Believe and Achieve

SAFEGUARDING POLICY

(includes Self-Harm Policy)
(includes Prevent duties Sept 2015)
(includes Keeping children safe in education: Statutory Guidance for all school and college staff - published September 2016)

Issue 2
Introduction

Failsworth School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

At the same time, the school recognises that adults working with young people can find themselves in vulnerable positions, and can be the subject of concerns and allegations, real or unfounded. The School seeks to protect its staff by training in correct practices and procedures, and with explicit guidance.

Additionally, the school recognises that sometimes people who work or volunteer to work in schools do pose a risk to children, and may wish to harm them. The School seeks to mitigate against this as comprehensively as possible.

The Governing Body of the School will act in accordance with Section 175 of the Education Act 2002, and the supporting statutory guidance ‘Keeping Children Safe in Education’ statutory guidance for schools and colleges April 2014.

This Policy, and its associated guidance, seek to provide comprehensive guidance to all staff in all aspects of safeguarding. This includes –
Key Points

- The Policy and associated guidance assume key priority and importance in the school’s ethos, attitudes and functions.

- An agreed definition of ‘safeguarding’ is: All agencies take all reasonable measures to ensure that the risks of harm to children’s welfare are minimised. Where there are concerns, all agencies take action to address these concerns, working to agreed local policies and procedures in full partnership with other local agencies’ (Joint Chief Inspectors’ report 2002).

- ‘Promoting welfare’ involves ‘creating opportunities to enable children to have optimum life chances in adulthood’ (Framework for the Assessment of Children in Need and their Families – Government guidance 2000).

- This Policy refers to all adults who work with Failsworth pupils (by paid employment or voluntarily), and all Failsworth pupils themselves, regardless of age, gender, sexuality, disability, ethnicity or religion.

- It is the duty of all within the organisation to follow this Policy and apply its guidance.

- This Policy aims to mitigate against any forms of abuse, which is the violation of an individual’s human rights in single or repeated acts. Abuse can be physical, sexual, by neglect and/or emotional. [See Guidance Part 3 – Child Protection]

- Adults who suspect abuse will follow the procedures met in Guidance Part 3 – Child Protection. Child Protection records for any child will be kept in locked cabinets under the management of the Designated Officer.

- Allegations made against or concerns raised about an adult within the school must be reported to the Head teacher, who will follow the appropriate guidance [See Guidance Part 2 – Working with Young People].

- The School has put into place good practice on Safer Recruitment, and this covers all new recruitment [see Guidance Part 1 – Safer Recruitment]. The aim of this is to avoid the employment of potentially unsuitable person(s), and hence protect and safeguard the pupils of the School.

- Training will be given as part of all new staff induction on Child Protection and Working with Young People. The School commits to refresher training for all staff every three years (as a minimum). This training will be logged as a part of the Policy (see attached record sheet – Appendix 1).


- Governors, staff and volunteers in the school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children’s welfare.

- This Policy will be monitored by Designated CP Officers, who will present an annual report to Governors regarding the ongoing effectiveness of the Policy and its associated guidance. This report will inform any changes to Policy or guidance.

- The Policy will be reviewed annually, and presented to Governors by the head teacher for their continued acceptance.

Conclusion

Failsworth School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the young people in its care. This Policy is at the heart of that responsibility.
### Safeguarding Policy Record – training log

#### Named personnel with designated responsibility for Safeguarding

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Designated Senior person</th>
<th>Deputy Designated Senior person</th>
<th>Nominated Governor</th>
<th>Chair of Governors</th>
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<tr>
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<td>MKN</td>
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<td>B Dawson</td>
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<td>J Heyes</td>
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<td>A Hanaghan</td>
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<td>TBC</td>
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<td>2016-17</td>
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#### Policy review dates

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<th>Changes made</th>
<th>By whom</th>
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<tr>
<td>June 2008</td>
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<td>June 2011</td>
<td>Done May 2011</td>
<td>LPA</td>
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<td>LPA</td>
<td>September 2012</td>
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<td>March 2014</td>
<td>AAT</td>
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<td>AAT</td>
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<td>July 2015</td>
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<td>PQU</td>
<td>September 2015</td>
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<tr>
<td>July 2016</td>
<td>July</td>
<td>RDX</td>
<td>September 2016</td>
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#### Dates of Staff training and details of course title and training provider

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<thead>
<tr>
<th>Whole school</th>
<th>Designated Senior person</th>
<th>Deputy Designated Senior Person</th>
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<tbody>
<tr>
<td>Whole staff training 2008</td>
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<tr>
<td>New staff induction – July ‘09</td>
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<td>Delivered by LPA</td>
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<td>NQT Training/New staff induction – July ‘10</td>
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<td>Delivered by AAT</td>
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<td>E-safety – June 2011 All staff</td>
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<td>Delivered by LA rep plus LADO</td>
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<tr>
<td>Safer Recruitment for SLG</td>
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<td>New Staff Induction/NQT training – Sept 2011</td>
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<td>Delivered by SMY/AAT/RDX</td>
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<td>Inset day Safeguarding Sept 2011</td>
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<td>Whole staff training – 6 Sept 2012</td>
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<td>Whole staff training – Inset day September 2013</td>
<td>AAT/JME</td>
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<td>NQT / New Staff Induction – September 2013</td>
<td>AAT/LGO/JFA</td>
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<td>Whole staff briefing October 2013 – Daniel Pelka</td>
<td>JME</td>
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<td>E-safety – March 2014</td>
<td>LADO / David Devane</td>
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<tr>
<td>Inset Day Safeguarding – 1 September 2014</td>
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<td>NQT / New Staff Induction – September 2014</td>
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<td>NQT / New Staff Induction – September 2015</td>
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<td>Prevent training – November 2015</td>
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<td>NQT/New staff induction – September 2016</td>
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#### Governor Review of policy dates

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>June/July 2011 (done May 2011)</td>
</tr>
<tr>
<td>July 2012</td>
</tr>
<tr>
<td>Safer Recruitment with SLG</td>
</tr>
<tr>
<td>March 2014</td>
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</tbody>
</table>
Appendix 2 – The Main Legislation

This act made any convictions ‘spent’ after a certain period and the convicted person would not normally have to reveal or admit the existence of a spent conviction. In most circumstances, an employer cannot refuse to employ someone, or dismiss them, on the basis of a ‘spent’ conviction. However under this act all applicants for positions which give them “substantial, unsupervised access on a sustained or regular basis” to children, must declare all previous convictions whether spent or unspent, and all pending cases against them.

The Children Act 1989
This act provided legislation to ensure that the welfare and developmental needs of children are met, including their need to be protected from harm.

The Police Act 1997
This act contained the provision to set up the Criminal Records Bureau for England and Wales. Under this act it is a criminal offence for an employer to
- not check an employee working with children or vulnerable adults
- give a job to someone who is inappropriate to work with children or vulnerable adults when they know this to be case.

The Protection of Children Act 1999
Under this act, childcare organisations (defined as those that are ‘concerned with the provision of accommodation, social services or health care services to children or the supervision of children’) must make use of the Disclosure Service in their recruitment and reporting processes and urges other organisations working with children to also do so.

Criminal Justice and Court Services Act 2000
This act covers Disclosures and child protection issues. It contains the list of convictions that bar offenders from working with children in ‘regulated positions’. These types of ‘regulated positions’ are defined in this act and include:
- any employment in schools, children’s homes, day care premises where children are present
- caring for, training, supervising, or being in sole charge of children
- unsupervised contact with children
- other positions which give the kind of access or influence which could put children at risk if held by a disqualified person (e.g. management committee members).

Care Standards Act 2000
A DBS disclosure is required for most roles in organisations providing care or health services regulated under this act. This act also sets out the Protection of Vulnerable Adults scheme.

The POVA or Protection of Vulnerable Adults scheme was launched in 2004 by the Department of Health and the National Assembly for Wales.

Every Child Matters and the Children Act 2004
In September 2003 the Government set out in the Green Paper ‘Every Child Matters’ its proposals for a radical reorganisation of children's services – from hospitals and schools, to police and voluntary groups. Subsequently ‘Every Child Matters: Change for Children’ was issued and the Children Act 2004 was passed. It sets out the Government's approach to the well-being of children and young people from birth to age 19.

Every local authority will lead on integrated delivery of services for children and young people through multi-agency children's trusts. Local authorities are also required to set up statutory Local Safeguarding Children Boards which are replacing the non-statutory Area Child Protection Committees. The children's trusts are a direct response to Lord Laming's report of the inquiry into the death of Victoria Climbié, which highlighted the
extent to which better working together and better communication was crucial. The Every Child Matters agenda has been further developed through publication of the Children’s Plan in December 2007, which aims to improve educational outcomes for children, improve children's health, reduce offending rates among young people and eradicate child poverty by 2020. Further details from www.everychildmatters.gov.uk

**Safeguarding Vulnerable Groups Act 2006**

In response to recommendation 19 of the Bichard Inquiry Report into child protection procedures following the Soham murders, new arrangements for people whose jobs and voluntary work bring them into contact with children and vulnerable adults (previously referred to as the vetting and barring scheme) is due to be phased in from October 2009 under the Safeguarding Vulnerable Groups Act.

The aim of the scheme is to provide a more effective and streamlined vetting service for potential employees and volunteers. This means that the current vetting systems using List 99 and POCA (Protection of Children Act list) will be integrated to create a single list of people barred from working with children. In addition a separate, but aligned, list of people barred from working with vulnerable adults will be established, replacing POVA (Protection of Vulnerable Adults list). In effect, there will just be two lists: the children’s barred list and the adult’s barred list. The scheme also aims to ensure that unsuitable individuals are barred from working, or seeking to work with children and vulnerable adults and the earliest opportunity. Application process will be run by the Criminal Records Bureau and decision on who should be placed on the barred lists will lie with the new Independent Safeguarding Authority (previously referred to as the Independent Barring Board) which is an independent statutory body.

The Act covers regulated and controlled activity providers, so widening the scope particularly in relation to vulnerable adults as opposed to the existing POVA scheme.
GUIDANCE PART 1 – Safer Recruitment

This guidance is based on that found in DfE ‘Keeping Children Safe in Education’ statutory guidance for schools and colleges September 2016.

Failsworth School has adopted recruitment and selection procedures and other human management resources which help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. This guidance outlines the procedures which Failsworth School will follow. The measures should be taken in regard to anyone working within the school, either as paid employment or in a voluntary capacity. It also includes those coming onto the school site – contractors etc.

Elements of Safer Recruitment Practice

- Ensure the job advertisement make explicit reference to the school’s responsibility for safeguarding and promoting the welfare of children. The job advertisement must state that appointments will be subject to enhanced DBS clearance.
- Ensure the person specification includes a specific reference to suitability to work with children;
- Obtain and scrutinise comprehensive information from applicants, which includes exploring with them any anomalies and gaps in the information they present, so that these are satisfactorily resolved;
- Obtain independent professional and character references, which answer specific questions to help assess an applicant’s suitability to work with children. Any concerns/anomalies must be followed up with the referee, so that these are satisfactorily resolved;
- As part of the face to face interview, explore the candidate’s suitability to work with children;
- Verify the successful candidate’s identity, by means of photograph and name evidence (eg, passport, new style driving license, etc);
- Verify the successful applicant has the qualifications claimed, by means of viewing key certificates (eg degree certificate, teaching certificate, etc);
- Check previous employment history, which is not already supported by references;
- Verify the successful applicant has the health and physical capacity for the job;
- Make the mandatory check of List 99 and/or POCA List, and complete an enhanced disclosure via DBS (investigating and satisfactorily resolving any issues which may arise therein).

See Checklist 1, for a convenient way to check and sign off each stage of the process. This will fulfil the statutory requirement to maintain a record of recruitment and vetting checks for each appointment made.

In detail

1. Intention - The school’s Recruitment Policy will include an explicit link to the Safeguarding Policy. It incorporates the following statement about our commitment to safeguarding and promoting the welfare of children –
“This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”
This statement must be included in the following –
- Publicity materials
- Recruitment websites
- Advertisements
- Candidate information packs
- Person specifications
- Job descriptions
- Competency frameworks
- Induction training

2. Planning and Preparation – the school believes good planning is vital to successful recruitment. The advertisement should be planned and worded in such a way as to prevent unwanted applications, ie a clear statement about the school’s commitment to safeguarding and promoting the welfare of children, and that DBS checks will be made.
Each interview exercise must be planned, including the assessment time needed, so that safeguards are not skimped / overlooked, ie each element of the interview will allow for a safeguarding assessment.
It should allow references to be obtained before interview in order to check any safeguarding issues, ie any gaps/anomalies/vagaries can be investigated by a conversation with the referee.
All job application pack materials must be up-to-date, setting out a consistent picture of the extent of relationships with pupils, and the degree of responsibility for children which the successful applicant will have to fulfil.

3. **Application form** – the school commits to using the LA application forms for all posts, given it meets all recommendations met in 04217-2006KT-EN.

4. **Candidate application pack** – This must include a copy of the LA application form, job description and person specification, any relevant information about the LA, school, recruitment process, and statements of relevant policies (equal opportunities, recruitment of ex-offenders etc.), the Safeguarding Policy, and a statement of terms and conditions related to the post. Within this, there are several aspects of safeguarding (beyond the obvious).

The person specification needs careful thought and drafting, to put off unwanted applicants, and be clear about the school’s commitment to safeguarding procedures. Similarly the job description should provide clear parameters for the work to be undertaken. Several key requirements should be included, as follows

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline.

These can also be explored at interview.

5. **Scrutinising and shortlisting** – the school will scrutinise all applicants from a safeguarding perspective. Incomplete applications should not be accepted, and must be returned for completion. Any anomalies/discrepancies/gaps in employment must be noted, so that they can be taken up as part of the decision as to whether to shortlist, and then checked at interview stage. If it is the case that the applicant has a history of repeated changes of employment without clear career or salary progression, then this should be noted for exploration at interview.

Any specific qualification or relevant experience that is particularly relevant to the post, but which has not been verified through references, should be verified by telephone (seeking written confirmation of the same).

6. **References** – all applicants will provide two referees. The references should be sought in good time to be able to be scrutinised from a safeguarding perspective before shortlisting, and certainly before interview. There should be no reliance on open testimonials/references headed ‘To whom it may concern’. These references should not be scrutinised for the purpose of determining whether to shortlist, take forward. Any scrutiny must only be on the basis of safeguarding, and only that aspect be contributed to any discussions pre-appointment.

7. **Invitation to interview** – the invitation to interview must include the reminder that the process will explore suitability to work with children. It must also remind that full DBS checks will be made on the successful applicant, and that the offer of a job is subject to these. It must ask candidates to bring relevant documentation (to prove identity, and qualification claims – original not copied documents).

8. **At interview** - as part of safeguarding the interview itself must include opportunities to assess the following:

- Candidate’s attitude to children and young people;
- His/her ability to support the school’s agenda for safeguarding and promoting the welfare of children;
- Gaps in the candidate’s employment history; and,
- Concerns or discrepancies arising from information provided by the candidate and/or referee(s).

The panel must also ask the candidate if they wish to declare anything in the light of the requirement for a DBS disclosure.

9. **Pre-appointment checks** – the following must be made and confirmed in writing, documented and retained on personnel files (subject to relevant advice contained in DBS CoP and the school’s own data protection arrangements). They must be followed up where unsatisfactory or containing discrepancies.

- Receipt of at least two satisfactory references;
Verification of candidate’s identity;
A check of DCFS List 99, and satisfactory DBS disclosure;
Verification of candidate’s medical fitness;
Verification of candidate’s qualifications;
Verification of professional status where required, eg GTC registration, QTS, NPQH;
Verification of successful completion of statutory induction period.

10. Post-appointment: Induction – the School will ensure that all new staff undergo Induction training which includes safeguarding training. This induction must provide training and information about the School’s policies and procedures; support individuals in a way that is appropriate for the role for which staff have been engaged; confirm conduct expected by the School; provide an opportunity to discuss any concerns/issues; enable the person’s line manager/mentor to recognise any concerns/issues so they can be addressed immediately.

Failsworth’s Induction process will include the following aspects of safeguarding –
- Policies and procedures in regard to safeguarding and promoting the welfare of children, eg CP, anti-bullying, anti-racism, physical intervention/restraint, internet safety;
- Safe practice and the standards of conduct and behaviour expected of staff and pupils;
- How and with whom any concerns about those issues are to be raised; and
- Other relevant personnel procedures, eg disciplinary, capability and whistleblowing

On-going Safeguarding Procedures and Practices

Starting work pending a DBS Disclosure – at times, the School may use discretion to allow an individual to begin work pending receipt of the DBS Disclosure. In these cases, the individual must be appropriately supervised, and all other checks (eg List 99 check) have been completed. The level of supervision will vary – for those with limited experience and whose references have provided limited information, the level of supervision required may be high. For those with more experience and where references are more detailed providing strong evidence of good conduct in previous relevant work, a lower level of supervision may be appropriate. For all staff in this position, it must be made clear that they are subject to this additional supervision. This arrangement will be reviewed bi-weekly until a positive DBS Disclosure is received. If an unsuitable DBS Disclosure is received, the member of staff must be immediately withdrawn from school pending further enquiries. These may lead to the withdrawal of the job offer, or full instatement.

Staff refresher training will help maintain the School’s intention to safeguard and promote the welfare of the pupils in the school. New staff will be given induction training, which includes safeguarding training. All staff will receive refresher training and will receive regular safeguarding updates as required at least annually. DBS checks will be redone on a three year cycle for every member of staff at the School.

Other points

Governors – the School recognises that Governorship is a form of volunteering, and as such will follow the same considerations as for volunteers (see below).

Trainee teachers – a DBS Disclosure is done by the Host College. The School will seek confirmation for each trainee from their Host College.

Supply staff – the School accepts the DBS Disclosure made by the agency to which the Supply teacher belongs.

Contractors
The School must ensure that any contract which allows contractors onto the school site when children are also on site includes the responsibility to adopt and implement the measures described in the guidance (Part 2) for Working with Young People. This includes all PFI staff.

Volunteers
The School must ensure that volunteers adopt and implement the measures described in the guidance (Part 2) for Working with Young People.
The School will consider obtaining DBS Disclosure where volunteering is regular (3 or more times in a 30 day period) and involves contact with children.

In deciding to grant ‘volunteer status’ within the School, the Headteacher should explore the following –

Duration, frequency and nature of contact;
What the School knows about the volunteer, including formal and informal information from any sources;
Whether the volunteer is well known to other agencies who are likely to be aware of behaviour which would give cause for concern; and,
Whether the volunteer has other employment or undertakes voluntary activities, which would be able to provide a reference.
### Guidance Part 1 – Appendix – Checklist for Safer Recruitment

<table>
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<tr>
<th>Element</th>
<th>Signature</th>
<th>Date</th>
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</table>
| **Planning**  
Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc. | | |
| **VACANCY ADVERTISED** (where appropriate)  
Advertisement includes reference to safeguarding policy i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be DBS checked | | |
| **APPLICATIONS** on receipt scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing | | |
| **REFERENCES** – seeking sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy | | |
| **REFERENCES** – on receipt  
Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with applicant (at interview if possible) | | |
| **INVITATION TO INTERVIEW**  
Includes all relevant information and instructions | | |
| **INTERVIEW ARRANGEMENTS**  
At least 2 interviewers: panel members have authority to appoint: have met and agreed issues and questions/assessment criteria/standards | | |
| **INTERVIEW**  
Explores applicants’ suitability for work with children as well as for the post – paragraphs 3.43 and 3.44  
N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for DBS Disclosure | | |
| **CONDITIONAL OFFER OF APPOINTMENT: PRE APPOINTMENT CHECKS**  
Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period | | |
| REFERENCES (if not obtained and scrutinised previously) | | |
| **IDENTITY** (if that could not be verified straight after the interview) | | |
| **QUALIFICATIONS** (if not verified on the day of interview) | | |
| Permission to work in UK if required | | |
| **DBS** – Where appropriate satisfactory DBS Disclosure received | | |
| LIST 99 – person is not prohibited from taking up the post | | |
| HEALTH – the candidate is medically fit | | |
| **GTC England** – (for teaching posts in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration | | |
| **QTS** – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a Higher Education Institute (HEI), or the FE Teaching Certificate conferred by an Awarding Body | | |
| **STATUTORY INDUCTION** (For teachers who obtained QTS after 7 May 1999) | | |
GUIDANCE PART 2 – Keeping Children Safe in Education

This guidance is also based on ‘Guidance for Safer Working Practice for Adults who work with Children and Young People’ (updated 2009 version).

Failsworth School believes that all adults who work with children and young people (CaYP) have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults working at Failsworth School to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.

This guidance attempts to identify what behaviours are expected of adults who work in the School.

The Guidance is split into the following sections –
- Duty of care
- Confidentiality
- Making a Professional Judgement
- Power and Position of Trust
- Propriety and Behaviour
- Dress and Appearance
- Personal Living Space
- Gifts, rewards and Challenges
- Infatuation
- Communication with CaYP
- Social Contact
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- Use of Control and Physical Restraint
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- First Aid and Administration of Medication
- One-to-one Situations
- Home Visits
- Transporting CaYP
- Trips and Outings
- Photographs and Audio-Visual recordings
- Access to Inappropriate Images and Internet Usage
- Whistleblowing

1. **Duty of care**

All adults have a duty of care to the CaYP in their care. This includes keeping CaYP safe from harm. The duty of care is exercised through the development of respectful and caring relationships between adults and CaYP. The School also has a duty of care towards its staff, ensuring they are treated fairly and reasonably in all circumstances.

In the School, adults should:
- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- always act, and be seen to act, in the child’s best interests;
- avoid any conduct which would lead any reasonable person to question their motivation and intentions; and,
- take responsibility for their own actions and behaviour.

The School will:
- ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored;
- ensure that codes of conduct/practices are continually monitored and reviewed;
- ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures;
• foster a culture of openness and support;
• ensure that systems are in place for concerns to be raised;
• ensure that adults are not placed in situations which render them particularly vulnerable;
• ensure all adults have access to and understand this guidance and related, policies and procedures; and,
• ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care.

2. **Confidentiality**

   Adults may have access to confidential information about CaYP. These details must be kept confidential at all times and only shared when it is in the best interests of the child/young person to do so. Secrets must not be kept or promised.

   In the School, adults:
   • should be clear about when information can be shared and in what circumstances it is appropriate to do so;
   • are expected to treat information they receive about CaYP in a discreet and confidential manner;
   • should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them; and,
   • need to know to whom any concerns or allegations should be reported.

3. **Making a Professional Judgement**

   At times, no specific guidance exists. There may be occasions or circumstances in which adults have to make a decision or take action in the best interests of the child or young person which could contravene guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge.

   In these cases, adults should:
   • discuss the circumstances that informed their action, or their proposed action, with a senior manager, or with the parent/carer, if appropriate;
   • report any actions which could be mis-interpreted to their senior manager;
   • always discuss any misunderstanding, accidents or threats with a senior manager;
   • always record discussions and reasons why actions were taken; and,
   • record any areas of disagreement about course of action taken and if necessary referred to a higher authority.

4. **Power and Positions of Trust**

   All adults are in a position of trust in relation to the CaYP in their care, because of their position, knowledge and/or authority in their role. This position of trust must not be abused.

   Adults must not:
   • use their position to gain access to information for their own or others’ advantage;
   • use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people; and,
   • use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

5. **Propriety and Behaviour**

   Adults are expected to adopt and maintain high standards of personal conduct in order to maintain the confidence of the public in general and all those with whom they work. There may be times when an adult’s behaviour comes under close public scrutiny, and at times, the behaviour of an adult’s partner or other family member may raise concerns in relation to safeguarding. In this School, adults:
   • must not behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model;
   • make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such;
   • must be aware that behaviour in their personal lives may impact upon their work with CaYP;
   • follow any codes of conduct deemed appropriate by their organisation; and,
   • understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with CaYP.
6. **Dress and Appearance**

A person’s dress and appearance are matters of personal choice and self-expression. However, dress and appearance must be appropriate to the role undertaken as an employee at this School and in line with strong ethos and high standards set by the school. At the School, adults will wear clothing which:

- is appropriate to their role;
- must be smart and business-like (i.e., no sandals, flip-flops, trainers, leggings, jeans);
- is not likely to be viewed as offensive, revealing, or sexually provocative;
- does not distract, cause embarrassment or give rise to misunderstanding;
- is absent of any political or otherwise contentious slogans;
- is not considered to be discriminatory and is culturally sensitive;
- the dress code should be reflective of our expectations for students.

7. **Personal Living Space**

No child or young person should be invited into the home of an adult who works with them, unless the reason has been firmly established and agreed with parents/carers. Children or young people should not assist with chores/tasks in the home of an employee of the School. At the School, adults should:

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations;
- challenge any request for their accommodation to be used as an additional resource for the organisation;
- be mindful of the need to maintain professional boundaries; and,
- refrain from asking children and young people to undertake personal jobs or errands.

8. **Gifts, Rewards and Favouritism**

The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or for recognising particular achievements. It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where it has been discussed with a senior manager and/or the parent/carer and the action recorded. Adults should be aware that the giving of gifts can be misinterpreted by others as a gesture to bribe or an attempt to groom a young person.

There are occasions when children, young people or parents wish to give a token of appreciation to an adult, e.g., special occasion, as a thank you. This is acceptable. However, it is unacceptable to receive gifts of significant value, or on a regular basis.

At the School, adults should:

- be aware of the School’s policy on the giving and receiving of gifts;
- ensure that gifts received or given in situations which may be misconstrued are declared;
- generally, only give gifts to an individual young person as part of an agreed reward system;
- where giving gifts other than as above, ensure that these are of insignificant value; and,
- ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff.

9. **Infatuations**

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a senior manager or parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

At the School, an adult should:

- report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace; and,
- always acknowledge and maintain professional boundaries.
10. Communication with CaYP

All communications should take place within clear and explicit professional boundaries. Adults should not share personal information with CaYP, other than that which might be appropriate as part of their professional role. All communications should be transparent and open to scrutiny. Personal contact details should not be given to CaYP, unless the need to do so has been agreed with parents/carers and senior management. The School has a clear Communications Policy which specifies permissible modes of communication. At the School, adults should:

- not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal websites;
- only use equipment e.g. mobile phones, provided by the school to communicate with children, making sure that parents have given permission for this form of communication to be used;
- only make contact with children for professional reasons and in accordance with any organisation policy;
- recognise that text messaging is not an appropriate form of communication with CAYP – inform another adult;
- not use internet or web-based communication channels to send personal messages to a child/young person; and,
- ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum.

11. Social Contact

Adults should not seek to have social contact with CaYP unless the reason for this contact has been firmly established with parents/carers, and senior management. Adults should be aware that social contact in certain situations can be misconstrued as grooming. At the School, adults should:

- have no secret social contact with children and young people or their parents;
- consider the appropriateness of the social contact according to their role and nature of their work;
- always approve any planned social contact with children or parents with senior colleagues;
- advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern;
- report and record any situation, which may place a child at risk or which may compromise the organisation or their own professional standing;
- be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager; and,
- understand that some communications may be called into question and need to be justified.

12. Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries. Any sexual relationship is deemed a serious breach of trust. Any sexual activity between an adult and the CaYP they work with may be regarded as a criminal offence and will always be a matter for disciplinary action. At the School, adults should not:

- have sexual relationships with children and young people;
- have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact;
- make sexual remarks to, or about, a child/young person; and,
- discuss their own sexual relationships with or in the presence of children or young people.

Adults should:

- ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship; and,
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

13. Physical Contact
There are occasions when it is entirely appropriate for an adult to have physical contact with a child or young person with whom they are working. It is crucial that any contact is entirely appropriate to role or duties. Where physical restraint has been necessary, specific report forms must be completed. Adults must use their professional judgement at all times, observing and taking note of a child/young person’s reactions, and use a form of contact which is acceptable to the child/young person for the minimum time necessary. Physical contact can be misinterpreted, and adults should be aware of this. It is recognised that some children who have experienced abuse may seek inappropriate physical contact – this must be reported and discussed with a senior manager. The School has a system for recording incidents.

At the School, adults should:
- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
- never touch a child in a way which may be considered indecent;
- always be prepared to report and explain actions and accept that all physical contact be open to scrutiny;
- not indulge in ‘horseplay’;
- always encourage children, where possible, to undertake self-care tasks independently;
- work within Health and Safety regulations;
- be aware of cultural or religious views about touching and always be sensitive to issues of gender;
- understand that physical contact in some circumstances can be easily misinterpreted.

Adults who deliver subjects such as PE and Drama at times have to initiate some physical contact with CaYP, for example, to demonstrate technique in the use of particular equipment. Such activities must be carried out in accordance with existing codes of conduct, regulations and best practice. The School will ensure there is up-to-date guidance to promote safe practice, and will ensure staff training on this. Any contact should be made only when necessary, and in an open space where easily observable. It should be age relevant, and should take regard of the child/young person’s discomfort.

At the School, adults should:
- treat children with dignity and respect and avoid contact with intimate parts of the body;
- always explain to a child the reason why contact is necessary and what form that contact will take;
- seek consent of parents where a child or young person is unable to do so because of a disability;
- consider alternatives, where it is anticipated that a child might misinterpret any such contact;
- be familiar with and follow recommended guidance and protocols;
- conduct activities where they can be seen by others; and,
- be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.

14. Behaviour Management

The School recognises that all CaYP have a right to be treated with respect and dignity even in circumstances where they display difficult and challenging behaviour. The use of degrading treatment as a punishment or form of behaviour control – physical or verbal – will not be tolerated at the School. All adults will follow the School’s Behaviour Management Policy. Physical restraint may be appropriate where all other strategies have failed.

At the School, adults should:
- not use force as a form of punishment;
- try to defuse situations before they escalate;
- inform parents of any behaviour management techniques used;
- adhere to the organisation’s behaviour management policy; and,
- be mindful of factors which may impact upon a child or young person’s behaviour e.g. bullying, abuse and where necessary take appropriate action.

15. Use of Control and Physical Restraint

The School recognises that there are circumstances when physical control/restraint is necessary, eg to split two pupils who are fighting. This having been said, the use of physical intervention should be avoided if at all possible. If it has to happen, the dignity of all must be maintained as far as possible. The scale and nature of intervention must be proportionate to both the behaviour of the individual and the harm they may cause if not checked. Physical force must never be used as a form of punishment. In all cases, a formal report must be completed, which documents the reason for the physical intervention, and subsequent actions, and parents must be informed on the same day.

At the School, adults should:
adhere to the organisation’s physical intervention policy;
always seek to defuse situations;
always use minimum force for the shortest period necessary; and,
record and report as soon as possible after the event any incident where physical intervention has been used.

The School will ensure that its Policy on Behaviour includes a section on the use of restraint, and that staff are trained on this aspect. The School also keeps a formal record of any incidents.

16. CaYP in Distress

The School recognises that there are situations in which adults are involved in managing significant or regular occurrences of distress and emotional upset in CaYP. There are occasions when a distressed child needs comfort and reassurance, and this may involve physical contact. Adults must use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries. Where this occurs, it should be reported to and discussed with a senior manager and/or parents/carers.

At the School, adults should:
1. consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way;
2. be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances;
3. follow professional guidance or code of practice where available;
4. never touch a child in a way which may be considered indecent;
   ▪ record and report situations which may give rise to concern from either party; and,
   ▪ not assume that all children seek physical comfort if they are distressed.

17. First Aid and Administration of Medication

The School has a number of trained First Aiders, who should be called upon to administer First Aid where needed. Where possible, there should be two adults present when administering medicines or first aid. Staff training must be kept up-to-date. Good records must be kept by the School.

18. One to One Situations

The School accepts that at times adults will be placed in one-to-one situations with pupils. Adults should where possible make sure these situations take place on open and public spaces, to minimise the risk of allegations against them.

At the School, adults should:
- ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed;
- avoid meetings with a child or young person in remote, secluded areas;
- always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by;
- avoid use of ‘engaged’ or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy;
- always report any situation where a child becomes distressed or angry to a senior colleague; and,
- carefully consider the needs and circumstances of the child/children when in one to one situations.

19. Home Visits

The School recognises that home visits are a part of the work of the pastoral team. These visits must always be subject to risk assessment (risk factors include hostility, CP concerns, complaints or grievances by the family against school/adult). Where little/no information is known about the family, the visit must be by two adults together. The adults must have access to emergency contact person in order to alert of any problems. Visits must always be clearly logged with senior management, and a record made post visit. Where a visit is made and the parent/carer is absent, the visit must be ended and this reported to Social Care/SAIS. The School will at times forbid visits to certain families (for the safety of staff).

At the School, adults should:
- agree the purpose for any home visit with senior management, unless this is an acknowledged and
integral part of their role e.g. pastoral team;
- adhere to agreed risk management strategies;
- always make detailed records including times of arrival and departure and work undertaken; and,
- ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken.

20. **Transporting CaYP**

There are occasions when the transport of CaYP is a part of duties, e.g. driving the School minibus to fixtures. It is inappropriate for adults to give lifts outside normal working duties to CaYP, unless agreed with parents/carers and discussed with a senior manager. Occasionally an emergency situation may necessitate transport – such situations must be recorded and reported.

At the school, adults should:
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive;
- be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer;
- record details of the journey in accordance with agreed procedures;
- ensure that their behaviour is appropriate at all times;
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven; and,
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.

21. **Trips and Outings**

See the School Policy on Educational Visits. Adults remain in a position of trust, and must ensure their behaviour remains professional at all times, staying clearly within professional boundaries.

At the School, adults should:
- always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager;
- undertake risk assessments in line with the School’s policy where applicable;
- have parental consent to the activity;
- ensure that their behaviour remains professional at all times;
- never share beds with a child/children or young people; and,
- not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.

22. **Photography and Audio-Visual Recordings**

The School recognises that working with CaYP can involve the use of still photography and movie making. Any such work must take place with due regard for the law, the dignity of the individual(s), the need to safeguard. It should be supported by written consent from parents/carers, and with the CaYPs consent. The School will seek permission for images to be made from parents/carers, and their retention and use for School purposes (display, marketing etc) – on an annual basis. It is not appropriate for adults to take photographs or moving image of CaYP for their personal use.

At the School, adults should:
- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded;
- be able to justify images of children in their possession;
- avoid making images in one to one situations or which show a single child with no surrounding context;
- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed;
- only use equipment provided or authorised by the organisation;
- report any concerns about any inappropriate or intrusive photographs found; and,
- always ensure they have parental permission to take and/or display photographs.

Adults should not:
- display or distribute images of children unless they have consent to do so from parents/carers;
- use images which may cause distress;
- use mobile telephones to take images of children; and,
• take images ‘in secret’, or taking images in situations that may be construed as being secretive.

23. Access to Inappropriate Images and Internet Usage

There are no circumstances which justify an adult possessing indecent images of children. Adults accessing and/or possessing links to such websites will be viewed as significant and potential threats to CaYP. The act of accessing, storing and making indecent images of CaYP is a criminal offence. This is true whether in or outside school. Should such materials be found, the LADO (Local Authority Designated Officer) will immediately be informed. No attempt will be made to investigate, as this can contaminate evidence, compromising potential criminal prosecution. Additionally, adults should avoid exposing CaYP to inappropriate images.

At the School, adults should:
• follow their organisation’s guidance on the use of IT equipment;
• ensure that children are not exposed to unsuitable material on the internet; and,
• ensure that any films or material shown to children and young people are age appropriate.

24. Whistleblowing

This is the mechanism by which an adult can voice their concerns, made in good faith, without fear of repercussion. The School observes and has adopted the LA Whistleblowing Policy. Adults should under this Policy feel able to bring their concerns to the attention of a senior manager within the School. This means that adults should report any behaviour by colleagues which raises concern regarding safeguarding and child’s welfare.

25. Personal and Professional Conduct

All staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a member of staff’s career.

• All staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff’s professional position
  - Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  - Showing tolerance of and respect for the rights of others
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law

• All staff must have proper and professional regard for the ethos, policies and practices of the school in which they are employed, and maintain high standards in their own attendance and punctuality.

• All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

26. Prevent agenda and Safeguarding

Building resilience of young people and the promotion of fundamental British values is at the heart of preventing radicalisation. Schools can do this by providing safe places in which children can discuss controversial issues, and be given the knowledge and confidence to challenge extremist beliefs and ideologies.

The 2011 Prevent strategy has three specific strategic objectives:

• Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
• Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
• Work with sectors and institutions where there are risks of radicalisation that we need to address

The National Prevent agenda defines the following:
Our prevent work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa’ida associated groups. But terrorists associated with the extreme right to post a continued threat to our safety and security.

Islamist extremists regard Western intervention in Muslim-majority countries as a ‘war with Islam’, creating a narrative of ‘them’ and ‘us’. Their ideology includes the uncompromising belief that people cannot be both Muslim and British, and that Muslims living here should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion. These extremists purport to identify grievances to which terrorist organisations then claim to have a solution.

The white supremacist ideology of extreme right-wing groups has also provided both the inspiration and justification for people who have committed extreme right-wing terrorist acts.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education act 1996. Similar duties are placed on the proprietors of independent schools, including academies (but not 16-19 academies) by the Independent School Standards. In Citizenship we overtly cover all of the above issues and provide opportunities to discuss these issues and many others, in safe and structured way. This issue also, via teaching, is permeated through in all other subjects.

**Risk Assessment**

- We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This will then be reported to the school’s designated officers who will pass this information on to the relevant authorities. **All information will be recorded on a Safeguarding form and dealt with by the Safeguarding leads for each year. This will then be passed onto the Prevent lead in school (PQU) who will work with MASH / Channel as required.**
- **Any concerns about the behaviour of adults in the building or governors will be direct to Prevent Lead and / or Headteacher who will risk assess the issue before seeking advice from Channel / MASH.**
- **Any visiting speakers to school will be checked against the government list of banned speakers. This will be done through the Education Visits Procedures.**

**IT Policies**

We will ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

**Glossary of Terms**

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

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.
GUIDANCE PART 3 – Child Protection

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions
As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

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

Physical Abuse 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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. This may include female genital mutilation and non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 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 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. Where English is not the first language and/or a child is considered vulnerable, efforts should be made to actively engage with them by talking directly to them about their wishes and feelings.

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)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- 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 also include

bullying including cyberbullying
• children missing education
• child missing from home or care
• child sexual exploitation (CSE)
• domestic violence
• drugs
• fabricated or induced illness
• faith abuse
• female genital mutilation (FGM)
• forced marriage
• gangs and youth violence
• gender-based violence/violence against women and girls (VAWG)
• hate
• mental health
• missing children and adults
• private fostering
• preventing radicalisation
• relationship abuse
• sexting
• trafficking

**Child Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

• Children who appear with unexplained gifts or new possessions;
• Children who associate with other young people involved in exploitation;
• Children who have older boyfriends or girlfriends;
• Children who suffer from sexually transmitted infections or become pregnant;
• Children who suffer from changes in emotional well-being;
• Children who misuse drugs and alcohol;
• Children who go missing for periods of time or regularly come home late; and
• Children who regularly miss school or education or do not take part in education.

**Honour based violence including forced marriage and FGM (Female genital mutilation)**
So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Concerns regarding forced marriage/honour based violence should be reported to the designated officers within school in accordance to the safeguarding policy however there is a mandatory reporting duty for **Female Genital Mutilation (FGM)** placed upon teachers which requires a different approach.

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.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** 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.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. This responsibility cannot be transferred to another although a designated CP officer should be informed as soon as the report has been made. Any case of FGM should be reported to the police via the 101 number.

**Radicalisation and Extremism**

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ 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 extremism. It can happen in many different ways and 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.

In accordance with the Counter-Terrorism act 2015, school must have “due regard” to the need to prevent people from being drawn into terrorism – this duty is known as the Prevent duty.

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

Should a member of staff be concerned that a child is at risk of radicalisation or extremism they must pass this information on to a designated CP officer in accordance with the schools safeguarding procedure.

**Children Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow
their procedures for unauthorised absence and 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 going missing in future.

Schools and colleges 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.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the Oldham SCB Child Protection Procedures which are consistent with ‘Working Together to Safeguard Children’ and ‘What to do if you are worried a child is being abused’ (see VLE).

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff must immediately report:
   - any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
   - any explanation given which appears inconsistent or suspicious;
   - any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
   - any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
   - any concerns that a child is presenting signs or symptoms of abuse or neglect;
   - any significant changes in a child's presentation, including non-attendance;
   - any hint or disclosure of abuse from any person; and,
   - any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

2. Responding to Disclosure
   Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.
   Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.
   The Designated Person(s) [September 2016] are NBO, RDX, LGO, NCO, JFA, ABE, JCY, DCH, NED, KMC, TME.

   Principles
   Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.
   Staff will:
   - listen to and take seriously any disclosure or information that a child may be at risk of harm;
   - try to ensure that the person disclosing does not have to speak to another member of school staff;
   - clarify the information;
   - try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hit you?’;
   - try not to show signs of shock, horror or surprise;
   - not express feelings or judgements regarding any person alleged to have harmed the child;
   - explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
• reassure and support the person as far as possible;
• explain that only those who 'need to know' will be told; and,
• explain what will happen next and that the person will be involved as appropriate.
• They should then complete the relevant CP form (available in the staffroom), and pass on the information as a matter of urgency to one of the CP Officers in a sealed envelope.

3. **Action by the Designated Senior Person (or other senior person in their absence)**

Following any information raising concern, the senior designated person will consider:
• any urgent medical needs of the child;
• making an enquiry to find out if the child is subject to a Child Protection Plan by ringing 0161 770 3790 (this should already be known by the Designated Officer(s) in school);
• discussing the matter with other agencies involved with the family;
• consulting with appropriate persons e.g. Safeguarding Officer, Social Care; and,
• the child’s wishes.

Then decide -
• wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
• whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately (the child/family may already be known to Social Care);
• or
• not to make a referral at this stage;
• if further monitoring is necessary;
• if it would be appropriate to undertake an assessment (e.g. Early years referral) and/or make a referral for other services.

Further advice and clarification can be sought via the 'Thresholds for intervention and the continuum of need' document and the 'Making a child protection referral guide' through the LSCB.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. **Action following a child protection referral**
The designated senior person or other appropriate member of staff will:
• make regular contact with the Social worker involved to stay informed;
• wherever possible, contribute to the Strategy Discussion;
• provide a report for, attend and contribute to any subsequent Child Protection Conference;
• if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
• where possible, share all reports with parents prior to meetings;
• where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care.

5. **Recording and monitoring**
Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All CP documents will be retained in a ‘Child Protection’ file, separate from the child’s main file. Hard copies will be locked away and only accessible to the Headteacher and senior designated person and the administration of these documents will be overseen by the pastoral administrator with responsibility for Child Protection. All CP Documentation will be word processed and scanned and held electronically with edit only rights to KJO and read only rights to the CP Officers. These records will be copied and transferred to any school or setting the child moves to, clearly marked ‘Child Protection, Confidential, for attention of Designated Person Child Protection.’ This file will require a signature of receipt from the other school. If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the I Education Social Work Service. Original copies will be retained until the child’s 25th birthday.
6. Supporting the Child and Partnership with Parents

- School recognises that the child’s welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents;
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child;
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

GUIDANCE PART 4 – E-Safety

The e-Safety Policy is part of the School Development Plan and relates to other policies including those for ICT, bullying and for child protection.

The school has an e-Safety Co-ordinator. This is LOD (in liaison with the LADO [June 2011])

Our e-Safety Policy has been written by the school, building on government guidance. It has been agreed by senior management and approved by governors.

1. Teaching and Learning

1.1 Why the Internet and digital communications are important
The Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide students with high-quality Internet access as part of their learning experience.

Internet use is a part of the statutory curriculum and a necessary learning tool for staff and pupils.

1.2 Internet use will enhance and extend learning
The school Internet access will be designed expressly for pupil use and will include filtering appropriate to the age of pupils.
Clear boundaries will be set for the appropriate use of the Internet and digital communications and discussed with staff and pupils.
Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

1.3 Pupils will be taught how to evaluate Internet content
Failsworth School will ensure that the use of Internet derived materials by staff and by pupils complies with copyright law. It is the responsibility of staff to ensure they follow this principle.
Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

2. Managing Internet Access

2.1 Information system security
Failsworth School ICT system security will be reviewed regularly.
Virus protection will be installed and updated regularly.
Security strategies will be discussed with the Local Authority.

2.2 E-mail
Students may only use approved e-mail accounts on the school system.
Students must immediately tell a teacher if they receive offensive e-mail.
In e-mail communication, students must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.
The school should consider how e-mail from students to external bodies is presented and controlled.
The forwarding of chain letters is not permitted.

2.3 Published content and the school web site
Staff or student personal contact information will not generally be published. The contact details given online are those of the school office.
The Headteacher (or nominee) has overall editorial responsibility and ensure that published content is accurate and appropriate.

2.4 Publishing students’ images and work
Photographs that include students will be selected carefully so that individual pupils cannot be identified or their image misused.
Students’ full names will not be used anywhere on a school Web site or other on-line space, particularly in association with photographs.
Written permission from parents or carers will be obtained before photographs of students are published on the school Web site.
Work can only be published with the permission of the student and parents/carers.

2.5 Social networking and personal publishing
The school will control access to social networking sites, and consider how to educate students in their safe use.
Newsgroups will be blocked unless a specific use is approved.
Students will be advised never to give out personal details of any kind which may identify them, their friends or their location.
Students should not place personal photos on any social network space without considering how the photo could be used now or in the future.
Students will be advised on security and encouraged to set passwords, to deny access to unknown individuals and to block unwanted communications. Students will also be advised that they should only invite known friends and deny access to others.

2.6 Managing filtering
The school will work in partnership with Kent, Becta and the Internet Service Provider to ensure that systems to protect pupils are reviewed and improved.
If staff or students discover an unsuitable site, it must be reported to the E-Safety Co-ordinator or the Network Manager.
Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

2.7 Managing videoconferencing
IP videoconferencing should use the educational broadband network to ensure quality of service and security rather than the Internet.
Students should ask permission from the supervising teacher before making or answering a videoconference call.
Videoconferencing will be appropriately supervised for the Students’ age.

2.8 Managing emerging technologies
Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
The senior management team should note that technologies such as mobile phones with wireless Internet access can bypass school filtering systems and present a new route to undesirable material and communications.
Mobile phones will not be used during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.
The use by students of cameras in mobile phones will be kept under review.
Games machines including the Sony Playstation, Microsoft Xbox and others have Internet access which may not include filtering. Care is required in any use in school or other officially sanctioned location.
Staff will be issued with a school phone where contact with students is required.

2.9 Protecting personal data
Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.
3 Policy Decisions

3.1 Authorising Internet access
All staff must read and sign the 'Staff Code of Conduct for ICT' before using any school ICT resource. The school will maintain a current record of all staff and pupils who are granted access to school ICT systems.
Secondary students must apply for Internet access individually by agreeing to comply with the Responsible Internet Use statement.
Parents/carers will be asked to sign and return a consent form.
3.2 Assessing risks
The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to the school network. Neither the school nor OMBC can accept liability for any material accessed, or any consequences of Internet access. The school should audit ICT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate and effective.

3.3 Handling e-safety complaints
Complaints of Internet misuse will be dealt with by a senior member of staff. Any complaint about staff misuse must be referred to the Headteacher. Complaints of a child protection nature must be dealt with in accordance with school child protection procedures. Students and parents will be informed of the complaints procedure. Discussions will be held with the Police Youth Crime Reduction Officer to establish procedures for handling potentially illegal issues.

3.5 Community use of the Internet
The school will liaise with local organisations to establish a common approach to e-safety.

4. Communicating e-Safety

4.1 Introducing the e-safety policy to pupils
E-Safety rules will be posted in all rooms where computers are used. Students will be informed that network and Internet use will be monitored. A programme of training in e-Safety will be developed, possibly based on the materials from CEOP. Delivery is via ICT, and Learning for Life.

4.2 Staff and the e-Safety policy
All staff will be given the School e-Safety Policy and its importance explained. Staff must be informed that network and Internet traffic can be monitored and traced to the individual user. Staff that manage filtering systems or monitor ICT use will be supervised by senior management and work to clear procedures for reporting issues. Staff should understand that phone or online communications with pupils can occasionally lead to misunderstandings or even malicious accusations. Staff must take care always to maintain a professional relationship.

4.3 Enlisting parents’ and carers’ support
Parents’ and carers’ attention will be drawn to the School e-Safety Policy in newsletters, the school brochure and on the school Web site. The school will maintain a list of e-safety resources for parents/carers.
Self-Harm Policy

1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

2. Scope

This document describes the school’s approach to self-harm. This policy is intended as guidance for all staff including on-teaching staff and governors.

3. Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents / carers

4. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one’s own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively
- Eating disorders

5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual factors:
- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family factors:
- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social factors:
- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers
6. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for child Protection in school – NBO, RDX, LGO, NCO, JFA, JCY, ABE, NED, KMC, DCH, TME.

Possible warning signs include:
- Changes in eating / sleeping habits eg. student may appear overly tired if not sleeping well
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood eg. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing eg. becoming a goth

7. Staff roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for child Protection

Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:
- Contacting parents / carers
- Arranging professional assistance eg. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student has self-harmed in school a first aider should be called for immediate help

8. Further considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:
- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student’s child protection file.
It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible
action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Appendix 1  Extract of Statutory Guidance - Information for Staff
Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.

2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

3. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4. 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.

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

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

8. Every 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.

9. All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.
years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. **Any staff member** who has a concern about a child’s welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers’ Standards 2012 state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.  

What school and college staff need to know

12. 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 should include:

   - the child protection policy;
   - the staff behaviour policy (sometimes called a code of conduct); and
   - the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

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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.
16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice What to do if you are worried a child is being abused: Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

19. 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 best interests of the child.

20. 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.

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

21. If staff members have any concerns about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

5 Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17: A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47: If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquiries under section 47 to enable them to decide whether they should take any action to safeguard and promote the child’s welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

6 Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children
22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool Reporting child abuse to your local council directs staff to their local children’s social care contact number.

23. See page 10 for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child’s situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation does not appear to be improving.

27. If a teacher\(^7\), in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children’s social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

\(^7\) Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’: “teacher” means — (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).
Why is all of this important?

30. 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.⁹

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

31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school’s designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

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

32. All 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 and know that such concerns will be taken seriously by the senior leadership team.

33. 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 senior leadership team.

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

- General guidance can be found at Advice on whistleblowing

- The NSPCC whistleblowing hotline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁹

⁹ Serious case reviews, 2011 to 2014
⁹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.
Actions where there are concerns about a child

Staff have concerns about child (1)

- Referral not required, school/college takes relevant action, possibly including early help (2) and monitors locally
- Referral made if concerns escalate
- Designated safeguarding lead or staff makes referral to children's social care (and calls police if appropriate)

Within 1 working day, social worker makes decision about type of response required

- Child in need of immediate protection: referrer informed
- Section 47 (3) enquiries appropriate: referrer informed
- Section 17 (3) enquiries appropriate: referrer informed
- No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (4)
- Identify child at risk of significant harm: possible child protection plan (3)
- Identify if child in need and offer appropriate support

School/college considers early help assessment (2) accessing universal services and other support

At all stages, staff should keep the child’s circumstances under review and re-refer if appropriate, to ensure the child’s best interests must always come first

1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).
Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

36. **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

37. **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.

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

39. **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.

40. **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

41. All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

43. 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, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage - and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
• hate
• mental health
• missing children and adults
• private fostering
• preventing radicalisation – and Annex A
• relationship abuse
• sexting
• trafficking

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.
## Change Control Log

<table>
<thead>
<tr>
<th>Issue</th>
<th>Date</th>
<th>Reason for Change</th>
<th>Custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oct 16</td>
<td>Revised to reflect changes in legislation and policy requirements</td>
<td>RDX</td>
</tr>
<tr>
<td>2</td>
<td>Nov 16</td>
<td>Extract of Statutory Guidance Sept 16 appended to replace Apr 14.</td>
<td>RDX</td>
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