CHILD PROTECTION AND SAFEGUARDING POLICY

(INSERT SCHOOL NAME) LOCAL VERSION

(including Forced Marriage, FGM, Prevent and e-safeguarding)

Version	1.0
Date	05/10/2016
Approved by Board of Directors	09/02/2017

Version	Date	Description	Revision author
1.1	05/10/2016	Trust Version Created	DPC (BF) and EBM (HB)
1.2	08/11/2016	Merged with FGM/Forced Marriage & e-Safeguarding Policies	FMW
1.3	01/02/2017	Add ref to Disqualification by Association	FMW
2.0	02/10/2017	Re-format of document to include contents index, updates to DFE Guidance references/contacts. Inclusion of CME/Code of Conduct Sections. Updates to App7,8 &9. Updates to flowchart.	FMW

Contents

LOCAL SCHOOL SAFEGUARDING CONTACTS

Child Protection and Safeguarding Policy "Putting the safety, well-being, development and progress of children and young people first"

The Safeguarding Leads for Child Protection are:

INPUT NAMES

The authorised Safeguarding Lead for Child Protection case work

INPUT NAMES

The name of the designated person for Looked after Children

INPUT NAMES

The name of the member of the Board of Directors responsible for Safeguarding

INPUT NAMES

Because of their day to day contact "School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. All school and college staff have a responsibility to provide a safe environment in which children can learn"

(Keeping Children Safe in Education 2016)

PURPOSE OF POLICY

This policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those students who attend our schools. The policy aims to ensure that:

- We practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- We raise awareness of child protection issues and equip children and young people with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support students who have been abused in accordance with his/her agreed child protection plan.
- Establish a safe environment in which students including those who are vulnerable can learn and develop.

Child Protection is the responsibility of all school staff. Beckfoot Trust Schools fully recognise their responsibilities for child protection and will therefore:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk, and are listened to.
- Ensure children and young people know there are adults in school whom they can approach if worried.
- Include opportunities in the PSHCE curriculum for students to develop the skills they need to recognise and stay safe from abuse.

This policy is to be read in conjunction with the appendices listed below**.**

> Appendix 1 - Information for staff – What to do if you suspect abuse
> Appendix 2 - Keeping Children Safe in Education information for all School Staff
> Appendix 3 - Child Protection Flowcharts
> Appendix 4 - e-Safety (Social Networking, Phone and Text Communications)
> Appendix 5 - Examples and definitions of the different type of abuse
> Appendix 6 - Vulnerability to Radicalisation and The Prevent Strategy
> Appendix 7 - DBS Clarification and Disqualification by Association
> Appendix 8 - Forced Marriage Policy
> Appendix 9 - FGM Policy
> Appendix 10 – eSafeguarding Policy

INTRODUCTION

This policy has been developed in accordance with the principles established by the Children's Act 1989, the Education Act 2002 and the Children's Act 2004 and in line with locally agreed guidance and procedures.

The Beckfoot Trust and the Board of Directors take seriously their responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess and support those children and young people who are suffering harm.

ETHOS

Improving outcomes for all children and young people underpins all of the development and work within Beckfoot Trust Schools. Safeguarding is considered everyone's responsibility and as such our schools aim to create the safest environment within which every student has the opportunity to achieve. The schools recognise the contribution they can make in ensuring that all students registered or who use our schools feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curricula that will help equip our students with the skills they need. This will include materials and learning experiences that will encourage our students to develop essential life skills and protective behaviours.

BOARD OF DIRECTORS' RESPONSIBILITIES

The Board of Directors has a legal responsibility to make sure that the schools have an effective Safeguarding policy, procedures in place and monitors that the schools comply with them. The Board has appointed Safeguarding Leads who have lead responsibility for dealing with all safeguarding issues in our schools. The Board will ensure that Safeguarding Leads for Child Protection attend the required training and that they refresh their training every two years. Our Board of Directors recognise that for this policy to be effective, it is essential that staff have an understanding of what safeguarding is, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard our students and how to access further advice, support or services

All designated staff will update their training every 2 years. All members of staff are provided with opportunities to receive appropriate training in order to develop their understanding of the signs and indicators of abuse and of the schools' child protection procedures every year.

All members of staff, volunteers and Board of Directors must know how to respond to a student who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. All staff are entitled to raise concerns directly with Children's Social Care Services, however best practice is to alert the CP team. This training is included in the Trust induction procedures.

All parents/carers are made aware of the schools' responsibilities in regard to child protection procedures through publication of the Beckfoot Trust Child Protection and Safeguarding Policy. Community users organising activities for children are aware of and understand the need for compliance with the Trust child protection guidelines and procedures.

All staff responsible for our selection and recruitment procedures have completed the appropriate training. They are responsible for making appropriate checks on staff suitability, including Disclosure and Barring Service checks. (The Disclosure Barring Service (ISA) merged with the Criminal Records Bureau (CRB) to form the Disclosure and Barring Service (DBS) in December 2012) and for ensuring that we hold and upkeep a Single Central Record of all staff and regular volunteers in accordance with government guidance. See **Appendix 7** – DBS Clarification and Disqualification by Association.
Our child protection and safeguarding policy and procedures will be annually reviewed and updated.

Safeguarding Lead's Responsibilities
The names of the Child Protection Teams for Trust Schools and a Flowchart to support procedures will be displayed in the schools and be included in the schools' website so that everyone (including parents and carers) are aware of who to talk to if they have concerns.

The Safeguarding Leads will be a member of the Leadership Team and will:

- follow the procedures set out in the City of Bradford MDC Safeguarding Procedures and take account of both national guidance issued by the Department of Education and local guidance.
- contact by telephone the Children's Social Care Initial Contact Point 01274 437500 (Office Hours)/Tel: 01274 437 500/Tel: 01274 431 010 (Outside Office Hours) Email: emergency.duty.team@bradford.gov.uk as a matter of urgency, in order to discuss the child protection concerns of possible abuse or neglect that the designated person has in connection with the student, being prepared to provide the student's details and follow advice and guidance provided by the person handling the call and as in the guidance referred to above;
- provide a written record of any formal referral to Children's Social Care using the Common Referral form within 48 hours;
- ensure that, where a formal referral has not been agreed other sources of support for the child will be considered including instigating a 'Signs of Safety' process;
- ensure that written records of concerns about a child are kept even if there is no need to make an immediate referral;
- ensure that all such records are kept confidentially and securely and are separate from student records, with a front sheet listing dates and brief entry to provide a chronology;
- ensure that an indication of further 'child protection related' record keeping is marked on the student's records;
- act as a focal point for staff to discuss concerns and liaise with other agencies and
- professionals; attend, (or delegate this requirement to another appropriately informed member of staff) child protection conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessment process, and provide a report for the conference which has been shared with parents;
- ensure that Children's Social Care is notified immediately when any student subject of a Child Protection Plan is absent without explanation;
- ensure that all school staff are aware of this policy and know how to recognise and refer any concerns;
- complete, with the Headteachers', an annual safeguarding audit to the Board of Directors which details any changes to the policy and procedures; training undertaken by the Child Protection Team and by all staff and Board of Directors; relevant curricular issues, number and type of incidents/cases, and the number of children referred to Children's Social care and subject of a Child Protection Plan (anonymised). If this self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Board member(s) for Safeguarding to ensure these improvements are implemented.
- keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training as recommended by the BSCB; and
- support the Headteachers' in implementing all recommendations applicable to schools and education services arising from Serious Case Reviews.

CONFIDENTIALITY

- We recognise that all matters relating to child protection are confidential;
- The Headteachers or Designated Persons will disclose personal information about a student to other members of staff on a 'need to know basis' only;
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children;
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another;

- We will always intend to tell parents of our intention to refer a child to Children's Social Care with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care Initial Contact Point.

MANAGING ALLEGATIONS AGAINST STAFF

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our schools. Allegations can be made by students, parents, staff and they can be made by other concerned members of the public. Allegations can be made for a variety of reasons. Some of the most common are:

Abuse has actually taken place;

- Children and uninformed adults can misinterpret language or actions because they are reminded of something else, for example by the use of physical restraint techniques;
- If an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present;
- The Headteacher, or the person to whom they delegate the task, will quickly establish the circumstances of the allegation, so that a clear account can be given, and to preclude referrals of 'hearsay';
- The Headteacher/senior teacher will follow the procedures adopted from the BSCB procedures for dealing with allegations of abuse against members of staff and volunteers and will inform the Local Authority Designated Officer (LADO). Tel 01274 437915
- If the allegation made to the member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the most senior teacher available who will inform the Chair of Board of Directors who will consult as above, without notifying the Headteacher first;

Headteachers will also need to:

- consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser;
- contact the parents or carers of the child/young person if advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- the school will provide support for a staff member who faces an allegation through appropriate outside help, such as counselling, as part of our stress management procedures.
- ensure that the appropriate disciplinary procedures are followed.
- decide whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure Barring Service where a member of staff has been disciplined or dismissed as a result of the allegations being proved.

See Trust Staff Discipline, Conduct and Grievance Policy.

SUPPORTING STAFF

We understand that staff should have access to advice on the boundaries of appropriate
Behaviour. The latest versions of the documents 'Keeping children safe in Education' and 'Working together to safeguard Children' (www.gov.uk) provide advice and the circumstances which should be

avoided, in order to limit complaints of abuse of trust against staff, and/or allegations of physical or sexual abuse. Please also refer to the Trust Code of Conduct.

These matters form part of our staff induction and are referred to in the staff information in the schools' websites. We recognise that staff working in school that have become involved in the case of a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.

We support such staff by providing an opportunity to talk through their anxieties with the Designated Persons, a member of the school Human Resources Team or another teacher and/or a trade union representative as appropriate.

Our designated persons have access to support and appropriate workshops, courses or meetings as organised or recommended by the BSCB, Safeguarding Children Standards Unit or Local Authority.

CONFIDENTIAL REPORTING AND WHISTLEBLOWING

The schools' will encourage an environment where people feel safe to express their concerns about the practise of others in line with the document 'Francis report, whistleblowing' 2015. If a staff member, volunteer or visitor has concerns, they should not be victimised in any way for expressing these concerns in the appropriate way.

We will advise our staff of the Trust Whistleblowing Policy and of how it can be implemented.

Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable. If necessary, the member of staff should speak to a designated Safeguarding Lead or inform a member of the Trust Human Resources team.

See Trust Confidential Reporting and Whistleblowing Policy.

SAFER RECRUITMENT

The application of rigorous procedures for the recruitment of any staff or volunteers who come into contact with children, both directly and indirectly, can reduce the likelihood of allegations of abuse being made that are founded. As an absolute minimum, the following standards should be followed:

- All prospective workers (paid and unpaid) should complete an application form which asks for details of their previous employment and for the names of two referees;
- All prospective workers (paid and unpaid) should have a Disclosure and Barring Service check (DBS) before they start employment – anyone who refuses to do so will not be employed; (unless an appropriate DBS check has already taken place within the last three years, for which documentary evidence is provided and referenced e.g. for ITT students).
- All prospective workers (paid and unpaid) should be interviewed to establish their suitability for working with children and acceptance of the Trust Code of Conduct;
- Nobody should start work before references have been received. Referees should be reminded that references should not misrepresent the candidate or omit to say things that might be relevant to their employment;
- New members of staff should be made clear about their responsibilities through their staff induction process.
- New members of staff should have evidence of 'Right to Work'.

See Trust Recruitment, Safer Recruitment and DBS) Policy.

HEALTH AND SAFETY

The Trust Health and Safety Policy is adopted by all Trust schools and risk assessments are carried out routinely by staff for specific identified hazards/activities.

Refer to Trust Health and Safety Policy.

OFF-SITE EDUCATIONAL VISITS (OEVS)

Trust Schools have appropriate documented procedures for the planning and approval of off-site educational visits.

Refer to local school Off Site Visits and Activities Policy.

E-SAFETY

e-Safety encompasses not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology;
- e-Safety concerns safeguarding children and young people in the digital world;
- e-Safety emphasises learning to understand and use new technologies in a positive way;
- e-Safety is concerned with supporting children and young people to develop safer online behaviours both in and out of school.

Social Networking, Phone and Text Communications
Trust Schools' Senior Leadership Teams may provide advice to staff either by announcement or in written form so that staff are clear that material posted by them on social networking websites or through mobile phone text facilities that have an impact on the school or on the employee's professional reputation may be considered as disciplinary matters by the school.

See Appendix 4 (Social Networking, Phone and Text Communications) and Appendix 10 eSafeguarding Policy.

Also refer to Trust Social Media and Acceptable Use Policy.

PHYSICAL FORCE

Our policy on the use of physical force can be found in our overarching policies for Care and Control. They are compliant with the non-statutory Use of Reasonable Force advice from the Department for Education July 2013. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and Board of Directors in respect of this power.
We have a procedure in place for recording each significant incident in which a member of staff uses force on a student, and for the reporting of these incidents to the student's parents as soon as practicable after the incident.

Staff that need to use physical intervention are appropriately trained. We understand that physical intervention of a nature that causes injury or distress to a child may be reviewed under child protection or disciplinary procedures.

PREVENTION OF HARM

We recognise that Trust Schools' play a significant part in the prevention of harm to our students by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Trust Schools' will support all students by:

- Establishing and maintaining an ethos which enables children to feel secure and

- encourages them to talk, knowing that they will be listened to;
- Promoting a caring, safe and positive environment within Trust Schools, ensuring that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty;
- Providing across the curriculum, including within PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help;
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that a list is regularly reviewed and updated;
- Providing continuing support to a student who leaves the school and about whom there have been child protection concerns, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the student's new school or to Adult Services as a matter of urgency;
- Recognising that children come from a variety of different cultural backgrounds and as a result have developed policies to ensure that we embrace diversity in religion and faith, race, ethnicity, gender and sexual orientation.

VULNERABLE STUDENTS

Anyone attending Trust Schools' aged 11-19 years are considered to be covered by this policy because of their vulnerability, whether they are a child or a young adult. We are aware that many children and young people are the victims of different kinds of abuse and that they can be subjected to social factors that have an adverse impact upon their lives, such as domestic abuse or internet misuse.

We aim to create a safe and respectful environment for learning within which our students can thrive. We will make this policy available to all professionals, staff, parents and carers of the children and young people to whom we offer a service.

We will carry out Vulnerable Student Risk Assessments where necessary to ensure risk is controlled and suitable support plan is in place.

CHILDREN MISSING IN EDUCATION

Trust Schools have appropriate procedures in place for Children missing education and follow the Bradford Council reporting procedures. Please see local school Attendance Policies.

Guidance can be found in the Children Missing in Education - Statutory guidance for local authorities (Sept 2016) www.gov.uk.

RECOGNISING SIGNS OF ABUSE

It can often be difficult to recognise abuse. The signs listed in these guidelines are only indicators and many can have reasonable explanations.

Children may behave strangely or seem unhappy for many reasons, as they move through the stages of childhood or their families experience changes. It is nevertheless important to know what could indicate that abuse is taking place to be alert to the need to consult further.

Someone can abuse a child by actively inflicting harm or by failing to act to prevent harm. Abuse can take place within a family, in an institutional or community setting, by telephone or on the Internet. Abuse can be carried out by someone known to a child or young person, or by a complete stranger.

Examples and definitions of the different type of abuse are enclosed in **Appendix 5.**

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. The procedure is typically performed on girls aged between four and 13 years. FGM is illegal in the UK and causes physical, psychological and sexual harm. Designated Safeguarding Leads for child protection are aware of the guidance that is available in respect of FGM and are vigilant to the risk of it being practised as well as raising the awareness of this with all staff, particularly those staff who are involved in the intimate personal care of our students.

See Appendix 9 - Female Genital Mutilation (FGM)**.**

FORCED MARRIAGE

A forced marriage is where one or both people do not (or in cases of young people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used.
The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Multi-agency practice guidelines

Practice guidelines have been developed by the Forced Marriage Unit to help professionals dealing with forced marriage of people with learning disabilities.

The guidance was developed with learning disability charities (the Ann Craft Trust and the Judith Trust). It is designed to help raise awareness of the issue and support practitioners in identifying the warning signs of this complex and often hidden practice. The guidelines also explain what practitioners should do in these cases.

An e-learning training package has been developed to support professionals, including education, social and health care professionals, police officers, housing officers, the voluntary sector and others dealing with forced marriage in the course of their work.

See Appendix 8 - Forced Marriage.

CHILD SEXUAL EXPLOITATION (CSE)

Research and practice shows that children and young people with Learning Difficulties and Disabilities are at higher risk of being sexually exploited. Child sexual exploitation is when someone grooms and controls a child for a sexual purpose. It can happen to boys and girls, it can happen face to face and it can happen online. It is a form of child abuse and should be treated as a child protection issue.

PREVENT/RADICALISATION

The Board recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. Trust Schools' aim to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The Trust vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our Trust School communities, either physically or electronically. Our definition of radical or extreme ideology is a 'set of ideas which could justify vilification or violence against individuals, groups or self'. Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

We will ensure that staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of prevent) training, which will be refreshed every three years, for all staff who work with students.

See Appendix 6 - Vulnerability to radicalisation or extreme viewpoints and PREVENT Flowchart.

CODE OF CONDUCT

Please refer to the Trust Code of Conduct Policy.

GOOD PRACTICE

- All staff are responsible for all students whilst on these premises and must make sure that health and safety guidelines are adhered to;
- All staff working with students should receive basic child protection training;
- Under no circumstances should visitors be allowed to wander around the premises unaccompanied when children and young people are present;
- Staff should be alert to strangers frequently waiting outside school with no apparent purpose.
- It is also occasionally necessary for Trust Schools to refuse access to the premises to any person who is considered to be 'unsuitable to work with children'. This may be because of concerns held that they may behave in a manner that is irresponsible or unsafe in some way;
- In the event that the Trust School's premises are used by other organisations, the letting agreement should ensure that the hiring organisation agree to abide by these guidelines;
- Vulnerable students should not be released for collection by people other than their parents, carers or transport escorts unless notification has been received.
- All drivers should travel with at least one escort except in circumstances agreed by the Headteacher and parents. Drivers and escorts should have up to date DBS checks and been subject to appropriate recruitment procedures. All drivers and escorts should agree to abide by these guidelines;

POLICY REVIEW

Beckfoot Trust is responsible for ensuring the annual review of this policy and for additional policies that are relevant to safeguarding and child protection. They will also ensure that the list of key Safeguarding Leads/Named Persons details are kept up to date.

SAFEGUARDING GUIDANCE AND CONTACTS

Keeping children safe in education September 2016 – www.gov.uk
Working Together to Safeguard Children 2015 – www.gov.uk
The Bradford Safeguarding and Child Protection Procedures - www.bradford-scb.org.uk
Child Exploitation and Online Protection Agency - www.ceop.org.uk
Female Genital Mutilation (FGM) - www.gov.uk
Child Sexual Exploitation (CSE) - www.nspcc.org.uk
Forced marriage Unit - www.gov.uk/forced-marriage
Safeguarding Disabled Children Practice Guidance - www.gov.uk
What to do if you're worried a child is being abused Advice for practitioners – www.gov.uk
Preventing Abuse (including guidance for Deaf and Disabled Children - www.nspcc.org.uk

Legislation relating to this policy:
Children Act 1989
Education Act 1996
School Standards and Framework Act 1998
Education Act 2002 (Section 157/175)
Childrens Act 2004 (Working Together to Safeguard Children, 2015)

CONTACTS

Bradford Children's Social Care

In an emergency situation - Contact a social worker directly:

In office hours: Childrens Social Care Initial Contact Point

01274 437500 Email: emergency.duty.team@bradford.gov.uk

Outside office hours:

Social Services Emergency Duty Team 01274 431010

ALSO REFER TO CONTACT DETAILS IN APPENDIX FLOWCHARTS

APPENDIX 1 INFORMATION FOR STAFF – WHAT TO DO IF YOU SUSPECT ABUSE

IF IN DOUBT –ACT!

It is the responsibility of all members of staff to ensure that safeguarding concerns are reported to a Safeguarding Lead in the appropriate school as soon as reasonably possible. The Safeguarding Lead may have other information regarding a student, or their family, of which staff may not be aware.

Procedures to follow:-

You may have a concern about a student's well-being based on:

- Something the student/adult/parent has told you.

- Something you have noticed about a student's behaviour, health or appearance.

- Something another professional said or did.

It is never your decision alone how to respond to concerns, but it is always your responsibility to share your concerns, no matter how small.

Decide whether you need to find out more:

- Ask a student/adult to clarify your concerns.

- Be careful to use open ended questions, beginning with words like: **how**, **where, when, who.**

Let the student know what you plan to do next

If you have heard a disclosure of abuse or you are talking to them about your concerns do not promise to keep it a secret. **For example,** "I'm listening to what you're saying, but I do need to go and speak to someone who can help us". **Or** "I am worried about your bruise and I need to tell someone so that they can help us to think about how to keep you safe".

Inform the Safeguarding Lead immediately. If a Safeguarding Lead is not available in inform the Deputy Headteachers or the Headteacher.

Make a written record. This should include the following information:

- The name of the student with date of birth, date, time and place and who else was present.

- What was said, what happened, what you noticed, speech, mood and appearance?

- If a student or parent spoke, record their words rather than your interpretation.

- An analysis of what you observed and why it is a cause for concern.

APPENDIX 2 – KEEPING CHILDREN SAFE IN EDUCATION INFORMATION FOR ALL SCHOOL STAFF

What school and college staff should know and do:

Keeping children safe in education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

- governing bodies of maintained schools (including maintained nursery schools) and colleges;

- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and

- management committees of pupil referral units (PRUs)

Safeguarding is: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The role of the school

- Everyone, especially school staff, who comes into contact with children and their families has a role to play in safeguarding children. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

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

The role of school staff

- The Teacher Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

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

- All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

What school staff need to know

- All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction.

- All staff members should also receive appropriate child protection training which is updated every year.

What school staff should look out for

- Staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

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

- If staff members have concerns about a child, they should raise these with the school's designated safeguarding lead/named persons. This also includes situations of abuse which may involve staff members.

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

- **See Child Protection Procedures Flowchart – Appendix 3**

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

- If staff members have concerns about another staff member then this should be referred to the headteacher. Where there are concerns about the headteacher this should be referred to the chair of Board the Board of Directors.

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

- Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's management team.
- Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

Adult & Child Protection Procedure Flow Chart

Discovery or suspicion of Child Abuse

If in doubt ACT

Inform the Safeguarding Lead

(ENTER SCHOOL SAFEGUARDING LEAD NAMES/PHOTOS)

Where it is clear that a Child Protection Referral is needed the named person will contact

- **Children's Initial Contact Point** without delay Tel No 01274 437500
- **Out of hrs Emergency Duty Team** Tel No 01274 431010
- Where the Named Person is not sure whether it is a child protection issue, or where the Named Person needs to check the register, they may seek advice from the **Child Protection Unit** Tel No 01274 434343
- Safeguarding Leads may also seek advice from the **Education Social Work Service** Tel 01274 439651

↓

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

Remember always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential, secure, and separate from the child's curriculum file.

↓

Ensure immediate completion and dispatch of the Common Child Protection Referral Form - http://bradfordscb.org.uk/wp-content/uploads/2017/08/Common-Referral-Form-Aug-17-v3-0.doc

Retain a copy in school. Send copies to:

- Children's Social Care (to the Area Office you made your referral too)
- Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

↓

Adults and Students over the age of 18

If you think that an adult is at risk of abuse or you are worried that someone might be abused raise your concern at www.bradford.gov.uk/makeanalert

If you are unable to complete the online form call the Adult Protection Unit Tel; 01274 431077 Monday to Thursday 8.30-4.30pm Friday 8.30-4.00pm or call the Out of Hours Emergency Duty Team Tel 01274 431010

USEFUL TELEPHONE NUMBERS
Children's Social Care Initial Contact Point: 01274 437500
Emergency Duty Team: 01274 431010
Education Social Work Service: 01274 439651
Police: Javelin House, Child Protection Unit: 01274 376061 / Police non-emergency 101 /
Emergency (if a child is at risk of immediate harm) 999

17

APPENDIX 4 – E-SAFETY (ALSO REFER TO TRUST SOCIAL MEDIA AND ICT POLICY)

Social Networking, Phone and Text Communications

An advisory note for school employees

Cases involving inappropriate use of various social networking sites and phone

communications are referred to HR on a regular basis. A number of these cases have resulted in disciplinary action being taken.

School Senior Leadership Teams may provide advice to staff either by announcement or in written form so that staff are clear that material posted by them on social networking websites or through mobile phone text facilities that have an impact on the school or on the employee's professional reputation may be considered as disciplinary matters by the school.

Advice:

A number of cases have been reported to Bradford Council Human Resources involving staff posting inappropriate written material and images on Social Networking Sites, including Facebook and Twitter. Additionally, cases have arisen regarding the use of mobile phones for photography and messaging between staff and pupils. Teachers and associate staff who participate in social networking sites, posting comments etc., need to be aware that any material that they post should be consistent with their professional status and their employment at this school. Any material which may come to light that could be deemed as harmful to the reputation and interests of the school, its staff or pupils could be regarded as a disciplinary matter. The same advice also applies to the use of mobile phones, including for text messaging and photography.

Please note:

Staff do not have permission to publish or make personal use of photographic images taken at school, or on school activities away from school, which show pupils. Sharing your personal phone number with pupils is strongly discouraged and social contact with pupils using social networking, text messaging and email risks giving the impression that inappropriate or unprofessional relationships are in place.

Additionally, staff are advised that it is inappropriate to have on-line relationships with pupils (except where appropriate within family relationships) or to allow pupils access to their own pages. Similarly accessing pupils' pages is discouraged as this may cross the professional boundary that should be maintained between staff and pupils. If a pupil attempts to make personal contact with you by text, email or through a social networking websites in a way that is not legitimate in terms of your professional role then you should report the matter without delay to the Headteacher.

To clarify any points not covered by this advice please discuss the matter the Safeguarding Lead.

Advice provided by Bradford Council Human Resources - 28 June 2012

APPENDIX 5 – EXAMPLES AND DEFINITIONS OF THE DIFFERENT TYPE OF ABUSE

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, and suffocating. It is against the law to discipline a child by deliberately doing any of these things.

Physical abuse can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention. Symptoms that indicate physical abuse include:

- Bruising in unusual places, such as the face or the back;
- Finger mark bruising or grasp marks on the limbs or chest of a small child;
- Bites;
- Burn and scald marks; small round burns that could be caused by a cigarette;
- Fractures to arms, legs or ribs in a small child;
- Large numbers of scars of different sizes or ages.

Children who have been physically hurt can be fearful of others. They may also wear clothes that cover most of their body in order to cover their injuries and be resistant to explaining how the injury happened.

Emotional Abuse

Emotional abuse happens when a child's need for love, security, praise and recognition is not met.

Some level of emotional abuse is involvement in all types of ill treatment of a child.

Emotionally abusive behaviour occurs if a parent, carer or authority figure is consistently hostile, rejecting, threatening or undermining. It can also result when children are prevented from social contact with others, or if developmentally inappropriate expectations are imposed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention-seeking behaviour;
- Very low self-esteem or excessive self-criticism;
- Excessively withdrawn behaviour or fearfulness;
- Anxious behaviour, such as rocking, hair twisting or self-harm;
- Lack of appropriate boundaries with strangers; too eager to please;
- Eating disorders.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs,

causing damage to their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from harm or danger, or failing to access appropriate medical care and treatment when necessary. It can exist in isolation or in combination with other forms of abuse. Symptoms of physical and emotional neglect can include:

- Inadequate supervision; being left alone for long periods of time;
- Lack of stimulation, social contact or education;
- Inadequate nutrition, leading to ill-health – a child may look too thin, too fat and/or undernourished;
- Constant hunger; stealing or gorging food;
- Failure to seek or to follow medical advice such that a child's life or development is
- endangered;
- Repeated wearing of inappropriate clothing for the weather;

- Inappropriate or ill-fitting equipment e.g. wheelchair, harness etc. that causes discomfort or sores.

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. This may include physical contact, both penetrative and non-penetrative, or involve no contact, such as watching sexual activities, harassment or looking at pornographic material. Encouraging children to act in sexually inappropriate ways is also abusive. Under the Sexual Offences Act 2003, any sexual activity – contact or non-contact – with a child under the age of 16, is a crime.

Symptoms of sexual abuse include:

- Allegations or disclosure;
- Genital soreness, injuries or discomfort;
- Sexually transmitted diseases; urinary infections;
- Excessive preoccupation with sex; inappropriately sexualised play, words or drawing;
- A child who is sexually provocative or seductive with adults;

Other children and young people may additionally exhibit:
- Depression;
- Drug and/or alcohol abuse;
- Eating disorders; obsessive behaviours;
- Self-mutilation; suicide attempts;
- School/peer/relationship problems.

APPENDIX 6 - VULNERABILITY TO RADICALISATION AND THE PREVENT STRATEGY

Radicalisation and THE PREVENT Strategy

June 2016

This is simply about stopping people becoming terrorists or supporting terrorism.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm"

Home Office, The Prevent Strategy

Prevent is:

- about all forms of terrorism.
- a part of the Home Office's Counter Terrorism Strategy known as Contest.
- a cross Government programme with local authorities working with to deliver local strategies
- made up of 3 distinct strands; **ideology, individuals, institutions**.
- based on having conversations with trusted colleagues and using professional judgement to understand when to intervene

Schools:

Schools are important because they can play a vital role in preparing young people to challenge extremism and the ideology of terrorism and effectively rebut those who are apologists for it. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

HM Government Prevent Strategy - June 2011

Staff:

- be able to recognise vulnerabilities to radicalisation which include:
  - concerns regarding very opinionated racial/political/religious comments/remarks in lesson or overheard socially
  - identified misuse of school computers or knowledge of inappropriate internet sites being accessed.
- should know what to do in relation to concerns in school
  - knowledge of the PREVENT flowchart
- should understand that concerns about a vulnerable individual can be referred to the Safeguarding Lead Teachers/Named Persons.

PREVENT
Procedure Flow Chart (Example)

Discovery or suspicion of child being involved in or victim of Terrorism
If in doubt ACT

↓

Inform the Safeguarding Lead
(INPUT SCHOOL SAFEGUARDING LEAD/NAMED PERSONS)

↓

Where it is clear that a Police Referral is needed the Safeguarding Lead will contact **(INPUT NAME)** (Safer Schools Police Officer) without delay **(INPUT TEL NO)**

Out of hrs non-emergency **Tel No 101**

Out of hrs emergency **Tel No 999**

↓

If asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

APPENDIX 7 – DBS CLARIFICATION AND DISQUALIFICATION BY ASSOCIATION

The School Day

The Beckfoot Trust DBS Policy is operational during the School Day which for this purpose is regarded as 8.30am to 3.15pm. Outside these times, the schools operate as 'extended schools' and therefore include for the possibility of increased Community Group activity. Safeguarding is equally highly regarded during these times but the responsibility for it is more widely shared by those using the facilities.

Definition of a Visitor

Anyone (with the exception of Amey staff or other permanently based Contractor Staff) not in possession of a school identity card is a 'Visitor'. All Visitors that do not hold a staff identity card, must sign in at Reception.

Regular Visitors (more than 4 times each year or four times in any one month) or peripatetic teachers must not work in the school without being included on the Single Central Register. Until they are included on the Single Central Register they may only work when accompanied.

Visitor Access Arrangements

Visitors listed on the Schools Single Central Register must 'sign-in' at Reception. Visitors listed on the Single Central Register can then move around the schools and carry out their business without being accompanied.

Visitors not listed on the Single Central Register must be announced to the member of staff that is responsible for the work they have come to complete. Some schools have permanently based contractors on site e.g. Amey FM/Facilities Management Catering/Laing O'Rourke. Schools must ensure documented procedures are in place and monitored for Safeguarding and Health and Safety e.g. DBS checks/Access to Work Permits. All other visitors must be accompanied at all times.

Accepting DBSs Completed by Other Organisations.

Trust Schools complete new DBS checks for all new employees on appointment. For those peripatetic teachers/coaches or volunteers working for shorter or infrequent times, we recognise DBS checks completed by other organisations in the following circumstances:

- DBSs provided by National Governing Bodies of sports recognised by Sport England.
- Other Trusts, Schools, Academies or Local Authorities.
- Recognised supply agencies.
- Permanently based contractors e.g. Amey/Laing O'Rourke/Catering Contractors.
- The Safer Schools Police (SSP) Officer employed 1 day per week in school as part of the Bradford SSP initiative.
- Amey 'occasional' contractors noted on 'Permits to Work' and those accompanying the listed staff providing they are not left to work alone in areas of the site to which students have access

In all cases, individuals entered onto the Single Central Register will complete a Beckfoot Trust 'Self Declaration Form'.

Visitors wishing to speak with any student must have a current DBS and matching ID from the organisation they represent. Authorisation either verbal or written must be obtained by the parent/carer

before such contact can proceed. Social care and / or police services may be exempt in particular circumstances.

Starting Employment without a Beckfoot Trust DBS Check

In exceptional cases, an employee is authorised by the Headteacher to start work before the return of their Beckfoot DBS check only if they sign a personal declaration stating that they have no criminal convictions, bind-over orders, cautions, reprimands or warnings recorded against them. Exceptional circumstances arise where a key role within the Trust is vacant and the time taken to process a DBS check is extensive. In such cases, members of staff are only allowed to work alongside other members of staff and never alone.

Breaks in Service – Exam Invigilators

Exam invigilators should be asked to complete a declaration once each year at the training session run by the Examinations Office irrespective of how frequently they visit Trust. This will ensure we have an annual declaration in addition to the normal cycle of DBS renewal.

DBS Checks Returned with a Disclosure

The Beckfoot Trust recognises that in some cases DBS checks will include disclosures of past criminal activity. This is not of itself a bar to inclusion on the Single Central Record. In all such cases, the Headteacher will complete a risk assessment, taking advice as necessary, and decide if the individual is considered appropriate to include on the Single Central Register.

It is the schools understanding that other Authorised Bodies completing DBS checks that are recognised by the school will complete similar risk assessments in the event of a DBS Check disclosure.

Disqualification by Association

Schools are prohibited from employing a disqualified person in early years provision (for children aged up to and including reception age) both during and outside of school hours, and later years provision (for children under eight) provided outside of school hours only. This also applies to volunteers and 'casual workers', whether supervised or not.

However, the regulations do not apply to staff who are educating or supervising children above reception age during school hours, or children over eight outside of school hours.

For full guidance on Disqualification by Association please refer to the Trust Safer Recruitment, DBS and Disqualification by Association Policy.

Board of Directors

Where a director has been elected or appointed before 1st April 2016 and does not hold an enhanced criminal record certificate, the Trust must apply for such a certificate in respect of that director by 1st September 2016 and must be included on the SCR.

Where a director is elected or appointed on or after 1st April 2016 and does not hold an enhanced criminal record certificate, the Trust must apply for such a certificate in respect of that director within 21 days after his or her appointment or election and must be included on the SCR.

APPENDIX 8 FORCED MARRIAGE POLICY

Overview

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Legislation on Forced Marriage

The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry this includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)

- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

- Breaching a Forced Marriage Protection Order is also a criminal offence

- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted

- Details of the new law can be found on the Legislation website

- Forcing someone to marry can result in a sentence of up to 7 years in prison

If you suspect a student is being forced into marriage:

- Speak to the student about your concerns

- Collect as much information as possible

- Liaise with the Safeguarding Lead Teacher(s)/Named Persons who will seek advice from the Forced Marriage Unit

Do Not:

- Treat such allegations merely as a domestic issue and send the student back to the family home.

- Ignore what the student has told you or dismiss out of hand the need for immediate protection.

- Decide that it is not your responsibility to follow-up the allegation.

- Approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concerns and may place the student in danger.

- Contact the family in advance of any enquiries by the police, the Forced Marriage Unit, adult or children's social care, either by telephone or letter.

- Share information outside information sharing protocols without the express consent of the student.

- Attempt to be a mediator or encourage mediation, reconciliation, arbitration or family counselling.

If a student stops attending school:

If a teacher, lecturer or other member of staff suspects that a student has been removed from, or prevented from, attending education as a result of forced marriage, a referral should be made to the local authority adult or children's social care and the police.

- Liaise with the local police domestic abuse unit.
- Contact the Forced Marriage Unit.
- Try to obtain as much information about the student as possible.
- Establish if there is a history of siblings being forced to marry.
- Consider speaking to the student's friends.

DO NOT:

- Remove the student from the register without first making enquiries and referring the case to police and local authority adult or children's social care.
- Dismiss the student as taking unauthorised absence.

The **Forced Marriage Unit** operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases.

> **For queries or reporting guidance, please contact your Local Safeguarding Board contact or the Forced Marriage Unit**
>
> - Telephone: 0207 0080151
> - Email: fmu@fco.gov.uk

Trust Schools are encouraged to make use of the resources available at
https://www.gov.uk/guidance/forced-marriage#additional-resources

Refer to Appendix 3 for Safeguarding lead/named persons

APPENDIX 9 FGM POLICY

Rationale:

Beckfoot Trust has robust and rigorous safeguarding procedures and take their responsibilities for child protection seriously.

Female Genital Mutilation (FGM) is a form of child abuse and as such is dealt with under the schools' Child Protection/Safeguarding policy. The Beckfoot Trust has an expectation that Safeguarding is everybody's responsibility and we expect all staff to adhere to and follow these policies.

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."   (World Health Organisation-1997)

The UK Government has written advice and guidance on FGM that states;

"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

Ofsted key questions could include:

- Are designated senior staff for child protection aware of the issue and have ensured that staff in the school are aware of the potential risks?
- How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it?
- Has the school taken timely and appropriate action in respect of concerns about particular children?

Procedures in place:

We have decided to take proactive action to protect and prevent any student(s) being forced to undertake FGM. The Headteachers and Directors do this in 4 ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.

2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.

3. FGM discussions by Child Protection lead with parents of children from practising communities who are at risk.

4. Comprehensive PSHCE and Relationship and Sex Education programme

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spending long periods of time away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting.

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

If we have concerns that children in our school community are at risk or victims of Female Genital Mutilation, then we refer to the student to Social Services.

Guidelines for FGM; we may;

ASK in a sensitive manner questions like:

- Who is going on the holiday with the child?
- How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

If you suspect that a child is a victim of FGM you may ask the child;

- Your family is originally from a country where girls or women are circumcised – Do you think you have gone through this?
- Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better?
- Would you like support in contacting other agencies for support, help or advice?

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Headteacher.

Record:

All interventions should be accurately recorded.

Refer:

Child Protection lead or Headteacher needs to seek advice about making referrals to Social Care and in doing so will refer to BSCB guidelines and CP procedures.

Guidelines on FGM and CP referrals.

Useful documents include:

- Multi-agency statutory guidance on female genital mutilation' (April2016)
- BCSB Child Protection Procedure Guidelines
- Working together to safeguard children, HM Government (2015)
- Keeping children safe in education - Statutory guidance for schools and colleges (2016)
- Keeping children safe in education (2016) Part1

APPENDIX 10 – ESAFEGUARDING POLICY

Policy introduction

The Trust eSafeguarding policy has been written to ensure safety measures are in place to protect both students and staff working with ICT equipment and related technologies in Trust Schools. The policy is to assist school staff working with children to work safely and responsibly with the internet and other communication technologies and to monitor their own and students' standards and practice. Our responsibility is to set high expectations of our students using communication technologies and to maintain a consistent approach to eSafeguarding by knowing the content of the policy and the procedures adopted and developed by the school.

Scope of policy

- This policy applies to the whole Trust community including the Senior Leadership Teams of Trust Schools, the Board of Trustees and all staff employed directly or indirectly by Trust schools and all students.

- The Board of Directors and the Senior Leadership Teams of Trust Schools will ensure that any relevant or new legislation that may impact upon the provision for eSafeguarding within school will be reflected within this policy.

- The Education and Inspections Act 2006 empowers head teachers, to such extent as is reasonable, to regulate the behaviour of students or students when they are off the school site. This is pertinent to incidents of cyberbullying, or other eSafeguarding related incidents covered by this policy, which may take place out of school, but is linked to membership of the school.

- Trust Schools will clearly detail its management of incidents within this policy, associated behaviour and anti-bullying policies and will, where known, inform parents and carers of incidents of inappropriate eSafeguarding behaviour that takes place out of school.

The Responsibility of the Senior Leadership Team

We believe that eSafeguarding is the responsibility of the whole Trust community, and everyone has a responsibility to ensure that all members of the community are able to benefit from the opportunities that technology provides for learning and teaching. The following responsibilities demonstrate how each member of the community will contribute.

- The Executive Headteacher is ultimately responsible for Safeguarding provision (including eSafeguarding) for all members of the school community, though the day-to-day responsibility for eSafeguarding will be delegated to the eSafeguarding coordinator.

- Headteachers and leadership teams are responsible for ensuring that the eSafeguarding Coordinators and other relevant staff receive suitable training to enable them to carry out their eSafeguarding roles and to train other colleagues when necessary.

- The leadership teams will receive monitoring reports from the eSafeguarding Coordinator.

- The Headteachers and leadership teams should ensure that they are aware of procedures to be followed in the event of a serious eSafeguarding incident.

- The Headteachers and leadership teams should receive update reports from the incident manager.

The Responsibility of the eSafeguarding Co-ordinator

- To promote an awareness and commitment to eSafeguarding throughout the school.

- To be the first point of contact in school on all eSafeguarding matters.

- To take day-to-day responsibility for eSafeguarding within school and to have a leading role in establishing and reviewing the school eSafeguarding policies and procedures.

- To have regular contact with other eSafeguarding committees, e.g. the local authority, Local Safeguarding Children Board.

- To communicate regularly with school technical staff.

- To communicate regularly with the designated eSafeguarding member of the Board of Trustees

- To communicate regularly with the senior leadership team.

- To create and maintain eSafeguarding policies and procedures.

- To develop an understanding of current eSafeguarding issues, guidance and appropriate legislation.

- To ensure that all members of staff receive an appropriate level of training in eSafeguarding issues.

- To ensure that eSafeguarding education is embedded across the curriculum.

- To ensure that eSafeguarding is promoted to parents and carers.

- To liaise with the local authority, the Local Safeguarding Children Board and other relevant agencies as appropriate.

- To monitor and report on eSafeguarding issues to the senior leadership team as appropriate.

- To ensure that all staff are aware of the procedures that need to be followed in the event of an eSafeguarding incident.

- To understand the issues surrounding the sharing of personal or sensitive information.

Responsibility of Teachers and Support Staff

- To read, understand and help promote the school's eSafeguarding policies and guidance.

- To read, understand and adhere to the school staff Social Media and Acceptable Use Policy.

- To report any suspected misuse or problem to the eSafeguarding coordinator.

- To develop and maintain an awareness of current eSafeguarding issues and guidance.

- To model safe and responsible behaviours in their own use of technology.

- To ensure that any digital communications with students should be on a professional level and only through school based systems, **NEVER** through personal mechanisms, e.g. email, text, mobile phones, social networking etc.

- To embed eSafeguarding messages in learning activities across all areas of the curriculum.

- To supervise and guide students carefully when engaged in learning activities involving technology.

- To ensure that students are fully aware of research skills and methods.

- To be aware of eSafeguarding issues related to the use of mobile phones, cameras and handheld devices.

- To understand and be aware of incident-reporting mechanisms that exist within the school.

- To maintain a professional level of conduct in personal use of technology at all times.

Responsibility of Technical Staff

- To prepare a Privacy Impact Data Assessment (see GDPR Guidance).

- To ensure there is a suitable Data Sharing Agreement in place that meets GDPR requirements.

- To read, understand, contribute to and help promote the school's eSafeguarding policies and guidance.

- To read, understand and adhere to the Trust Social Media and Acceptable Use Policy.

- To report any eSafeguarding related issues that come to your attention to the eSafeguarding coordinator.

- To develop and maintain an awareness of current eSafeguarding issues, legislation and guidance relevant to their work.

- To maintain a professional level of conduct in your personal use of technology at all times.

- To support the school in providing a safe technical infrastructure to support learning and teaching.

- To ensure that access to the school network is only through an authorised, restricted mechanism.

- To ensure that provision exists for misuse detection and malicious attack.

- To take responsibility for the security of the school ICT system.

- To liaise with the local authority and other appropriate people and organisations on technical issues.

- To document all technical procedures and review them for accuracy at appropriate intervals.

- To restrict all administrator level accounts appropriately.

- To ensure that access controls exist to protect personal and sensitive information held on school-owned devices.

- To ensure that appropriate physical access controls exist to control access to information systems and telecommunications equipment situated within school.

- To ensure that appropriate backup procedures exist so that critical information and systems can be recovered in the event of a disaster.

- To ensure that controls and procedures exist so that access to school-owned software assets is restricted.

Responsibility of Students

- Students will understand and adhere to the school Student Acceptable Use Policy.

- Students with a lower level of cognition will require a parent/guardian to sign on their behalf the school student AUP.

- To help and support the school in the creation of eSafeguarding policies and practices and to adhere to any policies and practices the school creates.

- Students will be expected to understand school policies on the use of mobile phones, digital cameras and handheld devices.

- To know and understand school rules relating to bullying and cyberbullying.

- To ensure they respect the feelings, rights, values and intellectual property of others in their use of technology in school and at home.

- To understand what action they should take if they feel worried, uncomfortable, vulnerable or at risk while using technology in school and at home, or if they know of someone who this is happening to.

- To understand the importance of reporting abuse, misuse or access to inappropriate materials and to understand the incident-reporting mechanisms that exists within school.

- To discuss eSafeguarding issues with family and friends in an open and honest way.

Responsibility of Parents and Carers

- To help and support the school in promoting eSafeguarding.

- To read, understand and promote the school student Acceptable Use Policy with their children.

- To take responsibility for learning about the benefits and risks of using the internet and other technologies that their children use in school and at home.

- To take responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.

- To discuss eSafeguarding concerns with their children, show an interest in how they are using technology and encourage them to behave safely and responsibly when using technology.

- To model safe and responsible behaviours in their own use of technology.

- To consult with the school if they have any concerns about their children's use of technology.

- To annually agree to and sign the home-school agreement.

- To annually agree and sign the photography permission form stating where photographs are to be published.

Responsibility of the Board of Trustees

- To read, understand, contribute to and help promote the Trust eSafeguarding policies and guidance.

- To develop an overview of the benefits and risks of the internet and common technologies used by students.

- To develop an overview of how the Trust ICT infrastructure provides safe access to the internet.

- To develop an overview of how the Trust encourages students to adopt safe and responsible behaviours in their use of technology in and out of school.

- To support the work of the eSafeguarding group in promoting and ensuring safe and responsible use of technology in and out of school, including encouraging parents to become engaged in eSafeguarding activities.

- To ensure appropriate funding and resources are available for the ~~school~~ Trust to implement its eSafeguarding strategy.

- To develop an overview and understanding as the body corporate in relation to their responsibilities regarding the schools Data Protection commitments.

Responsibility of Child Protection Officer(s)

- To understand the dangers regarding access to inappropriate online contact with adults and strangers.

- To be aware of potential or actual incidents involving grooming of young children.

- To be aware of and understand cyberbullying and the use of social media for this purpose.

Responsibilities of other external groups

- The schools will liaise with local organisations to establish a common approach to eSafeguarding and the safe use of technologies.

- The schools will be sensitive and show empathy to internet-related issues experienced by students out of school, e.g. social networking sites, and offer appropriate advice where appropriate.

- Any external organisations will sign an Acceptable Use Policy prior to using any equipment or the internet within the schools.

- The schools will provide an Acceptable Use Policy for any guest who needs to access the school computer system or internet on school grounds. (Parent helpers, trainee teachers, work experience students etc.).

Managing Digital Content

- Before photographs of students can be published, permission must be granted formally via the photography policy, which has to be signed by parents annually. All staff are aware of the process involved with publishing images over different mechanisms.

- Parents and carers may withdraw permission, in writing, at any time. A procedure exists for permission to be removed retrospectively.

- We will remind students of the risks of inappropriate use of digital images, video and sound in their online activities both at school and at home.

- Students and staff will only use school equipment to create digital images, video and sound. In exceptional circumstances, personal equipment may be used with permission from the head teacher provided that any media is transferred solely to a school device and deleted from any personal devices. In particular, digital images, video and sound will not be taken without the permission of participants; images and video will be of appropriate activities and participants will be in appropriate dress; full names of participants will not be used either within the resource itself, within the file name or in accompanying text online; such resources will not be published online without the permission of the staff and students involved.

- Parents may take photographs at school events: however, they must ensure that any images or videos taken involving children other than their own are for personal use and will not be published on the internet including social networking sites (optional - unless appropriate security settings are enabled and set to maximum).

- When searching for images, video or sound clips, staff will be taught about copyright and acknowledging ownership.

- When searching for images, video or sound clips staff will ensure that student's usage is monitored for copyright purposes.

Storage of images

- Any images, videos or sound clips of students must be stored on the school network and never transferred to personally-owned equipment. The schools will store images of students that have left the school for a number of 5 years following their departure for use in school activities and promotional resources.

- Students and staff are not permitted to use personal portable media for storage of any images, videos or sound clips of students.

- The network manager has the responsibility of deleting the images when they are no longer required, or when a student has left the school. This instruction will come from a member of the Senior Leadership Team once a procedure and agreement has been decided.

Learning and Teaching

We believe that the key to developing safe and responsible behaviours online, not only for students but everyone within our school community, lies in effective education. We know that the internet and other technologies are embedded in our students' lives, not just in school but outside as well, and we believe we have a duty to help prepare our students to safely benefit from the opportunities the internet brings.

- We will discuss, remind or raise relevant eSafeguarding messages with students routinely wherever suitable opportunities arise during all lessons; including the need to protect personal information, consider the consequences their actions may have on others, the need to check the accuracy and validity of information they use and the need to respect and acknowledge ownership of digital materials.

- Any internet use will be carefully planned to ensure that it is age appropriate and supports the learning objectives for specific curriculum areas.

- Students will be taught how to use a range of age-appropriate online tools in a safe and effective way.

- Staff will model safe and responsible behaviour in their own use of technology during lessons.

- Students will be taught about the impact of bullying and cyberbullying and know how to seek help if they are affected by any form of online bullying.

- Students will be made aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent or carer, teacher or trusted staff member, or an organisation such as Childline or the CEOP report abuse button.

Staff training

- Our staff receive regular information and training on eSafeguarding issues in the form of annual updates, termly where applicable.

- As part of the induction process all new staff receive information and guidance on the eSafeguarding policy and the school's Acceptable Use Policies.

- All staff will be made aware of individual responsibilities relating to the safeguarding of children within the context of eSafeguarding and know what to do in the event of misuse of technology by any member of the school community.

- All staff will be encouraged to incorporate eSafeguarding activities and awareness within their curriculum areas.

Managing ICT systems and access

- The schools will be responsible for ensuring that access to the ICT systems is as safe and secure as reasonably possible.

- Servers and other key hardware or infrastructure will be located securely with only appropriate staff permitted access.

- Servers, workstations and other hardware and software will be kept updated as appropriate.

- Virus protection is installed on all appropriate hardware, and will be kept active and up to date.

- Members of staff will access the internet using an individual username and password, which they will keep secure. They will ensure that they log out after each session and not allow students to

35

access the internet through their username and password. They will abide by the school AUP at all times.

- All students have a unique username and password for access to ICT systems.

Passwords

- A secure and robust username and password convention exists for all system access. (Email, network access, school management information system).

- All information systems require staff to change their password at first log on. Where appropriate students will be assisted by members of staff in this particular task.

- Staff should be prompted to change their passwords at prearranged intervals or at any time that they feel their password may have been compromised.

- Staff should change their passwords whenever there is any indication of possible system or password compromise.

- Student's passwords will be managed by the appropriate member of support/teaching staff and changed when is deemed appropriate.

- All staff have a responsibility for the security of their username and password. Staff must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security. Staff are expected to comply with the following password rules;

  - Do not write down system passwords.

  - Only disclose your personal password to authorised ICT support staff when necessary and never to anyone else. Ensure that all personal passwords that have been disclosed are changed as soon as possible.

  - Always use your own personal passwords to access computer based services, never share these with other users.

  - Make sure you enter your personal passwords each time you logon. Do not include passwords in any automated logon procedures.

  - Never save system-based usernames and passwords within an internet browser.

New technologies

We will keep abreast of new technologies and consider both the benefits for learning and teaching and also the risks from an eSafeguarding point of view. We will regularly amend the eSafeguarding policy to reflect any new technology that we use, or to reflect the use of new technology by students which may cause an eSafeguarding risk.

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before their use in school is allowed.

- The school will audit ICT equipment usage to establish if the eSafeguarding policy is adequate and that the implementation of the eSafeguarding policy is appropriate.

- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990 and breaches will be reported to the appropriate authorities.

- Methods to identify, assess and minimise risks will be reviewed regularly.

Mobile phones

Students should follow the relevant Trust School rules if they decide to bring their mobile phone or personally-owned device into school.

Staff use of mobile devices

- Staff are not permitted to use their own mobile phones or devices for contacting children, young people or their families within or outside of the setting in a professional capacity.

- Certain identified staff will be issued with a school phone where contact with students, parents or carers is required.

- Mobile phones and personally-owned devices will be stored securely with personal belongings within school.

- Staff should not use personal devices such as mobile phones or cameras to take photos or videos of students and will only use work provided equipment for this purpose.

Filtering internet access

- The school's internet provision will include filtering appropriate to the age and maturity of students.
- The schools will always be proactive regarding the nature of content which can be viewed through the school's internet provision.
- The schools will have a clearly defined procedure for reporting breaches of filtering. All staff and students will be aware of this procedure by reading and signing the Acceptable Use Policy and by attending the appropriate awareness training.
- If users discover a website with inappropriate content, this should be reported to a member of staff who will inform the eSafeguarding Coordinator. All incidents should be documented.
- If users discover a website with potentially illegal content, this should be reported immediately to the eSafeguarding Coordinator. The school will report such incidents to appropriate agencies including the filtering provider, the local authority, CEOP or the IWF.
- The schools will regularly review the filtering product for its effectiveness.
- The school filtering system will block all sites on the Internet Watch Foundation list and this will be updated daily.
- Any amendments to the school filtering policy or block-and-allow lists will be checked and assessed prior to being released or blocked.
- Students will be taught to assess content as their internet usage skills develop.
- Students will use age-appropriate tools to research internet content.
- The evaluation of online content materials is a part of teaching and learning in every subject and will be viewed as a whole-school requirement across the curriculum.

Internet access authorisations

- Parents will be encouraged to read the school Acceptable Use Policy for student access and discuss it with their children.
- All students will have the appropriate awareness training and where possible, sign the student Acceptable Use Policy prior to being granted internet access within school.
- All staff will have the appropriate awareness training and sign the staff Acceptable Use Policy prior to being granted internet access within school.
- Parents will be informed that students will be provided with supervised internet access appropriate to their age and ability.
- The schools will maintain a current record of all staff and students who have been granted access to the schools' internet provision.
- Any visitor who requires internet access will be asked to read and sign the Acceptable Use Policy.
- When considering internet access for vulnerable members of the school community (looked after children) the schools will make decisions based on local knowledge.
- All students will be closely supervised and monitored during their use of the internet. Students will be frequently reminded of internet safety issues and safe usage.

Email

- Staff should only use approved email accounts allocated to them by the school and should be aware that any use of the school email system will be monitored and checked.
- Where possible access to personal email accounts should be restricted to non-contact time and should be kept to a minimum.
- Staff should not use personal email accounts during school hours or for professional purposes, especially to exchange any school-related information or documents.
- Access, in school, to external personal email accounts may be blocked.
- Excessive social email use can interfere with learning and productivity and will be restricted in line with the school eSafeguarding and Acceptable Use Policies.
- The school gives all staff their own email account to use for all school business as a work-based tool. This is to minimise the risk of receiving unsolicited or malicious emails and avoids the risk of personal profile information being revealed.
- It is the responsibility of each account holder to keep the password secure. For the safety and security of users and recipients, all mail is filtered and logged. A full audit trail can be made available should this become necessary.
- School email accounts should be the only account that is used for school-related business.
- Staff will only use official school-provided email accounts to communicate with students and parents and carers, as approved by the senior leadership team and the Senior Information Risk Officer.
- Under no circumstances should staff contact students, parents or conduct any school business using personal email addresses.
- Irrespective of how staff access their school email (from home or within school), school policies still apply.
- Emails sent to external organisations should be written carefully and, where necessary, authorised before sending to protect the member of staff sending the email.
- Chain messages will not be permitted or forwarded on to other school-owned email addresses.
- The school requires a standard disclaimer to be attached to all email correspondence, stating that, 'the views expressed are not necessarily those of the school'.
- All emails should be written and checked carefully before sending, in the same way as a letter written on school-headed paper.
- Staff who send emails to external organisations, parents or students, are advised to carbon copy (cc) the head teacher, line manager or another suitable member of staff into the email.
- All emails that are no longer required or of any value should be deleted.
- Email accounts should be checked regularly for new correspondence.
- When away for extended periods, 'out-of-office' notification should be activated so that colleagues are aware that you are not currently available.
- Emails containing personal, confidential, classified or financially sensitive data to external third parties or agencies need to be controlled and never communicated through the use of a personal account
- Staff will be made aware of the dangers of opening email from an unknown sender or source or viewing and opening attachments.
- All email and email attachments will be scanned for malicious content.
- Staff should never open attachments from an untrusted source but should consult the network manager first.
- Communication between staff and students or members of the wider school community should be professional and related to school matters only.
- Any inappropriate use of the school email system or receipt of any inappropriate messages from another user should be reported to a member of staff immediately.
- All email users within school should report any inappropriate or offensive emails through the incident-reporting mechanism within school.
- Students must immediately tell a designated member of staff if they receive any inappropriate or offensive email.
- Students must immediately tell a teacher or trusted adult if they receive any inappropriate or offensive email.
- Students will be allocated an individual email account for their own use in school or class.
- Students may only use school-provided email accounts for school purposes.
- Whole class or group email addresses will be used in school for communication outside of the school.
- Students may only use school-approved accounts on the school system and only under direct teacher supervision for educational purposes.
- Students and staff will be reminded when using email about the need to send polite and responsible messages.

- Students and staff will be reminded about the dangers of revealing personal information within email conversations.
- Students must not reveal personal details of themselves or others in email communications. Students should get prior permission from an adult if they arrange to meet with anyone through an email conversation.

Using blogs, wikis, podcasts and other mechanisms to publish content online

- Blogging, podcasting and other publishing of online content by students will take place within the school learning platform or school website, www.beckfoot.org
- Students will not be allowed to post or create content on sites unless the site has been approved by a member of the teaching staff.
- Any public blogs run by staff on behalf of the school will be hosted on the learning platform/school website/blog and postings should be approved by the head teacher before publishing.
- Staff will model safe and responsible behaviour in their creation and publishing of online content within the school learning platform. For example, students will be reminded not to reveal personal information which may allow someone to identify and locate them.
- Personal publishing will be taught via age-appropriate sites that are suitable for educational purposes. They will be moderated by the school where possible.
- Staff and students will be encouraged to adopt similar safe and responsible behaviours in their personal use of blogs, wikis, social networking sites and other online publishing outside school.

Use of Social Media

- See Trust Social Media and ICT Policy.

Data protection and information security

- The school community will act and carry out its duty of care for the information assets it holds in line with its Data Protection Act 1998 commitments.
- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998 as per the Trust Data Protection Policy.
- The school has established an information-handling procedure and assessed the risks involved with handling and controlling access to all levels of information within school.
- The school has deployed appropriate technical controls to minimise the risk of data loss or breaches.
- All access to personal or sensitive information owned by the school will be controlled appropriately through technical and non-technical access controls.
- All computers that are used to access sensitive information should be locked (Ctrl-Alt-Del or equivalent) when unattended.
- Users should be vigilant when accessing sensitive or personal information on screen to ensure that no one else, who may be unauthorised, can read the information.
- All access to information systems should be controlled via a suitably complex password.
- Any access to personal and sensitive information should be assessed and granted by the Senior Information Risk Officer and the applicable Information Asset Owner.
- All access to the school information management system will be on a need-to-know or least privilege basis. All access should be granted through the Senior Information Risk Officer or Information Asset Owner.
- All information on school servers shall be accessed through a controlled mechanism, with file permissions allocated and assessed on a need to know/least privilege basis. All access should be granted through the Senior Information Risk Officer or Information Asset Owner.
- Staff and students will not leave personal and sensitive printed documents on printers within public areas of the school.
- All physical information will be stored in controlled access areas.
- Fax machines will be situated within controlled areas of the school.
- All communications involving personal or sensitive information (email, fax or post) should be appropriately secured.

- All personal and sensitive information taken offsite will be secured through appropriate technical controls, e.g. encrypted full disk, and encrypted removable media, remote access over encrypted tunnel.
- All devices taken off site, e.g. laptops, tablets, removable media or phones, will be secured in accordance with the school's information-handling procedures and, for example, not left in cars or insecure locations.

Management of assets

- Details of all school-owned hardware will be recorded in a hardware inventory.
- Details of all school-owned software will be recorded in a software inventory.
- All redundant ICT equipment will be disposed of through an authorised agency. This will include a written receipt for the item including an acceptance of responsibility for the destruction of any personal data.
- All redundant ICT multiple times to ensure the data is irretrievably destroyed. Alternatively, if the storage media has failed, it will be physically destroyed. The school will only use authorised companies who will supply a written guarantee that this will happen.
- Disposal of any ICT equipment will conform to The Waste Electrical and Electronic Equipment Regulations 2006 and/or The Waste Electrical and Electronic Equipment (Amendment) Regulations 2007.

Special requirements

- We will seek to ensure that all users have access to ICT through the use of a range of specially adapted hardware.