

Henley Bank High School Safeguarding Policy 2019-2020

17th January 2019

This Safeguarding Policy applies to Henley Bank High School, and all governors and staff of the school and visitors to the school must abide by this policy which has been adopted in accordance with and pursuant to the Safeguarding Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff and visitors adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Designated Safeguarding Lead (the GLT CEO), the GLT Deputy Designated Safeguarding Lead and/or the Board of Trustees.

This policy is subject to the GLT Safeguarding Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Safeguarding Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This policy is the responsibility of:

Mr Bradley Nash, Headteacher

This policy was approved by the Local Governing Body on:

24th January 2019

This policy is due for review by:

January 2020

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A. RESPONSIBLE PERSONS

The following are the responsible persons with regard to Henley Bank High School as referred to in this policy.

The school Designated Safeguarding Lead (DSL):

Mr Robbie Foran. Email: rforan@henleybankhighschool.co.uk, telephone: 01452 863372

The school Deputy Designated Safeguarding Leads (DSL):

Mr Ashley Barker. Email: abarker@henleybankhighschool.co.uk, telephone: 01452 863372

Mrs Tina Middleton. Email: tmiddleton@henleybankhighschool.co.uk, telephone: 01452 863372

(If the policy later refers to these people as the ‘Safeguarding Team’, it should state here: The members of staff listed above constitute the school’s Safeguarding Team.)

Safeguarding & Child Protection lead governor:

Mr Lloyd Warren. Email: lwarren@greenshawlearningtrust.co.uk

Headteacher:

Mr Bradley Nash. Email: bnash@henleybankhighschool.co.uk, telephone: 01452 863372

Chair of Governors:

Mr Mike Cooper. Email: mike@mikecoopermcc.co.uk, telephone: 07740 594496

Designated Safeguarding Lead for Greenshaw Learning Trust (GLT DSL):

The Chief Executive Officer (CEO) of GLT:

William Smith. Email: wsmith@greenshaw.co.uk, telephone: 07841 696922.

Deputy Designated Safeguarding Lead for Greenshaw Learning Trust (GLT Deputy DSL):

Sarah Vardy. Email: svardy@greenshaw.co.uk, telephone 020 8715 1078.

Attendance Officer:

Mrs Tina Middleton. Email: tmiddleton@henleybankhighschool.co.uk, telephone: 01452 863372

Designated Teacher for Looked After Children:

Miss Rhian Williams. Email: rhwilliams@henleybankhighschool.co.uk, telephone: 01452 863372

Local Authority

Gloucestershire Local Authority

B. APPLICABILITY

Anyone who has a safeguarding concern relating to a child at the school or on the school roll, a member of staff, paid or unpaid of the school, a volunteer or contractor at the school, or anyone visiting or using school premises; or relating to an incident that took place at the school, should report the matter to the School DSL and it will be dealt with in accordance with the School Safeguarding Policy.

Where the subject of a safeguarding concern is a member of staff of the school the School DSL must report the matter to the school Headteacher, and it will be dealt with under the Trust Staff Disciplinary Policy. The school Headteacher must inform and take advice from the GLT Head of HR.

Where the subject of a safeguarding concern is a member of staff of the Trust central service the School DSL must report the matter to the GLT CEO, and it will be dealt with under the Trust Staff Disciplinary Policy. The GLT CEO must inform and take advice from the GLT Head of HR.

Where the subject of a safeguarding concern is a member of a local governing body the School DSL must report the matter to the Chair of the LGB, and inform the GLT CEO and the Chair of the Board of Trustees.

Where the subject of a safeguarding concern is the Headteacher, the School DSL must report the matter to the GLT CEO and the GLT CEO will inform the Chair of the LGB and the Gloucestershire Local Authority Designated Officer.

Where the subject of a safeguarding concern is the Chair of a local governing body, the School DSL must report the matter to the Chair of the Board of Trustees.

Where the subject of a safeguarding concern is a member of staff or volunteer of the Trust central service, including a Trustee, the School DSL must inform the GLT CEO.

C. RELATED POLICIES AND PROCEDURES

The following Trust policies are directly related to and complement this Trust Safeguarding Policy:

- Greenshaw Learning Trust Anti Radicalisation Policy.
- Greenshaw Learning Trust Staff Code of Conduct.
- Greenshaw Learning Trust Whistle-blowing Policy.
- Greenshaw Learning Trust HR, Recruitment & Selection and disciplinary policies and procedures.
- Greenshaw Learning Trust Equalities Policy
- Henley Bank High School Anti-bullying Policy
- Henley Bank High School Attendance Policy
- Henley Bank High School Accessibility Plan

1. INTRODUCTION

“THE WELFARE OF THE CHILD IS PARAMOUNT”

At Henley Bank High School, the safety and welfare of our pupils is of the highest importance.

Because of the day-to-day contact with students, our staff are well placed to observe the outward signs of abuse. We have worked hard to ensure that there is a culture of vigilance within the school and that all adults working in the school know that they must protect students from harm and abuse and be aware that any pupil may be at risk of harm or abuse. Safeguarding is everyone’s responsibility; we all have a duty to safeguard and promote the welfare of our students (*those under 18 years of age*) under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our safeguarding policy, we have policies to cover the roles of staff, students and parents in respect of health and safety, anti-bullying, and equality. We also ensure that issues of child protection are raised with students through the Personal, Social and Health Education (PSHE) curriculum. Our policy applies to all staff, paid and unpaid, contractors, trustees, school governors and volunteers and others using or visiting the school premises, and references to ‘staff’ in this policy apply to all of these persons unless explicitly qualified.

There are a number of elements to our policy:

- Ensuring Safer Recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Ensuring that a system is in place to protect our students from mistreatment;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding safeguarding matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which students feel secure, are able to learn and are encouraged to talk freely about anything that concerns them;
- Establishing a culture of listening to and respecting our students;
- Ensuring students know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE curriculum to develop and equip students with the skills needed to recognise risks and stay safe from abuse;
- Supporting students who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted “safe practice” principles when working with students.

If there are safeguarding concerns Gloucestershire Local Authority child protection procedures must be followed. The Gloucestershire Safeguarding Children Board (GSCB) will have adopted these procedures. This policy and procedure also accords with:

- DfES guidance – “Keeping Children Safe in Education” (*Sept 2018*) and
- “Working Together to Safeguard Children” (*HM Government, March 2015*).

If lower level concerns or needs (i.e. not child protection) are identified about a particular student, the Gloucestershire Local Authority Early Help procedure should be followed, including the completion of an EHAT as an assessment tool to decide on the best way forward for the child and their family.

1.1 SAFE PRACTICE

Henley Bank High School’s safeguarding practices have been put into place to ensure that our students are safe.

All Staff and visitors to the school:

- Have a duty to report any concerns they have about the well-being of children to the Designated Officer;
- Are responsible for their own actions and behaviour and should avoid any conduct which would lead to any reasonable person to question their motives or intentions;
- Should work in an open and transparent way;
- Are required to discuss or take advice from school management on any incident which may give rise for concern.

All visitors to the site fall into two categories; those with the appropriate DBS clearance and those who do not.

If you are a visitor to the School:

- and have provided evidence of the appropriate DBS clearance and identity check you may, after registering at the main reception, be able to go about your school business unaccompanied, wearing a yellow lanyard;
- and do not hold the appropriate DBS clearance, then the person you are visiting will need to arrange for you to be accompanied throughout your visit and at no time left alone after registering at the main reception. These visitors will wear a red lanyard to identify them as visitors who are not to be unaccompanied.

The only exception to this will be after school hours when there are no students on site and during the school holidays, when non DBS clearance contractors may be permitted to access the site unhindered.

1.2 PARTNERSHIPS WITH PARENTS

Henley Bank High School’s purpose is to educate and help students keep safe from harm and to have their welfare as our priority.

We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information with anyone unless we have permission or it is necessary to do so in order to protect the child.

Henley Bank High School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

1.3 PARTNERSHIP WITH OTHERS

Henley Bank High School recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all students.

1.4 RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS

In our recruitment and selection of staff and volunteers we will at all times adhere to Greenshaw Learning Trust Recruitment and Selection policies and procedures, and to the appropriate guidance which followed the Bichard Enquiry Report (*Keeping Children Safe in Education, Sept 2018*).

In particular, we will ensure that our interview panellists are appropriately trained in Safer Recruitment practices, that we always follow up gaps in previous employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service checks are conducted.

The Head of HR will keep a central record of all staff with the date and outcome of their DBS status so that at all times staff, students and parents can be assured this has been done.

1.5 SCHOOL TRAINING & STAFF INDUCTION

Henley Bank High School's Designated Safeguarding Lead and any deputies will undertake the necessary training to keep fully informed of current legislation and requirements with regard to child protection and, in particular, will undertake on-going designated officer training by attending the *Gloucestershire Local Authority Designated Officers* forum which is held half-termly.

All other school staff, including non-teaching staff, will undertake appropriate induction training in their first term at Henley Bank High School and then will have further training as and when necessary, but at least annually.

All staff are provided with the school's Safeguarding Policy and informed of the school's Safeguarding arrangements, including information about identifying abuse and who to refer it to.

All staff are required to abide by the Greenshaw Learning Trust Staff Code of Conduct.

1.6 GENERAL GUIDANCE

As a member of staff in school (paid or unpaid) we should follow the DfE guidance on appropriate behaviour.

- Set clear standards of appropriate safe behaviour;
- Adopt safer recruitment procedures;
- Protect students from discrimination and avoidable harm;
- Treat students with respect and dignity;
- Protect students from sexual, physical and emotional harm.

If any member of staff has any concerns regarding the treatment of any student in or outside school, they have a duty of care to report it to the appropriate member of staff. It may be possible at some time that they may have a concern regarding a colleague in school; again they have a duty of care to report this to the Headteacher.

For further details see Appendix F: Whistleblowing Policy

2. ESafety AND COMPUTER USE

2.1 INTERNET USE

At *Henley Bank High School*, we believe that the use of the internet is integral to education, business and social interaction. Internet use is part of the statutory curriculum and a necessary tool for learning. The school has a duty to provide students with quality internet access as part of their learning experience and internet access will be designed to enhance and extend education.

Students use the internet widely, both within and outside school, and need to learn how to evaluate Internet information and to take care of their own safety and security.

There is always clear guidance in lessons about which applications should be used by students. Staff should guide students to on-line activities that will support the learning outcomes planned for the students' age and maturity. Students will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation. Students will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

The school will maintain a current record of all staff and students who are granted access to the school's electronic communications. Parents and students will be asked to sign and return a consent form for pupil access as part of the Home School Agreement whereby they also agree to abide by the school rules in regard to eSafety and appropriate internet usage.

When staff and students leave the school, their account and rights to specific school areas will be disabled.

2.2 SECURITY OF INFORMATION SYSTEMS

Virus protection will be updated regularly. The security of the school information systems and users will be reviewed regularly as well as system capacity. Data will be backed up daily and regular archives taken and stored off-site.

Personal data will be recorded, processed, transferred and made available according to the Data

Protection Act 1998, and from the 25th May 2018 according to the General Data Protection Regulation (GDPR).

2.3 FILTERING AND MONITORING SYSTEMS

Henley Bank High School will work with Gloucestershire Local Authority to ensure that systems to protect students continue to be reviewed and improved where necessary. If staff or students discover unsuitable sites, the URL must be reported to The Network Manager.

Any material that the school believes is illegal must be reported to appropriate agencies such as the Internet Watch Foundation or the Child Exploitation and Online Protection Centre. The school's broadband access will include filtering appropriate to the age and maturity of students.

At Henley Bank High School, we have software in place at school to minimise access and highlight any person accessing inappropriate sites or information – We use Impero software, esafe and RM Safety net which filters and controls internet access, as well as being part of the London Grid for Learning, which also filters the internet. There is a system whereby key words trigger an email alert which is sent to the Safeguarding Designate, along with a screen shot of what the person was working on at the time the alert was sent. The key word list is updated regularly in response to new technologies and new world threats, in line with the PREVENT strategy. This system covers all computers in the school, including staff computers.

The school will take all reasonable precautions to ensure that users access only appropriate material. However, it is not possible to guarantee that access to unsuitable material will never occur via a school computer. Neither the school nor the Gloucestershire Local Authority can accept liability for the material accessed, or any consequences resulting from Internet use.

2.4 EMAIL

Students may only use approved e-mail accounts in school – other accounts, such as gmail, will be blocked under our filtering system. Students must immediately tell a teacher if they receive an offensive e-mail.

Students will be instructed that they must not reveal personal details about themselves or others in email communication, or arrange to meet anyone without specific permission from an adult.

E-mails sent by staff to external organisations should be checked carefully before sending, in the same way as a letter written on school headed paper. Staff should only use school email accounts as approved by the Senior Leadership Team to communicate with students.

Use of inappropriate language in an email will be flagged up through our monitoring system and will result in the account being disabled and the information sent to the Head teacher and the Network Manager who will evaluate an appropriate response.

2.5 SOCIAL NETWORKING, SOCIAL MEDIA AND PERSONAL PUBLISHING

The school will block/filter access to social networking sites unless required for educational purposes. Students are not permitted to use their mobile technology on school site, unless specifically to be used in

a classroom for an educational purpose. Where this is the case, students will be closely monitored.

As part of the PSHE Curriculum students will be advised to:

- never to give out personal details of any kind which may identify them. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and e-mail addresses, full names of friends, specific interests and clubs etc.
- not to place personal photos on any social network space. They will be taught how public the information is and to consider using private areas. Advice should be given regarding background detail in a photograph which could identify the student or his/her location e.g. house number, street name or school.

Should a student/s choose to distribute images of other students which could be deemed inappropriate, they will be subject to appropriate sanctions. Should any photographs be distributed which are obscene or pornographic in nature, then the school will refer the case to the police and/or Social Services in addition to imposing appropriate sanctions (*see section 3.2 which includes information on Sexting*).

Students should not use social networking (for example Twitter, Facebook, MSN Messenger, BBM) to make inappropriate or defamatory comments about members of staff. Should this happen then appropriate sanctions will be applied.

Students will be encouraged to invite known friends only and deny access to others.

Staff should not use social networks to discuss other members of staff or students. It would be considered an act of gross professional misconduct should a member of staff use a social networking site to bring the school into disrepute.

Staff should not accept friend invites or communications from students on social networking sites. It will be considered a disciplinary matter if staff befriend students or are not proactive in ensuring that the security of their online social networking sites is at the highest level.

Staff are forbidden from including students in friendships groups on social networking sites as this can potentially lead to a professionally compromising situation (*see GLT Staff Code of Conduct*).

Twitter do's and don'ts – guidance on Twitter Accounts for staff

Do's	Don'ts
Have the school "swoosh" as your Twitter icon	Tweets must not contain students full names (please use forename only)
Keep the language professional	Photos of students should not be tweeted. You could put on photos of trophies, places you're visiting certificates, examples of students work, etc.
Use it to promote extra-curricular activities and to congratulate students	Don't forget this is in the public domain and anyone can see it.
Use it as a reminder of events within your department	Do not 'follow' students back on their Twitter accounts.
Follow similar and relevant Twitter accounts	

2.6 PUBLISHED CONTENT, ONLINE PLATFORM, PHOTOGRAPHS AND VIDEOS

The contact details on the website should be the school address, email and telephone number. Staff or students' personal information must not be published.

The Headteacher will take overall editorial responsibility for publications and ensure that content is accurate and appropriate.

Written permission from parents or carers will be obtained before images and videos of students are electronically published. This is in the form of opt-out consent when a student first joins in Year 7. Images that include students will be selected carefully and will not include images of students if their parents or carers have not given their permission to do so.

Students' full names will not be used anywhere on the website, particularly in association with photographs and videos.

All videoconferencing equipment in the classroom must be switched off when not in use and not set to auto answer.

Video technology is sometimes used in the classroom to record lessons. The focus of this is to assist teacher development and the footage will only be used within the school and not distributed. CCTV is installed on-site for security purposes and is used to assist with crime prevention and detection and disciplinary matters.

Access to CCTV is restricted to site staff, Heads of Year and Senior Leadership Team. Footage in relation to a crime will be distributed when requested by police. All other footage will remain on site.

2.7 CYBER BULLYING

Cyber bullying, as with any form of bullying, will not be tolerated in Henley Bank High School. Full details are set out in the school's Anti-Bullying policy.

There are clear procedures in place to:

- support anyone affected by Cyber bullying;
- investigate incidents or allegations of Cyber bullying. Students, staff and parents/carers will be advised to keep a record of the bullying as evidence.

2.8 INTRODUCING THE POLICY TO STUDENTS, STAFF AND PARENTS

All users will be informed that network and Internet use will be monitored. Safe and responsible use of the internet and technology will be reinforced across the curriculum. Particular attention will be given where students are considered to be vulnerable.

The Safeguarding policy will be formally provided to and discussed with all members of staff. Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. Staff training in safe and responsible Internet use, both professionally and personally, will be provided through Safeguarding training.

Parents' attention will be drawn to the School eSafety approach in newsletters, the school prospectus

and on the school website. A partnership approach with parents will be encouraged. This will include an annual invitation for parents to attend an evening about safe home Internet use and guidance in line with the government's PREVENT strategy.

3 SAFEGUARDING AND CHILD PROTECTION

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Definition of abuse

An abused child is a boy or girl under 18 years of age who has suffered from, or is believed to be at significant risk of, physical injury, neglect, emotional abuse or sexual abuse.

'Child abuse and neglect' is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

Children may be abused or neglected through the infliction of harm, or through the failure to act to prevent harm.

Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child.

Working Together to Safeguard Children (*March 2015*) set out definitions and examples of the four broad categories of abuse which are used for the purposes of registration:

- Physical abuse;
- Emotional abuse;
- Sexual Abuse;
- Neglect.

These categories overlap and an abused child does frequently suffer more than one form of abuse. (*see Appendix B for further information about abuse types*)

The definition above may be said to assume the guilt of the accused. At the point of allegation, however, guilt has not been established and it is important therefore to be careful to be supportive of all parties involved. Having said this, it is made clear in the documentation that our first priority is the following: **'The protection of the child must take precedence over the rights of the parents and the welfare of the child must be the paramount concern'**.

Safeguarding Team

The Safeguarding team meet once a week to review cases and ensure that referrals are followed up in a timely manner by other agencies. Should it be decided that this is not the case, then the team will escalate the case to ensure that children are correctly safeguarded. Records of these meetings are maintained.

3.1 WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED

Everyone working with students needs to be familiar with local procedures and protocols for safeguarding their welfare. Adults have a duty to report any child protection or welfare concerns to a designated member of staff. In the case of a child protection issue they should contact the Designated Safeguarding Lead, and for general welfare concerns they should contact the Heads of Year. If there are any doubts, then it is best to speak to the Designated Officer for clarification.

See Appendix B for information about the key staff and signs of the different types of abuse.

3.2 EMERGING ISSUES – FGM, HONOUR VIOLENCE, PEER ABUSE, CSE, SEXTING

Staff will be kept updated through staff meeting/briefings on any emerging issues, for example: Female Genital Mutilation, Child Sexual Exploitation, Honour related violence and Forced Marriage.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society;
- mother or a sister who has undergone FGM;
- girls who are withdrawn from PSHE;
- visiting female elder from the country of origin;
- being taken on a long holiday to the country of origin;
- talk about a 'special' procedure to become a woman.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;

- talking about pain or discomfort between her legs.

Henley Bank High School staff follow the Mandatory Reporting of Female Genital Mutilation:

Where a professional, who is subject to the mandatory reporting duty, has either been told by a girl that she has had FGM performed on her or has observed a physical sign appearing to show that a girl has had FGM, s/he should personally report the matter to the police by calling 101.

Henley Bank High School staff will also report to the Designated Safeguarding Lead within school.

Honour based violence

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.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Breast Ironing

Keeping Children Safe in Education (2018) mentions Breast Ironing, under so-called 'Honour-based Violence'. Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further.

Peer on peer abuse

All staff should recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Other forms of peer on peer abuse are:

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):
- initiation/hazing type violence and rituals.

At Henley Bank High School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence (*see Appendix D for what constitutes a criminal offence*);
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this student;
- indicates that young people outside the school may be affected by this student.

We will support the victims of peer on peer abuse by thoroughly investigating the allegation and liaising with - or even deferring the investigation to – our linked police officer. We will make a final decision about how to act on a case-by-case basis, and will follow our procedures stated within the Behaviour policy.

Contextual Safeguarding

Contextual safeguarding means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group (can be male or female, children or adults) takes advantage of an imbalance of power (power can be due to age, gender, cognitive ability, physical strength, status, economic resources or sexual identity) to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. It may occur without the child or young person's immediate knowledge e.g. through others copying videos or images they

have created and posted on social media. Child sexual exploitation can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Sexting

Sexting is the act of sending an indecent image, often of oneself, to someone else through electronic means. It is a criminal offence to share indecent images of children. We recognise the increase in both the capability of young people to send indecent images through the use of mobile devices and also of the prevalence of such cases and often, the school is the first agency to have their awareness raised of such an incident having occurred.

At Henley Bank High School, we take sexting very seriously and respond by:

- Ensuring that the topic is covered during PSHE and also in assemblies to try to prevent or reduce occurrences;
- Confiscating any mobile devices which we suspect may contain indecent images of young people – we try not to view images, as far as reasonable practical, and ensure their deletion once the police have concluded their enquiries;

- Liaising closely with our linked police officer and the parents or carers whenever an offence takes place, although we work to ensure that the young person is not criminalised, wherever possible;
- Working quickly to try and identify whether the image has spread further to try to prevent the image being made available on the internet;
- Ensuring we liaise swiftly with other schools in the event that the image has gone further, or if the sexting is between students from different schools.

Should repeat offences occur then in liaison with the police, we will make a joint decision about what action to take, which might include the young person being asked to visit the police station with their parents in order to have a discussion about the incidents. We would never take this decision lightly, but would use it as an opportunity for the young person to realise the seriousness of their behaviour to try to prevent a reoccurrence in the future.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

It should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

3.3 DESIGNATED STAFF RESPONSIBLE FOR SAFEGUARDING

The Designated Safeguarding Lead is responsible for child protection and safeguarding issues. Any member of staff concerned about a student should tell the Designated Safeguarding Lead immediately. If the Designated Safeguarding Lead is unavailable, you should speak to the deputy Designated Safeguarding Lead (s) / another member of the Safeguarding Team.

The Designated Safeguarding Lead has a responsibility to:

- liaise with the nominated governor, the Gloucestershire Local Authority Children, Young People and Learning Services, Police and other agencies on individual child protection cases;
- act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- complete a MASH form for referrals and submit it to the MASH team (Multi-Agency Safeguarding Hub);
- co-ordinate action within the school on child protection issues;
- discuss individual cases with staff on a “need to know basis” to protect children’s’ right to confidentiality;
- oversee the planning of any curricular or other provision in relation to child protection matters;
- with any other relevant staff (e.g. class teacher or year head), represent the school at child protection meetings and be a member of a “Core Group” if required;
- ensure staff are familiar with this Policy and Procedure, the Gloucestershire Child Protection Procedures, and DfE (*previously DfES*) guidance;
- raise awareness about child protection on an ongoing basis;
- together with the Headteacher and Gloucestershire Local Authority child protection training officer, arrange child protection training for **all** (i.e. including ancillary) staff on an annual basis (and for new staff commencing work between whole school training sessions or absent for such sessions arrange attendance at induction sessions).
- ensure that the Designated Safeguarding Lead and the Safeguarding Team receive update training on a regular basis; and
- attend the Gloucestershire Local Authority Child Protection Designated teacher network at least once each half term.

At Henley Bank High School, we have a team of 3 members of staff, as listed on page 3, who all carry responsibilities for Safeguarding. Cases of students who are at Child in Need or Child Protection level are shared out among the team. Continuity is created by, wherever possible, ensuring it is the same member of staff from the school who attends the meetings and liaises with other professionals.

The Role of Individual Staff

Everyone in the school must be alert to the possibility that any student, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect and must be familiar with these procedures. Concern about a student must be discussed with the Designated Safeguarding Lead immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should not investigate child protection concerns. This is done by Children’s Social Services or the Police. However, if a student says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

3.4 THE ROLE OF THE GOVERNING BODY

Henley Bank High School’s governing body will designate a lead governor for Safeguarding and Child Protection. The lead governor will monitor the school’s safeguarding policy and procedures, liaise with the Designated Safeguarding Lead and report to the governing body.

The governing body is responsible for ensuring that the school’s safeguarding policy and procedures are effective and up-to-date. The governing body must receive an annual report on safeguarding and in addition should receive regular reports from the Designated Safeguarding Lead and lead governor.

3.5 CONFIDENTIALITY OF RECORDS

Henley Bank High School’s students and their parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and where appropriate students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a young person. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to students to keep “secrets” (*see procedure in Appendix C*).

3.6 WORKING WITH CHILDREN

Henley Bank High School recognises that young people who are abused, neglected or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Henley Bank High School will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable students in the school – the school will ensure the student knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support the student such as social services, the child and adolescent mental health service, the education welfare service and the educational psychology service;

- ensuring that, where a student with a child protection plan leaves the school, their information and child protection file is transferred to any new school immediately and that the social worker is informed and that there is a clear process for doing this.

3.7 DESIGNATED SAFEGUARDING LEAD ACTION

Contact with the family

Contact with the family should be discussed with the school's Designated Safeguarding Lead, who may consult the Children and Family Social Work Service, or the Attendance Officer or School nurse.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the student from harm), the parent or carer should be informed and the matter must be referred to Children's Social Care.

In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period of time. There will probably have been discussion between school staff and the family about sources of help (e.g. Children's Social Care), but if the concerns persist, the Designated Safeguarding Lead will need to refer to Social Services, and will normally advise the family of this.

Following receipt of any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent needs of the student;
- The Assessment Framework (*see Appendix E*);
- Making an enquiry to find out if the student is known to Social Services;
- Discussing the matter with other relevant agencies, if approved;
- The student's wishes.

Then decide:

- Whenever possible to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation or place a member of staff or others at risk;
- Whether to make a child protection referral at this stage or call a Team Around the Child meeting or Professional Meeting to consider appropriate support or action.

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the MASH team before discussing this with the family.

Action following a Child Protection/Safeguarding Referral

The Designated Safeguarding Lead / member of the Safeguarding team will:

- Make regular contact with the Social Worker involved and stay informed.
- Contribute to a strategy discussion.
- Provide a report, attend and contribute to any subsequent child protection meeting.

- If a child or children are made subject to a child protection plan, contribute to the plan, attend Core Group meetings and review the student's progress at the Child Protection Conference.
- Where possible, share all the reports with parents prior to the meeting.

Recording

- All records relating to child welfare concerns will be kept on the student's file and the file will be kept secure – a chronology of concern is also kept;
- where there are concerns about a student, our file (if paper) is easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the student – SIMS states that there is 'Red sticker on file – See SG team' in the child's quick notes if the concerns are current; 'Orange sticker on file' indicates that the concerns are historic;
- we will keep written records of any concerns about students, even where there is no need to refer the matter immediately;
- information from records will only be used on a "need to know" basis;
- staff will need to know when a student is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the student's welfare;
- records relating to the students' welfare will remain on the student's file as long as the student is a pupil at the school;
- when the student leaves the school, the new school will be advised in writing that the school's records contain information about child protection concerns even where these are no longer current;
- Records are kept archived until the child's 25th birthday, and then destroyed.

3.8 CONCERN ABOUT A MEMBER OF STAFF, VOLUNTEER OR GOVERNOR

- Where the subject of a safeguarding concern is a member of staff of the school the School Designated Safeguarding Lead must report the matter to the school Headteacher, and it will be dealt with under the Trust Staff Disciplinary Policy. The school Headteacher must inform and take advice from the GLT Head of HR.
- Where the subject of a safeguarding concern is a member of staff of the Trust central service the School Designated Safeguarding Lead must report the matter to the GLT CEO, and it will be dealt with under the Trust Staff Disciplinary Policy. The GLT CEO must inform and take advice from the GLT Head of HR.
- Where the subject of a safeguarding concern is a member of a local governing body the School DSL must report the matter to the Chair of the LGB, and inform the GLT CEO and the Chair of the Board of Trustees.
- Where the subject of a safeguarding concern is the Headteacher, the School Designated Safeguarding Lead must report the matter to the GLT Exec Headteacher and the GLT CEO will inform the Chair of the LGB and the appropriate Gloucestershire Local Authority Designated Officer.
- Where the subject of a safeguarding concern is the Chair of a local governing body, the School Designated Safeguarding Lead must report the matter to the Chair of the Board of Trustees.
- Where the subject of a safeguarding concern is a member of staff or volunteer of the Trust central service, including a Trustee, the School Designated Safeguarding Lead must inform the GLT CEO.

- It is the responsibility of the Designated Safeguarding Lead, Headteacher or Chair of Governors to always consult with the Gloucestershire Local Authority Designated Officer (LADO);
- following consultation, the Headteacher (or Chair of Governors) will decide on appropriate action:
 - immediate referral to the MASH; and/or
 - consideration of disciplinary proceedings.
- it is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk;
- the procedures in “Keeping Children safe in Education (DfES, Sept 2018) and the Gloucestershire Local Authority GSCB Procedure will be followed in such cases;
- Where appropriate, consideration will be given to referral of a member of staff to the Secretary of State to consider inclusion of their name on the Vetting and Barring list (list of people prohibited from working with children in an education setting).

3.9 ALTERNATIVE PROVISION

When a child is placed with an alternative provision provider, written information will be obtained from the alternative provider that all the appropriate safeguarding checks have been carried out on individuals that work in the establishment.

3.10 CHILDREN STAYING WITH HOST FAMILIES (HOMESTAY)

Henley Bank High School will seek the consent of host families to carry out checks with the appropriate Gloucestershire Local Authority to ensure suitability. In the event that a host family has been the subject of some kind of concern, unless there is a satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a pupil from overseas.

Henley Bank High School will take reasonable steps to ensure that a comparable approach is taken by our companion schools abroad.

3.11 REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- school staff have a legal duty to assist Gloucestershire Local Authority Children’s Social Services or the Police when they are making enquiries about the welfare of students;
- information about a student must therefore be shared on a “need to know” basis with other agencies;
- when telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the student is on the school roll;
- always advise the designated teacher about such requests for information;
- requests for attendance at meetings about individual students (e.g. child protection conferences) should be notified to the designated teacher, who will arrange preparation of a report and attendance at the meeting;
- reports should contain information about the child’s:
 - academic progress
 - attendance
 - behaviour
 - relationships with children and adults
 - family

- any other relevant matter;
- reports should be objective, distinguishing between fact, observation, allegation and opinion;
- unless you specify otherwise, reports will normally be made available to the student's family.

3.12 STUDENTS SUBJECT TO A CHILD PROTECTION PLAN

- the school will be told by the relevant Local Authority Children and Family Social Work Service when a student is subject to a Child Protection Plan (previously the Child Protection Register) whether it be the Gloucestershire Local Authority or another Local Authority ;
- the name of the key social worker must be clearly recorded on the student's record;
- the school will participate fully in the work of Core Groups for these students, to assist with the objectives of the Child Protection Plan for the student;
- when a student is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- when a student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

3.13 CHILDREN WHO ARE LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The SENCO retains responsibility to attend the PEPs and monitor the students' progress academically, liaising closely with the member of the Safeguarding Team and is also responsible for attending LAC reviews and monitoring the overall well-being of that child.

- Teaching staff are made aware of the children who are looked after and where appropriate previously looked after and maintain a responsibility, as they do with any child, to monitor their progress and well-being, reporting anything they deem to be a concern to the Designated Safeguarding Lead. All staff must be aware that this is a particular vulnerable group;
- A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe;
- Appropriately placed staff with responsibilities, such as the Safeguarding Team and the Heads of Year, are fully aware of contact arrangements for the individuals in relation to birth parents.
- The designated teacher for Looked After Children will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- The designated teacher for Looked After Children should also work with the virtual school head to promote the educational achievement of previously looked after children
- The Designated Safeguarding Lead maintains oversight of all LACs and monitors this weekly liaising with the Designated LAC Teacher.
- Refer to 'The designated teacher of looked-after and previously looked-after children handbook' Feb 2018 <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

3.14 PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of Gloucestershire Local Authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant at least six weeks before the arrangement is due to start; not to do so is a criminal Gloucestershire Local Authority offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the Gloucestershire Local Authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to Gloucestershire Local Authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the Gloucestershire Local Authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the Gloucestershire Local Authority. The school itself has a duty to inform the Gloucestershire Local Authority of the private fostering arrangements.

On admission to the school, steps will be taken to verify the relationship of the adults to the child who is being registered.

3.15 ATTENDANCE, ADMISSIONS AND CHILDREN MISSING EDUCATION

Henley Bank High School recognises that attendance is often an indicator of other issues which may well constitute safeguarding concerns, therefore there are strong links between the Designated Safeguarding Lead and the Attendance Officer within the school.

- Where reasonably possible, we hold more than one emergency contact number for each pupil;
- When admitting students to the school, we always ensure that the Gloucestershire Local Authority admissions team are aware of any students either starting at the school or leaving the school;
- On a daily basis, the Attendance Officer supplies the Safeguarding Team with a list of students absent from school;
- Where the school is not informed of a reason for absence, we attempt to make contact with parents/carers to find the reason for the absence;
- If there is a persistent concern in regards to attendance, then we may make a home visit – usually this would be the Attendance Officer and a member of the pastoral team for that year group or a member of the Safeguarding Team;

- Where concerns about attendance persist, we will refer to MASH or call a TAC meeting to explore the concerns;
- Should students be absent for 20 consecutive school days without authorisation, and despite our best efforts, we do not know where that student is, we will complete a Children Missing Education form and refer to the Gloucestershire Local Authority (*Children Missing Education, Sept 2018*).

3.16 CHILDREN WITH SEND AND EARLY HELP

Children and young people with special educational needs and disabilities (SEND) can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.
- they may be more prone to peer group isolation than other children

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory EHC plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

At Henley Bank High School, we identify pupils who might need early help, more support to be kept safe or to keep themselves safe by:

- having an internal referral system to the Early Help Team, who meet on a weekly basis to discuss what early help or interventions might be offered to key students;
- having a wide network of staff within the Early Help Team who support students with SEND, such as: Learning Support Assistants, Access Arrangements Co-ordinator, Speech and Language therapists;
- training all staff regularly on what they might need to look out for in terms of SEND as well as safeguarding.
- Provide extra pastoral support for these children where necessary.

3.17 CONTACT BETWEEN STAFF AND STUDENTS AND USE OF 'REASONABLE FORCE'

As a general principle, all staff should maintain high professional standards and there should only be personal contact between students and staff through the school text system and school email, no other medium. The exception to this is the members of pastoral staff who, for safeguarding purposes, may have direct contact with students outside school hours.

The protocols for contact between pastoral staff and students are:

- Staff will be assigned a school phone to use for direct contact with students. Staff should not give students their own personal phone numbers and should not use their own phones for contact purposes.
- As a general rule, staff should only have their assigned school phone switched on in school hours and during term time.
- In exceptional circumstances, staff may use their assigned school phone to contact students in holiday time or at weekends; this is only justified if there is a safeguarding concern for the student.
- In regards to all pupils but especially those with special educational needs staff must understand the needs of the child to avoid situations where force is required
- Use of reasonable force means 'using no more force than is needed'. It covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.
- There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

3.18 GENERAL ISSUES

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

4. ANTI-RADICALISATION

4.1 CONTEXT AND PRINCIPLES

Henley Bank High School is fully committed to safeguarding and promoting the welfare of all its pupils.

As a school we recognise that safeguarding against radicalisation toward violent extremism and terrorism is no different from safeguarding against any other vulnerability and that the most effective way is to promote our shared values and virtues, community responsibility and the celebration of diversity. Therefore, this policy fits within our overall Safeguarding policy as it regarded as an extension to the Safeguarding work which takes place at Henley Bank High School.

In democratic societies, "radical" is not an actionable label. People can have radical opinions, change their world view and move from one social network to another. Radicalisation toward violent extremism is a concern, however, for the wellbeing of the general public and the democratic system.

We want our school to be a safe space 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, which avoids political indoctrination and secures a balanced presentation of political issues.

The Anti-radicalisation policy, in line with the government's Prevent strategy, sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised toward violent extremism and terrorism, by identifying who they are and providing them with support.

4.2 LINKS TO OTHER POLICIES

This anti-radicalisation policy complements and should be read in conjunction with the following school policies:

- Safeguarding Policy
- Equality Policy
- Behaviour Policy
- SMSC Policy

4.3 DEFINITIONS

In the context of this policy, 'radicalisation' is defined as the act or process by which an individual is persuaded to make fundamental changes to their beliefs so that they come to favour violent extremism or terrorism to achieve fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

4.4 AIMS AND OBJECTIVES

This anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability of radicalisation toward violent extremism and terrorism. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives of the policy are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation toward violent extremism and terrorism is and why we need to be vigilant in school;
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and will follow the policy when issues arise;
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation toward violent extremism and terrorism; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4.5 THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our SMSC policy and PSHE provision is embedded across the curriculum, and directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

4.6 STAFF TRAINING

Through INSET opportunities in school as well as WRAP training delivered by external providers, we will ensure that our staff are fully aware of:

- the threats, risks and vulnerabilities that are linked to radicalisation toward violent extremism and terrorism;
- the process of radicalisation toward violent extremism and terrorism and how this might be identified early on;
- how we can provide support as a school to ensure that our children are resilient and able to resist involvement in violent extremist activities;
- The government's PREVENT agenda and how this translates in terms of staff responsibilities in protecting young people.

4.7 INDICATORS

The following observable indicators are manifestations of possible radicalisation toward violent extremism and terrorism. Each indicator is just that—it indicates that a person may be radicalising toward violent extremism; it does not automatically deem them radical and/or a threat.

Key indicators are:

- Change in physical appearance and/or attire
- Disconnecting from previous friendship groups
- Active promotion of an extremist ideology
- Seeking to impose radical or extreme views on others
- Association with known extremist groups

Secondary indicators include:

- Increased incidents of verbal abuse / prejudicial language
- Conflict with peers
- Self-identified feelings of isolation
- Accessing inappropriate material in the internet

In schools these will often be manifested in:

- Attitude to authority
- Demotivation about learning
- Changes in friendship groups
- Seeking support / mental health issues
- Damage to property
- Breakdown in parent-student relationship

4.8 PROCESS

If a governor, teacher, teaching assistant or member of non-teaching staff has concerns that an individual may be at risk of radicalisation toward violent extremism and terrorism they should refer the matter to the appropriate person under the school's Safeguarding Policy.

4.9 EXTERNAL SPEAKERS

If a speaker is to be invited into school, the member of staff inviting them must take account of this policy in considering their suitability, and if in doubt refer the matter to the Headteacher. External speakers must at all times be supervised by a member of school staff.

4.10 RISK ASSESSMENT

A PREVENT risk assessment is completed and reviewed annually by the DSL.

ADDITIONAL MATERIALS

Prevent strategy, GOV.UK – Home Office (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

GLOUCESTERSHIRE LOCAL AUTHORITY CONTACT DETAILS:

Education lead in MASH – Halah Shams EL-DIN – 01452 328953

The Front Door (Children’s Services) – 01452 426565 Option 1 – Urgent Concerns

01452 426565 Option 3 – Children’s Practitioner Advice Line

Children’s Social Care (out of hours) – 01452 614194

LADO (Gloucestershire Local Authority Designated Officer) –

Nigel Hatten hatten@gloucestershire.gov.uk 01452 426994

The Designated Safeguarding Lead at Henley Bank High School is:

Mr Robbie Foran

In their absence please contact **Mr Ashley Barker or Mrs Tina Middleton**

In their absence please contact Mr Bradley Nash (**Head teacher**) or the appropriate **Head of Year**

RECOGNITION OF ABUSE – GUIDANCE FOR PROFESSIONALS

PHYSICAL ABUSE

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

The first indication of concern about a child's welfare is not necessarily the presence of a serious injury. Concerns may be aroused by:

- Bruises or other marks on a child's body
- Remarks made by the child, another child, a parent or another adult
- Observations of the child's behaviour or reactions
- Unexplained changes in the child's behaviour or personality
- Evidence of disturbance or explicit detail in a child's written or diagrammatic work
- Neglect or failure to thrive including failure to gain weight or actual weight loss
- Change in manner of social interaction
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

In an abusive relationship the child may:

- Appear frightened of the parent/carer
- Act in a way that is inappropriate for his/her age and development

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child

- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic violence

Bruising

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

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

Bite Marks

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

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

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger – e.g. witnessing domestic violence
- Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

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

The indicators of emotional abuse are often associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts.

It may also include non-contact activities, such as involving children in looking at or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Recognising Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

NEGLECT

Neglect involves 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 and development.

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Recognising Neglect

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause

- Failure of a child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

SELF HARM

For many students self harm is considered to be a means of releasing pain and stress often caused by other aspects of abuse. Students will often hide the signs of self harming by covering their arms and legs, particularly in PE. They may also seem to be excessive with the need to keep their body covered during the hot weather.

Typical signs of self harming are:-

- Patches of cutting to the arms and legs.
- Deep scratches
- Burns
- Hitting or punching things.

Self harming can also include the use of alcohol and sexual activity.

CHILD PROTECTION DISCLOSURE – guidance for school staff

Disclosures or information may be received from students, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty having chosen carefully to whom they speak.

Accordingly, all staff will handle disclosures sensitively. Such information cannot remain confidential and staff will need to inform the Designated Safeguarding Lead immediately.

DO NOT DELAY

- tell the Designated Safeguarding Lead as soon as you can – it may be necessary to interrupt a meeting to do this – do not leave notes in designated person’s pigeonhole as they may not get back to check their post until the end of the day once the child has gone home
- early referral gives more time to offer help to the student and family before the situation becomes severe or serious
- when the matter is already severe or serious, early referral gives more time for others to protect the student.
- the Designated Safeguarding Lead may consult the Attendance Officer or Children’s Social Services through MASH.

MAKE WRITTEN NOTES

As soon as possible after the event, a brief statement should be written ensuring that the following points have been addressed:

- Who made the disclosure (if a student also add their Tutor group and if an adult their relationship to the child)?
- The time, approximately, and the date of the disclosure and the events being described
- The nature of the conversation, what may have prompted the disclosure, what was said and by whom. This should be as exact as possible.
- Any injuries that have been observed and their nature. A skin map may be used to detail the injury and its location on the body.
- Facts should be recorded accurately and it should be made clear when an opinion is being expressed and what that opinion is based upon.

CONCERN FROM SOMETHING THE CHILD SAYS

Listen – do not ask questions or interrogate. You may clarify information.

Remain calm – if you are shocked, upset or angry the student will sense this and this could stop them from saying more.

Reassure the student that they have done nothing wrong – tell them it is all right to talk. Do not express your feelings or judgements regarding any person alleged to have harmed a child.

Do not promise to keep it secret – tell the student you cannot keep the matter secret and will need

to take advice from someone who can help.

Explain sensitively that you have a responsibility to share this information with the Designated Safeguarding Lead. Explain that only those who need to know will be told.


REFERRAL PROCESS

If a member of staff wishes to make a referral to Social Services or to the Police, they should consult the Designated Safeguarding Lead or deputy who will assist with this. However, referral must not be delayed – if the Designated Safeguarding Lead or deputy is not available, a senior member of staff should be advised and the referral made (see Gloucestershire Child Protection Procedures for details). The Multi-Agency Safeguarding Hub will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made.

REMEMBER:

- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the student; and
- if you need help or support to manage your own feelings, this can usually be provided.

All staff at Henley Bank High School are given this card to keep in their lanyard:

<p>Mandatory Reporting Duty</p> <p>All professionals working with children have a mandatory reporting duty to pass on any concerns in regards to a child's welfare.</p> <p>Consider whether the child is:</p> <ul style="list-style-type: none"> 1 A victim of a form of abuse (including Female Genital Mutilation – FGM); 1 At risk of Child Sexual Exploitation (CSE); 1 Presenting with self-harm, low mood or suicidal thoughts; 1 Presenting with extremist views (radicalisation). 	<p>Useful Contact Numbers</p> <p>Multi-agency Safeguarding Hub (MASH)</p> <p>Out of hours MASH contact</p> <p>Childline 0800 1111</p> <p>NSPCC Helpline 0800 800 500</p>	<p>Safeguarding Children</p> <p>A Quick Guide 2017</p>  <p>GREENSHAW LEARNING TRUST</p>												
<p>The Safeguarding Team</p> <table border="1"> <tr> <td colspan="2">Name – Safeguarding Lead</td> </tr> <tr> <td>ext</td> <td>Mobile:</td> </tr> <tr> <td>Name</td> <td>Name</td> </tr> <tr> <td>ext</td> <td>ext</td> </tr> <tr> <td>Name</td> <td>Name</td> </tr> <tr> <td>ext</td> <td>ext</td> </tr> </table> <p>If you cannot contact a member of the team, please call the School Office (X200), who will locate someone for you.</p>	Name – Safeguarding Lead		ext	Mobile:	Name	Name	ext	ext	Name	Name	ext	ext	<p>Speak to a member of the Safeguarding Team immediately and in person if:</p> <ul style="list-style-type: none"> 1 You see an injury for which there is no clear explanation; 1 A child discloses a form of abuse, or you overhear something which makes you concerned; 1 Another person expresses concern about a child's wellbeing; 1 You have noticed significant changes in the way a child performs or behaves in school. 	<p>What to do if a child discloses abuse:</p> <ul style="list-style-type: none"> 1 Listen – non judgementally; 1 Ask open questions – the best open question is “Is there anything else you would like to tell me?” 1 Do not promise confidentiality – explain you may need to discuss this with someone from the Safeguarding Team; 1 Inform a member of the Safeguarding Team about your concerns immediately and in person. Do not send an email.
Name – Safeguarding Lead														
ext	Mobile:													
Name	Name													
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This poster is up in every classroom:



CHILD PROTECTION & SAFEGUARDING

All adults in the school have a duty to ensure students are safe and a responsibility to notice and listen to students who are distressed or who are being bullied or know someone who is being bullied. Students are encouraged to tell the nearest adult, their tutor, Head of Year, Senior Leader or any member of staff they feel comfortable talking to. All incidents will be dealt with according to School Policies.

"We are a listening School".

		
Mr Foran Designated Safeguarding Lead	Ms Williams Safeguarding Lead Advisor	Mrs Middleton Deputy Designated Safeguarding Lead

Early Help Team

		
Mr Powell Head of Year 7 & 8	Mr Barker DDSL Head of Year 9	Mrs Camber First Aid APSC Manager

And this card is given to parents who may require assistance out of school hours:

Advice for parents out of school hours	
Local Social Services – advice and referral	
Out of hours – advice and support	
Childline 0800 1111	NSPCC helpline 0800 800 500
Police – non-emergencies 101	

POLICE DEFINITIONS

Definition of Sexual

- Penetration, touching or any other sexual activity will be sexual if....
a reasonable person would consider that it is...
- (a) Sexual by nature
- (b) Sexual because of its circumstances or purpose

Definition of Touching

- (a) with any part of the body
- (b) with anything else
- (c) through anything

This includes touching of clothing

Definition of Rape

A person commits rape if he intentionally penetrates his penis with another's:

- Vagina
- Anus
- Mouth
- Without their consent
-and he does not reasonably believe they consent

Consent is a question of fact

- The victim can be taken NOT to have consented in certain circumstances. This is called evidential presumption.
- If the victim is under 13yrs, she/he CANNOT CONSENT in the eyes of the law.
- It is sufficient to prove penetration and the child's age.

Assault by 'Penetration'

A person commits this offence if:

- They intentionally penetrate the vagina or anus of another with any part of their body (ie fingers into vagina) or anything else (object)
- The other does not consent to the penetration.
- The person reasonably believes that the other does not consent.
- **If the victim is under 13 Yrs, she/he CANNOT CONSENT in the eyes of the law.**

Offence of 'Sexual Touching'

A person commits this offence if:

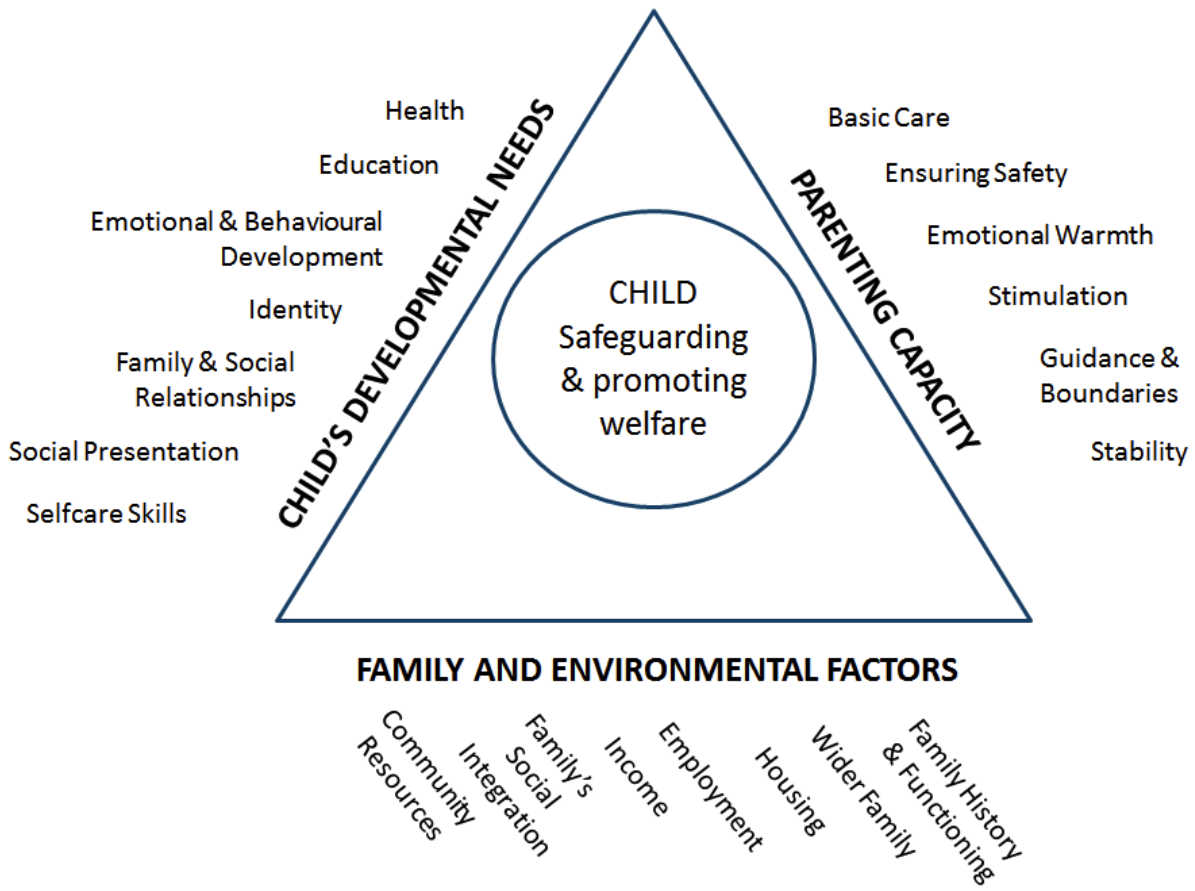
- They intentionally touch another
- The touching is sexual
- The other does not consent
- The person reasonably believes they do not consent.

- **If the victim is under 13 Yrs, she/he CAN NOT CONSENT in the eyes of the law.**

Maximum sentences that can be imposed

- RAPE: Life imprisonment
- Assault by Penetration: Life imprisonment
- Sexual touching: Victim under 13yrs the max is 14 years imprisonment, otherwise 10 years.

None of these offences have age limitations, which mean that they can be committed by anybody of any age.



WHISTLEBLOWING POLICY

1 SCOPE OF POLICY

The Greenshaw Learning Trust is committed to the highest possible standards of service provision and to full accountability for those services.

This Whistleblowing Policy provides a procedure for employees, trustees and governors to raise any concerns they may have about the Trust's work, such as malpractice or wrongdoing.

The policy applies to all employees, trustees and governors and those contractors working for the Trust or on its premises, for example, agency staff, builders, and drivers, and suppliers and those providing services under a contract with the Trust.

This policy does not replace the complaints procedures of the Trust and its schools and the Trust's policies and procedures relating to discipline, grievance and capability, but cover concerns that fall outside the scope of these procedures. The appropriate policy or procedure should be used for each situation.

Those working for the Trust can often be the first to realise that there may be something wrong within the Trust or their School. They should be able to raise their concerns without feeling disloyal to their colleagues or to the Trust or fearing harassment, victimisation or other reprisals, and in the knowledge that the matter will be treated confidentially where necessary.

Employees are expected to report malpractice and wrongdoing and may be liable to disciplinary action if they knowingly and deliberately do not disclose information relating to malpractice or wrongdoing in any aspect of the Trust's provision or the conduct of staff or others acting on behalf of the Trust.

2 DEFINITIONS OF MALPRACTICE AND WRONGDOING

Malpractice and wrongdoing may be something which:

- Is unlawful
- Is against the Trust's or School's policies.
- Is not in accordance with established standards of practice.
- Amounts to improper conduct by an employee.

The overriding concern should be that it would be in the public interest for the malpractice to be corrected and, if appropriate, sanctions to be applied.

The following are examples of issues, which could be raised under this policy. It is not intended to be an exhaustive list and there may be other matters which could be dealt with under this policy:

- a) Any unlawful act or omission, whether criminal or a breach of civil law
- b) Maladministration, as defined by the Local Government Ombudsman
- c) Breach of any statutory code of practice
- d) Breach of, or failure to implement or comply with, any policy determined by the Trust or School

- e) Failure to comply with appropriate professional standards or other established standards of practice
- f) Corruption or fraud
- g) Actions which are likely to cause physical danger to any person, or give rise to risk of significant damage to property
- h) Failure to take reasonable steps to report and rectify any situation which is likely to give rise to a significant avoidable cost, or loss of income, to the Trust or School or would otherwise seriously prejudice the Trust or School
- i) Abuse of power, or the use of the school's powers and authority for any unauthorised or ulterior purpose
- j) Unfair discrimination in the Trust's or School's employment or provision
- k) Dangerous procedures risking health and safety
- l) Abuse of clients
- m) Damage to the environment
- n) Other unethical conduct.

3 HOW TO RAISE A CONCERN

As a first step, raise your concerns with your immediate line manager or supervisor.

However, the most appropriate person to contact will depend on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice. For example, if you believe that the person you would normally report to is involved in the matter of concern, you should contact the Headteacher, or if you believe that the Headteacher is involved you should contact the Chair of Governors. If you believe that a member of the governing body is involved, then you should contact the GLT CEO of the Trust or Chair of the Trustees.

If wrongdoing in the workplace is suspected:

- Do not approach or accuse the individuals directly.
- Do not try to investigate the matter.
- Do not convey such suspicions to anyone other than those with the proper authority.

Although concerns may be raised verbally, they are better put in writing. You should set out the background and history of the concern giving relevant names, dates and places where possible, and the reason why the situation is of concern.

The earlier a concern is expressed; the easier it is to take appropriate action.

Although complainants are not expected to prove the truth of allegations made it will be necessary for them to demonstrate to the person contacted that there are sufficient grounds for concern.

Advice and guidance on how matters of concern may be pursued can be obtained from Human Resources. Alternatively, complainants may wish to seek advice from their trade union or professional association.

4 SAFEGUARDS

It will be easier to follow up and to verify complaints if complainants are prepared to give their names. However, wherever possible the Trust will protect those who do not want their names to be

disclosed. It must be appreciated that any investigative process may reveal the source of the information and a statement from complainants may be required as part of the evidence.

The Trust will consider concerns expressed anonymously. Concerns expressed anonymously are much less powerful and will be treated with caution. The Trust will exercise discretion in dealing with anonymous concerns, taking account of:

- The seriousness of the issues raised.
- The credibility of the concern.
- The likelihood of obtaining the necessary information and confirmation of the allegation.

The Trust will take appropriate action in order to protect staff who raise a concern in good faith.

In addition, the Public Interest Disclosure Act, 1998, protects workers who 'blow the whistle' about wrongdoing. It makes provision about the kind of disclosures which may be protected; the circumstances in which the disclosures are protected; and the persons who may be protected. The provisions introduced by the act protect most workers from being subjected to a detriment by their employer, such as denial of promotion, facilities or training opportunities, which the employer would otherwise have offered. Employees may make a claim for unfair dismissal if they are dismissed for making a protected disclosure.

This does not necessarily mean that if staff are already the subject of disciplinary procedures that those procedures will be halted as a result of a concern being raised under this policy.

5 FALSE OR MALICIOUS ALLEGATIONS

The Trust will view very seriously any deliberately false or malicious allegation it receives, and will regard the making of such allegations by any employee as a serious disciplinary offence which could result in dismissal. If an allegation is made in good faith, but it is not confirmed by the investigation, no action will be taken against the complainant.

The Trust will try to ensure that the negative impact of either a malicious or unfounded allegation about any employee is minimised. However, it must be acknowledged that it may not be possible to prevent all of the repercussions potentially involved.

6. HOW THE TRUST WILL RESPOND

The action taken by the Trust will depend on the nature of the concern.

In order to protect individuals and the School, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations, which fall within the scope of specific procedures (for example child protection or capability issues), will normally be referred for consideration under these procedures.

Where appropriate, the matters raised may:

- Be investigated through an appropriate procedure such as the complaints policy, the disciplinary process or internal audit, or through an investigation by management or by the Trustees.
- Be referred to the external Auditor or other external agency such as the Education Funding Agency, Ofsted, or the General Teaching Council of England

- Be referred to the Police
- Form the subject of an independent enquiry

Some concerns may be resolved by agreed action without the need for investigation.

Within 10 working days of a concern being raised under this procedure the Officer considering the concern will write to the complainant:

1. Acknowledging that the concern has been received;
2. Indicating how it is proposed to deal with the matter, advising whether further investigations will take place and if not, why not.
3. Giving an estimate (so far as is reasonably practicable) of how long it will take to provide a final response.

If necessary, further information will be sought from the complainant. Where any meeting is arranged, the complainant has the right to be accompanied by a trade union or professional association representative or a colleague who is not involved in the area of work to which the concern relates.

After any investigation, the officer dealing with the concern will write to the complainant outlining the process that has been followed and explaining the outcome. Subject to any legal constraints, as much information as possible will be provided to the complainant.

7. HOW CAN THE MATTER BE TAKEN FURTHER?

Concerns should be raised in the first instance within the Trust using this policy, to give the Trust an opportunity to address the concerns. However, if a person has raised a concern under this policy but is not satisfied with how it has been dealt with, they may feel it necessary to take the matter outside the Trust.

In that case, depending upon the nature of the issue involved, the following are possible contact points:

1. The Department for Education / Education Funding Agency
2. Relevant professional bodies or regulatory organisations
3. The General Teaching Council of England
4. The Police
5. An independent legal adviser within the meaning of the Public Interest Disclosure Act 1998 or a regulatory body designated for the purpose of the Public Interest Disclosure Act 1998
6. Public Concern at Work (020 7404 6609)

(Public Concern at Work is an independent charity that provides free advice for employees who wish to express concerns about fraud or other serious malpractice.)

If the matter is taken outside the Trust, confidential information must not be disclosed. In addition, to secure the protections afforded by the Public Disclosure Act, the disclosure must be protected within the meaning of the Act and comply within a set of specific conditions which vary according to whom the disclosure is made. If necessary, advice may be sought from Human Resources, Trade unions or Professional Associations.