuse of power or the use of the Board of Governors powers and authority for any unauthorised or ulterior purpose. The above is not a comprehensive list but is intended to illustrate the range of issues, which might be raised under this policy.

The Board of Governors provides guidance to employees on the standards it expects from its employees through the policies agreed by the Board of Governors such as:

- Staff Code of Conduct
- Health and Safety Policy
- Equal Opportunities Policy
- Harassment and Bullying Policies
- No Smoking Policy
- Departmental Guidelines and through the procedures, agreed with the relevant recognised trade unions and professional associations, for addressing poor standards which include:
 - Disciplinary Procedure
 - Grievance Procedure
 - Capability Procedure

When might the whistleblowing policy apply?

Individuals are encouraged to come forward in good faith with genuine concerns knowing they will be taken seriously. A whistle blower should ask a few questions before taking action:

- Is it, or do you believe it to be, illegal?
- Is it, or do you believe it to be, against codes of practice issued by the school, regulatory authorities or a professional body?
- Does it contradict what the employee has been taught, or should have been taught?
- Is it about an individual's behaviour or is it about general working practices?
- Has the whistle blower witnessed the incident?

If any individual raises malicious unfounded concerns or attempts to make mischief, this will also be taken seriously and may constitute a disciplinary offence or require some other form of penalty appropriate to the circumstances. All allegations should be capable of being dealt with through the disciplinary procedure and will be considered appropriately. Where the alleged activity or behaviour cannot be dealt with under the scope of other procedures then consideration should be given to using this whistleblowing policy e.g.:

Anonymous allegations will only be considered if the issues raised are:

- Very serious;
- The credibility of the allegation is considered to be high;
- The likelihood of confirming the allegation is high.

Procedure

The procedure for disclosure of information is set out in Appendix 1 of this policy.

Harassment or victimisation

The Board of Governors recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal by those responsible for the malpractice. The Board of Governors will not tolerate harassment or victimisation and will take action to protect employees when they raise concerns in good faith. This does not mean that if an employee is

already the subject of procedures such as discipline, capability or redundancy, that those procedures will be halted as a result of a concern being raised under the provisions of this policy.

If an employee makes an allegation in good faith but it is not confirmed by the investigation, no action will be taken against the employee. If, however, an employee knowingly makes malicious and false allegations, disciplinary action may be taken against the employee. Disciplinary action will be taken against an employee if s/he tries to stop another employee from raising a concern or if an employee is responsible for any act of recrimination against an employee who raises a concern. Where an employee may have been party themselves to an act of possible gross misconduct on which they are now “blowing the whistle” this could be considered in mitigation. They are not, however, exempt from disciplinary action. Disciplinary action may be taken against employees if they contact the media (newspapers, TV, radio etc.) with concerns about conduct at work without first following the steps set out in this policy.

Confidentiality

The Board of Governors will make every effort to protect an employee’s identity when s/he raises a concern and does not want her/his name to be disclosed and will as far as possible protect him/her from reprisals. It must be appreciated, however, that the investigation process may reveal the source of the information and a statement by the employee may be required as part of the evidence. All employees have a duty not to disclose or make public any professional or trade secret or confidential information they come across in their work. This whistleblowing policy does not affect the contract of employment or any confidentiality agreement.

Protection of Whistle blowers

A member of staff who makes a disclosure in good faith pursuant to this policy will not be dismissed or subjected to any detriment as a result of such action. (Detriment includes unwarranted disciplinary action and victimisation.) If you believe that you are being subjected to a detriment as a result of making a disclosure under this policy, you should inform the Clerk to Governors immediately. Members of staff who victimise or retaliate against those who have made a disclosure under this policy will be subject to disciplinary action.

Grievances

A member of staff who feels they have been or are being unfairly treated by the College may bring a grievance under the College’s grievance procedure. If you do not have a copy of the grievance procedure you may obtain one from the Human Resources Manager.

Anonymous allegations

Employees are strongly encouraged to put their names to their allegations. Concerns expressed anonymously are much less powerful and are extremely difficult to investigate but they will be considered at the discretion of the Board of Governors.

In exercising the discretion, the factors to be taken into account will include:

- The seriousness of the issues raised;
- The credibility of the concern;
- The likelihood of confirming the allegation from attributable sources;
- A member of staff should also bear in mind that if they do choose to raise a concern anonymously it will be more difficult for the matter to be investigated and to provide the member of staff with feedback.

Untrue allegations

If a member of staff makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against them. If however, a member of staff makes an allegation which the investigation indicates may have been made frivolously, maliciously or for personal gain, disciplinary action will be considered and may be taken against the member of staff.

Monitoring

All concerns raised under this policy will be recorded in strictest confidence together with the outcome in a register held by the Clerk to the Governors. The purpose of this record is to ensure that a central record is kept which can be cross-referenced with other concerns raised in order to monitor any patterns and to assist in monitoring and reviewing the policy.

Conclusion

Existing good practice within Immanuel College in terms of its systems of internal control, both financial and non-financial, and the external regulatory environment in which the school operates, ensures that cases of suspected fraud or impropriety rarely occur. This whistleblowing policy is provided as a reference document to establish a framework within which issues can be raised confidentially internally and if necessary outside the management structure of the school. This document is a public commitment that concerns are taken seriously and will be actioned. Any actions arising from allegations/investigation must be in accord with the school's disciplinary procedure, which should cover all of the potential areas of concern.

Guidance on terminology used in this policy

Harassment: A person is harassed when they are subjected to unwanted physical or verbal conduct which has the purpose or effect of violating their dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them

Bullying: A person is bullied when they are subjected to offensive, intimidating, malicious or insulting behaviour which through the abuse or misuse of power makes them feel vulnerable, upset, humiliated or threatened.

Such behaviour may include:

- a staff member shouting at, being sarcastic towards, ridiculing or demeaning a pupil or colleague;
- making physical or psychological threats;
- overbearing supervision;
- making inappropriately derogatory remarks about a pupil or colleague;
- persistent unfair assessment of a pupil or colleague's work;
- Unfairly excluding pupils from classes, projects or events.

Bullying does not include reasonable and constructive criticism of a pupil or colleague's work or behaviour.

Appendix 1 WHISTLEBLOWING PROCEDURE

- 3 **Wrongdoing at work:** This procedure is designed to deal with disclosure of information by an employee which relates to some danger, bribery, corruption, fraud or other unlawful or unethical conduct in the workplace. Employment legislation governs the making of disclosures concerning workplace activities and is intended to protect employees who blow the whistle on bad practice from being subjected to any detriment or from being unfairly dismissed as a result. This procedure is available to all employees who discover something they feel that they should pass on in the interests of the public. All types of wrongdoing are included whether they are acts committed by fellow employees, faults in School procedures or oversights which should be rectified. The procedure should be used even in the event that the act or omission causing you concern has finished or has not yet started.
- 4 **Safeguarding:** Nothing within this policy is intended to prevent staff from complying with their statutory obligations in accordance with *Keeping Children Safe in Education* (DfE, March 2015). In particular:
- 4.1 **Safeguarding / Child Protection Policy:** You should raise any initial safeguarding concerns about a child with the Designated Safeguarding Lead in accordance with the School's Child Protection and Safeguarding Policy and Procedures.
- 4.2 **Safeguarding - member of staff:** You should raise any concerns about another staff member with the Head, or if the concern is about the Head, with the Chair of Governors (without first notifying the Head) in accordance with the procedures in the School's Child Protection and Safeguarding Policy and Procedures.
- 4.3 **Whistleblowing Policy:** You should follow this procedure to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or staff to properly safeguard the welfare of pupils if you are concerned that the School's Child Protection and Safeguarding Policy and Procedures are not being followed correctly.
- 4.4 **Children's Social Care:** In exceptional circumstances, or 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.

Grievances: This procedure should not however be used where you have a complaint relating to your personal circumstances in the workplace. The Grievance Procedure contained in the Employment Manual should be used in such cases.

Detriment: Provided that this procedure is used appropriately and correctly, you will not suffer any detriment as a result of reporting the wrongdoing. A failure to follow this procedure may however make the disclosure unreasonable and the protection given to you by this procedure may be lost.

Stage one

Procedure: You should disclose the suspected wrongdoing first to Head of Department. In the event that your Head of Department is involved in the suspected wrongdoing, you shall be entitled to proceed directly to Stage Two of this procedure.

Response: You can expect a response detailing to whom the disclosure has been notified or any action taken within seven days of your Head of Department becoming aware of the disclosure.

Stage two

Procedure: If no response is forthcoming after seven days or if your Head of Department is involved in the suspected wrongdoing you shall be entitled to notify the Bursar.

Response: You can expect a response detailing any action taken within seven days of the Bursar becoming aware of the disclosure.

Stage three

Procedure: If no such response is forthcoming you should inform the Chair of Governors of the disclosure.

Stage four

Outside body: If you do not receive a response within seven days you shall be entitled to notify a relevant and appropriate body outside the School which may include:

the (Local Authority) Designated Officer;

Children's Social Care;

the Health and Safety Executive;

the Environment Agency;

the Information Commissioner;

the Department for Education (**DfE**);

the Department for Business, Enterprise and Regulatory Reform;

the Police;

the Charity Commission;

the Independent Schools Inspectorate (ISI);

DofE Prevent (non-emergency advice).

Bypassing the procedure: In extreme circumstances you will have the right to raise your concern directly with a relevant and appropriate outside body without first having followed the stages above. This may however cause damage to the School and its reputation as well as constitute a breach of your own duty of confidentiality towards the School and this action should only be taken in extreme circumstances and after careful thought.

Extreme circumstances: The School will consider extreme circumstances exist where you have a reasonable belief that: the School will subject you to detriment if you inform your Head of Department in accordance with Stage one above or if you inform the Bursar in accordance with Stage two or you inform the Chair of Governors in accordance with Stage three; a cover-up is being mounted by the School; or a disclosure made previously to your Head of

Department or the Bursar or the Chair of Governors in accordance with the stages above has not prompted a satisfactory response.

The media: Even where extreme circumstances are thought to exist, you should under no circumstances approach a commercial body or the media with details of the suspected wrongdoing. If you approach any such body and / or where your concern is disclosed for personal gain, the School may consider this to be gross misconduct and immediate disciplinary action may be taken against you.

Queries: If you have any queries about this procedure, you should contact the Human Resources Manager.

Appendix I VISITORS POLICY AND PROCEDURES

POLICY STATEMENT

Immanuel College assures all visitors a warm, friendly and professional welcome to the school, whatever the purpose of their visit.

The school has a legal duty of care for the health, safety and wellbeing of all pupils and staff. This duty of care incorporates the duty to safeguard all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body and senior staff to ensure that this duty is uncompromised at all times.

In performing this duty, the Governing Body recognises that there can be no complacency where child protection and safeguarding procedures are concerned. The School therefore requires that **all visitors** comply with the following policy and procedures. Failure to do so may result in the visitor being asked to leave the school.

PURPOSE

The purpose of this policy is to set out the measures that will be adopted to ensure, so far as is reasonably practicable, that staff and pupils are protected from risks to their health and safety. We also wish to ensure that all visitors to our school feel welcomed and well informed.

Visitors are any person not employed by the school or current pupils of the school and include, but are not limited to:

- Contractors
- Prospective parents
- Temporary or supply staff
- Volunteers
- Parents/guardians
- Governors
- Volunteers
- Outside professionals

GENERAL PROCEDURES FOR VISITORS

- Staff are responsible for those whom they have invited to visit and should follow all the procedures outlined in this policy. Staff must comply with the Recruitment and Selection Policy if they are arranging regular visitors or volunteers, or any visiting professionals. Staff should liaise with HR well in advance of the visit so the correct procedures and checks can be undertaken.
- All visitors are required to sign in and out at the Front Office in the Visitors Book.
- Any member of staff expecting a visitor should notify the Front Office and Security using the "Visitors" group email. If there is less than 24 hours before the visitor is due, please phone the Front Office and Security giving details of the visit. Staff must include whether this visitor will be coming back on a regular basis or whether this is a one-off visit. Security will not allow any visitor in without this.
- Upon arrival at the gates, Security will identify the visitors and call the School Office to alert them to expect the visitor in 2-3 minutes. If the visitor does not arrive at the Front Office after parking, security will be alerted.
- Any member of staff expecting a visitor outside of normal office hours should follow the same process but will need to personally ensure that the visitor is signed in and out and receives an identification badge.
- Visitors will be asked to complete the "Sign In" in the Visitors book and Front Office staff will check the photographic identification again or staff member will verify their identity.
- Visitors will be provided with an identification badge which also provides them with health and safety and child protection information. Badges must be displayed by visitors at all times whilst they remain on the School premises. Visitors are requested to return their lanyard and sign-out prior to leaving campus. Staff are advised to challenge any visitors without a badge.
- Visitors are directed to the health and safety procedures and security gate access times on the Reception Noticeboard.
- Visitors must remain in the reception area until collected by their host at the school. Visitors will be restricted to designated areas in accordance with their business at the School and will not be allowed unsupervised access to pupils. Staff must at all times supervise any visitors; ensuring the visitor is not allowed unsupervised access to pupils or school property.
- On departure, or at the end of each day for prolonged visits, visitors will return their badge to Reception and sign out. The School Office will call security to expect visitors and security will call to confirm when they have left the campus.
- Immanuel College take seriously the key Prevent Duties (2015). Visiting speakers, whether invited by pupils or staff are always accompanied by a member of staff who will oversee the content of the talk. The separate Visiting Speakers policy should be consulted and adhered to.

RISK ASSESSMENTS

As required by the Management of Health and Safety at Work Regulations 1999 an assessment of risks posed by visitors has been carried out. Please remember that Health and Safety is everybody's responsibility.

Appendix J VISITING SPEAKERS POLICY AND PROCEDURE

1.0 INTRODUCTION

Immanuel College welcomes visiting speakers and adult performers who enrich our students' experience of school, providing students with information that helps them make decisions at difference phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. It is our responsibility to our students to ensure that the information they receive they can critically assess as to its value to themselves and that the information is aligned to the ethos and values of the school and British values.

2.0 PURPOSE

The school is committed to safeguarding and promoting the welfare of children and young people and expects all visitors to share this commitment. To this end all visiting speakers and performers will be given a copy of this policy and procedure which applies to them and will be required to cooperate with the school it its aim.

3.0 RELATED POLICIES AND PROCEDURES

This policy should be read and considered alongside the following related documents:

- KCSIE July 2015
- Safeguarding Policy
- Visitors' Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Staff Code of Conduct
- Prevent Duty

4.0 PROCEDURE

4.1 For Staff

- Each visiting speaker will be invited and recommended by a member of school staff who knows or has investigated the qualities of the visiting speaker. As much as possible a visiting speaker's content will be reviewed before delivery, so that any potential concerns related to the appropriateness can be raised. The member of staff will complete the Guest Speaker Form (Appendix 1) and send to the Head Master's office for approval. Once provisional approval has been granted the speaker can be booked. Where the speaker has attended the school on regular or numerous occasions and is therefore known to the member of staff, the booking can be made and the form submitted directly to HR for recording.
- Where a speaker is coming in to talk about a particularly sensitive subject, the member of staff should consult with Mrs Beth Kerr (Deputy Head) or Rabbi Zobin, before confirming the booking. In certain cases, for example, it may be appropriate to inform parents in advance that a particular speaker is coming in and the Deputy Head will be able to advise and provide further information. Sensitive topics may include the following:
 - Anxiety/depression
 - ADHD
 - Bereavement or illness
 - Mental health
 - Eating disorders
 - Genetic testing
 - Cancer
 - Suicide
 - Self harm
 - Abuse of any nature
 - Drugs/alcoholism
 - Sex
 - Sexuality
 - Transgender/cross dressing
 - Religion
- Where a speaker is largely unknown or new to the school, the Guest Speaker form will be passed to Human Resources who will determine what levels of checks are required and carry out as appropriate. Human Resources will advise the Head Master of the vetting outcome and final approval for the visiting speaker can then be granted. If the school has any concerns during the vetting process we will pass any relevant information to the Local Authority Prevent officers.
- A record of all visiting speakers is kept by Human Resources and the staff member making the invitation is responsible for communicating the details to Human Resources.

4.2 For Speakers/Performers

The visiting speaker agrees to the following terms and conditions:

- The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language and behaviour are required at all times.
- The presentation must not incite hatred, violence or call for the breaking of the law.
- The visiting speaker is not permitted to encourage, glorify or promote acts of any extremist behaviour including individuals, groups or organisations that support such acts.
- The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- Visiting speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Head Master.
- Compliance with policies as set out in number three above.
- School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.
- The speaker should be advised that they will be required to sign an agreement before speaking (Appendix 2). If requested, a copy of the agreement will be sent to the speaker in advance of the presentation.

4.3 On the Day of Visit

- On arrival the visiting speaker must be cleared by security and should be met at Reception. An ID badge will be issued and a member of staff must come to Reception to collect the speaker and must remain with the speaker during the entire duration of their time in school.
- Prior to the speech/presentation the Visiting Speaker Agreement form must be read and signed by the visiting speaker and returned to a member of the school staff.
- During the speech/presentation at least one member of staff will be present at all times.
- If a speaker changes the expected content of his/her speech the member of staff present must politely interrupt and ask the speaker to step outside and explain that unless the speech reverts to the expected script we will have to terminate the visit.
- Following the address/assembly the guest should be accompanied by a member of staff to Reception where they should sign out and leave the premises.
- The member of staff organising the visiting speaker should review/evaluate the address by the guest speaker and report any concerns to Human Resources immediately.
- If concerns are raised, Human Resources will take action to address the concern in line with the School's Safeguarding Policy.

This protocol is intended to protect both the position of the visitors and the students.

Appendix 1

Visiting Speaker Form

Name of visiting speaker	
Date of presentation	
Time of presentation	
Class	
Discussion / Presentation Topic	
From what organisation is the Speaker affiliated to / from	
Has the guest speaker visited the School before?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please give details
In what capacity, if any, do you know the guest speaker?	

Staff Member Organising the Visiting Speaker

Name	
------	--

Job Title	
How did you find out about the Guest Speaker	

Approval

	Date	Initials
Provisional approval by Mr Dormer		
HR checks undertaken / all clear		
Final approval by Mr Dormer		

Appendix 2

Agreement and Guidelines for Visiting Speakers

Immanuel College is committed to safeguarding and promoting the welfare of children and young people and expects all visitors to share this commitment.

Name of visiting speaker:	
Organisation:	

The visiting speaker agrees to the following terms and conditions:

1. The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language and behaviour are required at all times.
2. The presentation must not incite hatred, violence or call for the breaking of the law.
3. The visiting speaker is not permitted to encourage, glorify or promote acts of any extremist behaviour including individuals, groups or organisations that support such acts.
4. The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
5. Visiting speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Head Master.
6. Compliance with the school's Equal Opportunity's Policy and Safeguarding Policy, as well as those referred to in section three of the Visiting Speaker's Policy.
7. School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

I have read these guidelines and agree to abide by them.

Visiting Speaker's Signature: _____

Date: _____

Keeping children safe in education

Information for all school and college
staff

July 2015

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Summary

Keeping Children Safe in Education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs), further education colleges and sixth form colleges are asked to ensure that all staff read at least part one of the guidance. For ease, part one is set out here as a standalone document.

What school and college staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. ¹Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.²

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children 2015](#). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

¹ Such action might be taken under section 47 and section 44 of the Children Act 1989.

² Such action might be taken under section 17 of the Children Act 1989.

5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school and college staff

6. The Teachers' Standards 2012 state that teachers, including Head Masters, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.³

7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

12. All school and college 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.

13. 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.

³

The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options.⁴ One good source of advice is provided on the [NSPCC website](#). Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.

15. 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.

What school and college staff should do if they have concerns about a child

16. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead 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.

17. 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. 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.

18. Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM). Further details can be found on page 11.

19. 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.

⁵

⁴

Department for Education [training materials on neglect](#).

⁵

[Brandon et al- Learning from Serious Case Reviews \(SCRs\) 2011](#)

20. The Department for Education has produced [advice What to do if you are worried a child is being abused 2015- Advice for practitioners](#) to help practitioners identify child abuse and neglect and take appropriate action in response.

What school and college staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the Head Master or principal. Where there are concerns about the Head Master or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

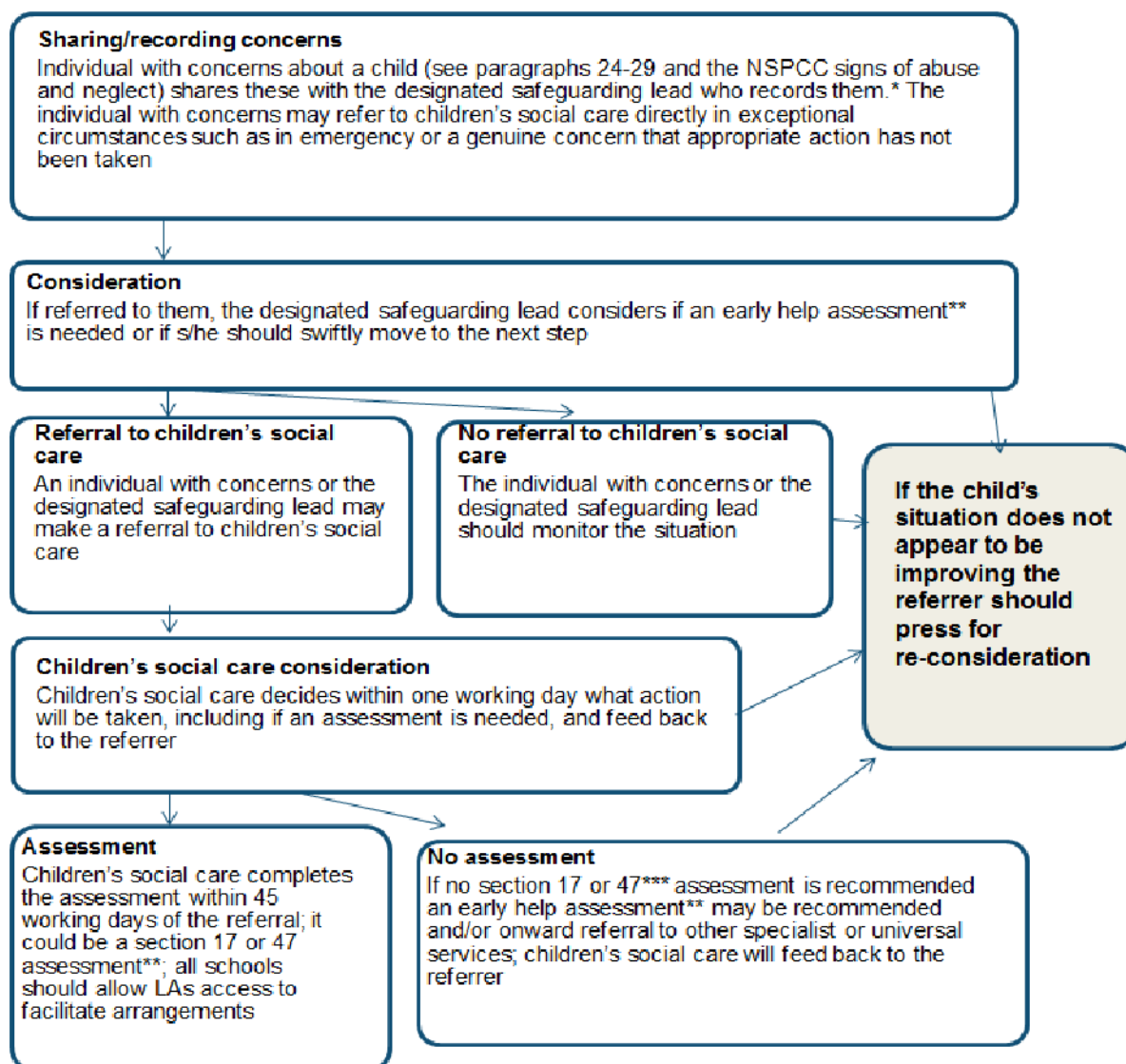
22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such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

23. 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.⁶

⁶Advice on whistleblowing

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.**



*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. 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.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children 2015](#) for more information.

Types of abuse and neglect

24. **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.

25. **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.

26. **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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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.

27. **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.

28. **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.

Specific safeguarding issues

29. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child missing from education](#) – and see page 10
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and see page 11
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and see page 11
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [preventing radicalisation](#) – and see page 12
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers⁷.

All schools must inform their local authority⁸ of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify

⁷Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006

⁸Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006

children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

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, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)⁹

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#) , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on

⁹Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006

FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers¹⁰, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹¹. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and

¹⁰Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term 'teacher'.

¹¹ 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.

settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard¹² to the need to prevent people from being drawn into terrorism"¹³. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies [must have regard to statutory guidance issued under section 29 of the CTSA 2015](#) ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools 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. Schools and colleges 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 colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to

¹² According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.¹³ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. 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.

- Schools must 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. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also [published advice for schools on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.¹⁴ 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.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels¹⁵.

¹⁴ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

¹⁵Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015

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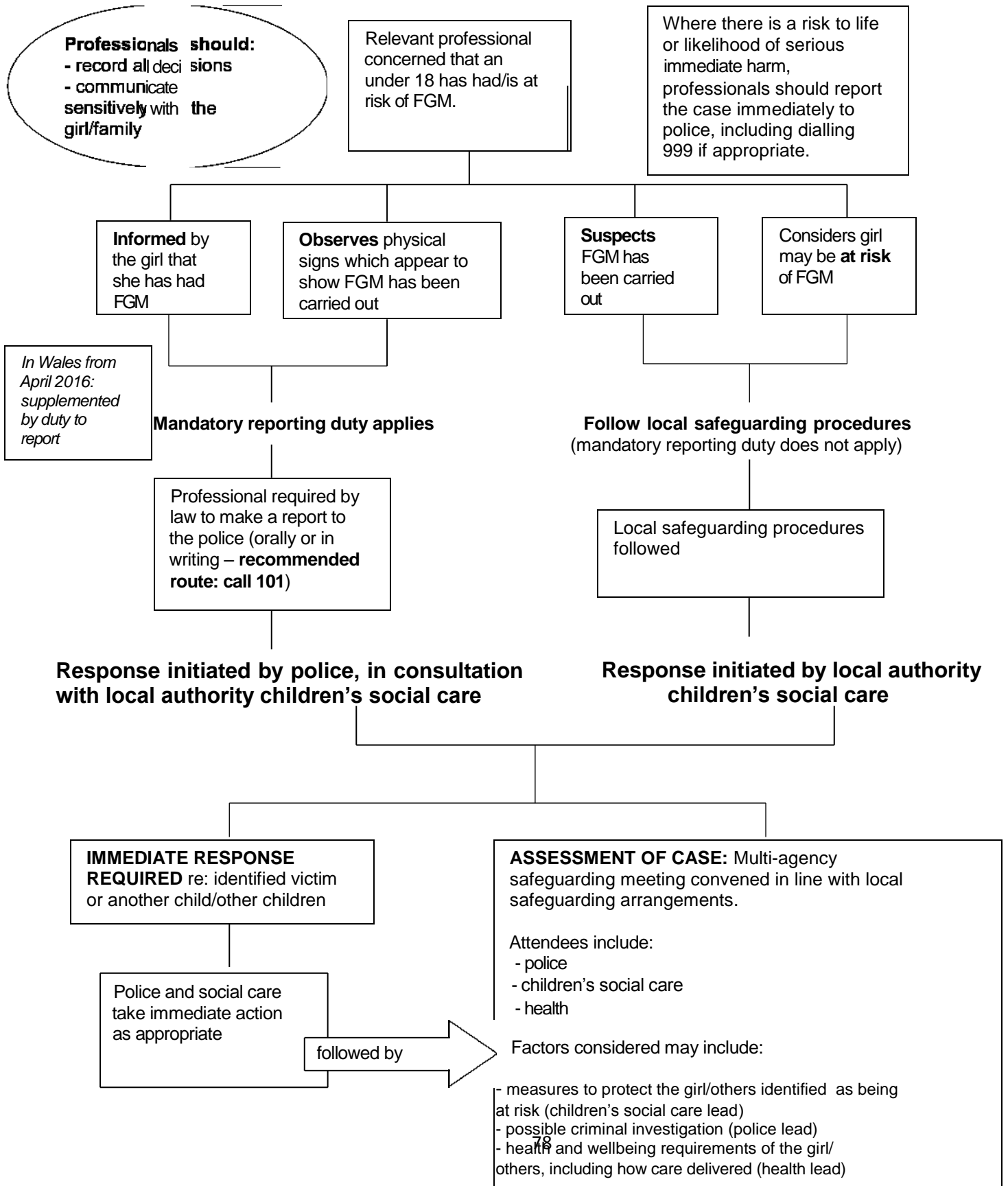
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Appendix L – FGM mandatory reporting process map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



THE SIGNS



BB 41313

				431	
EMERGING COMMUNITY ISSUES Partner schools, local authority services and police reports of issues affecting the public.	OUTWARD EXPRESSION Graffiti symbols, tattoos, writing or artwork promoting extremist messages or images.	INAPPROPRIATE USE OF ICT SYSTEM Individuals accessing extremist material online including through some networking sites.	PARENTAL CONCERN Parental reports of change in behaviour, friendship or actions and requests for assistance.	VOICING OPINIONS People voicing opinions drawn from extremist ideology and narrative.	EXCLUDING OTHERS Use of extremist or 'hate' terms to exclude others or incite violence.

IS IT AN EMERGENCY?
If so, DIAL 999 first.



IF NOT URGENT
Follow referral process



ALWAYS DIAL 999 IN AN EMERGENCY OR IF YOU SUSPECT AN IMMINENT

SUPPORT TO PARTICULAR INDIVIDUALS

TARGETED ACTIVITIES

UNIVERSAL ACTIONS

THE THREAT IS REAL AND AFFECTS ALL COMMUNITIES

Can you see beyond race and religion to help safeguard your community? If you're concerned about someone then contact us.

PREVENT
01582 473080
prevent@bedfordshire.pnn.police.uk Non-emergency: Call 101 Emergency: Call 999