



**KINGSTONE ACADEMY TRUST  
APPROVED POLICY DOCUMENT**

**Safeguarding & Child Protection Policy**

<b>Relevant School/s:</b>	<b>KHS and KTPS</b>
<b>Policy Officer:</b>	<b>R Ruvino (KHS) &amp; E Vigus (KTPS)</b>
<b>Approved By:</b>	<b>Governing Body</b>
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# Safeguarding and Child Protection Policy

*Kingstone Academy Trust is committed to ensuring the safety and well-being of all students.*

## **Key Staff responsible for meeting the child protection and safeguarding requirements at Kingstone Academy Trust:**

- **Steven Fisher** - Executive Headteacher. Safer Recruitment Trained.
- **Elissa Vigus** – Head of Primary. Designated Safeguarding Lead for Kingstone & Thrupton Primary School and CAF and Safer Recruitment Trained.
- **Rebekah Ruvino** – Designated Safeguarding Lead for Kingstone High School
- **Kelly Hanson** – Deputy Designated Safeguarding Lead for Kingstone & Thrupton Primary School and Kingstone High School.
- **James Hanks** – Safeguarding and Child Protection Link Governor
- **Vickie Tomkins** - Safeguarding and Child Protection Link Governor

### **1. Introduction and Context**

Kingstone Academy Trust is committed to ensuring the safety and well-being of all children and aims to create a culture of vigilance.

It adheres to the legal frameworks:

- **Working Together to Safeguard Children (DfE 2018). Access via: Keeping Children safe in Education (2019)**
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)
- **The Education Act 2002 s175/s157.**
- **Dealing with Allegations of Abuse (DfE 2012).**
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

**Primary school specific:**

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

**Non-statutory guidance:**

- **Guidance for safe working practice,**  
<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>

It is acknowledged that abuse can happen within a family or within an agency whose role is to support and protect children/young people but any child can be vulnerable to such abuse. It should be recognised that children with special educational needs and disabilities can face additional safeguarding challenges. It is the responsibility of us all, irrespective of our cultural or work background, to put the welfare of children and young people first and to recognise indicators in children and behaviours towards children that can mean that a child/young person is at risk.

In order to protect children from emotional, sexual, physical abuse and neglect it is important that the procedures contained in this document are followed and that every effort is made to support the students. Kingstone Academy Trust has a multi-agency approach with its partners in Herefordshire, to ensure that children are safeguarded with a shared objective to keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in, and promote well-being in.
- Identifying children and young people who are suffering, or are likely to suffer, significant harm and taking appropriate action with the aim of making sure they are kept safe at home and at school.

This document will be made available through a shared electronic medium and its location will be brought to the attention of all staff.

All staff are expected to read and understand 'Keeping Children Safe in Education' (2019), with a particular focus on Part 1 and Annex A. All staff have a responsibility for safeguarding and must be able to discuss this role; it is an expectation that the Safeguarding Policy is applied immediately.

At Kingstone Academy Trust, we provide opportunities within a broad and balanced curriculum to ensure that our children are taught about safeguarding issues, particularly through PSHE.

## **2. Definition**

This policy adopts the definitions of abuse used in 'Keeping Children Safe in Education' (2019):

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

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

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

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

Staff will also have awareness of specific safeguarding issues as specified in 'Keeping Children Safe in Education' (September 2018). Training for whole staff will include Peer on Peer Abuse, Female Genital Mutilation (FGM), PREVENT and CHANNEL (preventing radicalisation), Child Sexual Exploitation (CSE) and children missing from education (CME).

**PEER ON PEER ABUSE:** includes bullying (including cyber-bullying), gender based violence, teenage relationship abuse, sexually inappropriate behaviour and sexting. Staff are trained to recognise different forms of abuse, as well as their warning signs. Children are helped to

understand what healthy relationships look like and what to do when they experience peer abuse or suspect that another pupil is being targeted. Lessons and additional programmes that build social and emotional skills for targeted children may also be used.

**CHILD SEXUAL EXPLOITATION:** is a form of sexual abuse where children are sexually exploited for money, power or status. Staff are trained to have awareness of the indicators of sexual exploitation and how to record and report their concerns.

**PREVENT:** all staff are aware they have a role in helping to prevent children from being radicalised and drawn into terrorism, as well as the vulnerabilities to becoming radicalised.

**FEMALE GENITAL MUTILATION (Appendix 2):** all staff are trained in FGM and aware that it is each individual's responsibility to report any known cases or concerns direct to the police.

### **DOMESTIC VIOLENCE**

Domestic violence is a Child Protection issue. Children who witness or experience domestic violence are likely to suffer emotional harm, and may be vulnerable to other forms of abuse and bullying. Staff will need to be sensitive to this fact in their dealings with these children. Information may need to be shared confidentially within the school on a 'need to know' basis. The DSL and DDSL have responsibility for deciding whom to inform.

**Support for victims of domestic violence is available from Herefordshire Women's Aid  
Tel: 0808 2000 247 / (01432) 356156**

## **3. Equality Statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

#### **4. Aims**

**This policy will contribute to the prevention of abuse by:**

- Clarifying standards of behaviour for staff and students;
- Introducing appropriate work within the curriculum;
- Developing staff awareness of the causes of abuse;
- Encouraging students and parental participation in practice; and
- Addressing concerns at the earliest possible stage.

**This policy will contribute to the protection of our students by:**

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with students; parents and agencies.
- Directing concerns about students in specific circumstances (e.g. students at risk from being drawn into extremism) to relevant government guidance.

This policy will contribute to supporting our students by:

- Identifying individual needs; and where possible
- Designing plans to meet needs.

#### **5. Roles and Responsibilities**

##### **5.1 Staff are trained to recognise and act upon all child protection concerns promptly.**

All staff should receive the Universal, Targeted and Specialist Training as outlined by the HSCB Training Pathway.

- All staff will be briefed, at least annually, on the key expectations as set out in this policy
- An annual review of training needs will identify any staff that will need basic or advanced training and appropriate steps will be taken to redress the gap.
- All new staff will be DBS checked at Enhanced Level.
- All new staff will be trained as part of their Induction Process
- All new staff will be introduced to key Safeguarding stakeholders

In the event that a child makes an allegation of abuse about an adult or another child or young person, a member of staff should:

- Listen to the child and let the child know that they may need to tell someone else, in order to safeguard the child or others from harm and secure the help they may need.
- Never make a promise to keep what they have been told a secret;
- Listen to them and/or closely observe their presentation and behaviour;
- Let them know that what they are saying is being taken seriously;(e.g. through focused listening skills)
- Never attempt to question or interview them themselves;

- Keep a record of concerns in order for the police or Children’s Services to investigate the matter correctly and retrieve information accurately.
- Inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

**Example Response if it is linked to Sexting, the following approach should be taken:**

*If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.*

You must **not**:

- *View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL*
- *Delete the imagery or ask the pupil to delete it*
- *Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)*
- *Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers*
- *Say or do anything to blame or shame any young people involved*

*You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.*

*Pupils are taught about the issues surrounding sexting as part of our PSHE education workshops are provided to the students by the local policing team. The sexual relationships policy should be read in conjunction with this policy.*

**Example Response if it is linked to allegations of abuse made against other pupils:**

- *We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.*
- *We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.*
- *Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:*
  - *Is serious, and potentially a criminal offence*
  - *Could put pupils in the school at risk*
  - *Is violent*
  - *Involves pupils being forced to use drugs or alcohol*
  - *Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)*

**If a pupil makes an allegation of abuse against another pupil:**

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

**We will minimise the risk of peer-on-peer abuse by:**

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by arranging to meet with a member of the pastoral team or their form tutor.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

**5.2 Staff Must:**

- Make it clear that conversations are not confidential and information disclosed by the child in confidence may have to be acted upon and shared with other people.
- Act promptly with regard to any allegations and disclosures and alert the designated safeguarding officer
- Ensure that, notwithstanding the obligation to disclose information to the designated Safeguarding Officer, the information is treated sensitively. Appropriate steps should be taken to ensure that information is not discussed publicly within the hearing of pupils or visitors.
- Read and understand Part 1 and Annex A of 'Keeping Children Safe in Education' (2019) and use the information contained within the document to ensure children are safeguarded.
- Read and adhere to the School's internal policies; Staff Code of Conduct, Safeguarding and Child Protection Policy, Behaviour Policy and Policy for Children Missing Education.

All staff need to be alert to the signs of abuse (physical, sexual, emotional, neglect) self-harm, pregnancy, concerns about possible 'forced' marriages, female genital mutilation, students at risk of being influenced by extremism/radicalisation and young carers at risk of socio-economic factors which may affect their development.

Sometimes a member of staff may just feel concerned about a child and be uncertain whether to share these concerns or not. In this situation the member of staff should always raise the concerns with the Designated Child Protection Office.

### 5.3 Confidentiality and Sharing Information

Kingstone Academy Trust recognises and works within the following points in place that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The GDPR 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the GDPR 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

### 5.4 Key Child Protection Staff

- The Designated Safeguarding Leads on the senior leadership group with lead responsibility, management oversight and accountability for child protection are **Elissa Vigus** (Kingstone and Thruxton Primary School) and **Rebekah Ruvino** (Kingstone High School).
- The DSL can be contacted out of hours by email or mobile phone.
- They are supported by Deputy Designated Safeguarding Lead: **Kelly Hanson** (Kingstone and Thruxton Primary School and Kingstone High school) and **Mandy Darcy** and **Claire Swain** (Kingstone High School). Along with the Executive Headteacher, they are responsible for co-ordinating all child protection activity.
- Where the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Executive Headteacher. Should a referral to an outside agency be necessary the CPO/DCPO will follow the Herefordshire Safeguarding Board procedures and refer to the MASH team. The DSL/DDSL may need to discuss this referral with the student and, if it is deemed appropriate and does not place the child at risk, the parents.
- Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when on the yellow CP form.

- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; the school will not keep family files. Files will be kept for at the least the period during which the child is attending the school, and beyond that in line with current data retention legislation.
- No disclosure must be made to a parent if this would put the child at risk of significant harm.
- If a student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature. Transferring schools will forward child protection records to their new destination in their entirety and will not photocopy any documentation contained in the file. Schools are permitted to keep a copy of the chronology sheet for their own records. Contact between the two schools may be necessary, especially on transfer from primary to secondary schools. A record will be made of where, to whom and the date that records have been passed on.
- If a student is permanently excluded and moves to a student referral unit, child protection records will be forwarded on to the relevant organisation.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder. In exceptional circumstances when a face to face handover is unfeasible, the Executive Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

## 5.5 The Governing Body

- The nominated child protection governors are: **James Hanks** and **Andie Jordan**.
- The nominated governors are responsible for liaising with the Executive Headteacher and Designated Safeguarding Leads over all matters regarding child protection issues. The role is strategic rather than operational and will not be involved in concerns about individual students.
- The governing body will read and acknowledge reading
- The governing body and SLT will ensure that the school:
  - Has a child protection policy in accordance with the procedures of Herefordshire Safeguarding Children Board.
  - Operates, “safer recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers.
  - Has at least one senior member of the school’s leadership team acting as a Designated Safeguarding Lead for Child Protection.
  - Ensures that the Designated Safeguarding Lead attends appropriate refresher training every two years.
  - Ensures that the Executive Headteacher and all other staff who work with children undertake training at three yearly intervals.
  - Ensures that **all** members or staff receive at least annual updates.
  - Ensures that temporary staff, volunteers and visitors to the school are made aware of the school’s arrangements for child protection and their responsibilities.
  - Remedies any deficiencies or weaknesses brought to its attention without delay.

- Have procedures for dealing with allegations of abuse against staff/volunteers.
- Has opportunities within a broad and balanced curriculum to teach children about safeguarding issues.

## **6. Working with other Agencies to Protect Children**

In general the school will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Our staff understand what **early help** is and how to identify children who may benefit from the provision of support as soon as a problem emerges at any point in a child's life. In the first instance, concerns will be discussed with the Designated Safeguarding Lead, although staff may be required to support further as part of the assessment process.

Support for children may be provided through the use of:

### **Early Help Assessment**

Early intervention, where children with emerging vulnerabilities are identified and provided with targeted support. EHAs at Kingstone Academy Trust are currently led by trained members of staff: **Kelly Hanson** (Kingstone and Thruxton Primary School and Kingstone High school), **Mandy Darcy** (Kingstone High School) and **Claire Swain** (Kingstone High School).

### **CIN (Child in Need)**

Children with identified vulnerabilities and needs that require a multi-agency coordinated approach.

### **CP (Child Protection)**

Children with very complex needs OR when staff are extremely concerned for their safety based on evidence of abuse or neglect or disclosure by the child.

## **6.1 Multi-Agency Work**

- The school works in partnership with other agencies in the best interests of the children. Therefore the school will, where necessary, liaise with the school nurse and doctor, and make referrals to MASH 01432 260800. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their practice supervisor or team manager.
- The school will co-operate with any child protection enquiries conducted by Children's Social Care. Furthermore the school will ensure representation at appropriate inter-agency meetings such as initial and review child protection conferences, core group meetings and integrated support plan meetings.
- Where a child in school is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- The Designated Safeguarding Leads or Deputy Designated Safeguarding Leads attend half termly meetings through the MAG (Multi Agency Group) where they work alongside professionals from all agencies to share information and expertise.

## **7. A Safer School Culture**

### **7.1 Safer Recruitment (Separate Policy as Appendix 5)**

- The Academy pays full regard to 'Safeguarding Children and Safer Recruitment in Education' (DfES 2011). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). All staff and volunteers will receive DBS checks at Enhanced Level.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.
- The Designated Safeguarding Leads, the Executive Headteacher, the Chair of Governors, and members of staff responsible for recruitment have undertaken the safer recruitment training. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

### **7.2 Staff support**

- The school recognises the stressful and traumatic nature of child protection work and supports staff by providing an opportunity to talk through their anxieties with the Designated Senior Lead and to seek further support as appropriate. **All concerns relating to safeguarding adults in the school should be referred to the Designated Safeguarding Lead in the first instance, unless it falls within the procedures outlined in the Whistleblowing Policy.**

### **7.3 Physical Contact with Pupils/Restraint.**

- Kingstone Academy Trust recognises that staff only need to intervene physically as a last resort. The KAT Use of Reasonable Force Policy describes the appropriate physical intervention to be used when an individual poses an immediate risk to themselves, others or school property. Physical intervention will be used in line with the government guidance contained in Behaviour and Discipline in Schools (January 2016). At all times physical intervention must use the minimum amount of force for the minimum amount of time necessary to prevent injury or damage to property.
- Designated members of staff received specialist Safe Handling training, with regular updates.
- We understand that physical intervention that causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

### **7.4 Online safety**

- Kingstone Academy Trust has a separate E-safety policy which covers how students should manage their own devices e.g. mobile phones at school and how to keep themselves safe online.

## **8. Allegations against Staff**

### **WHISTLEBLOWING**

All staff at Kingstone Academy Trust understand that children cannot be expected to raise concerns in an environment where staff fail to do so.

- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistle blowing) policy. This policy can be found on the Staffroom Safeguarding Board and in the school's secured Common Staff drive.
- All staff should be aware of the NSPCC Whistleblowing Helpline, Tel: 0800 028 0285.

An allegation of abuse may involve a member of the school staff. In these circumstances the allegation MUST be reported to the Executive Headteacher / Head of Primary immediately.

On receipt of such an allegation the Headteacher will contact the Local Authority's Designated Officer (LADO). The school must not investigate allegations of abuse until the LADO has been informed.

### **Details of the current LADO can be found on the Staffroom Safeguarding Board.**

If the allegation concerns the Executive Headteacher, the member of staff receiving the allegation MUST speak immediately to the Local Authority's Designated Officer (LADO), or, if unavailable, the Head of Service. Additionally, the Chair of Governors must be notified.

Further information and details of guidance and procedures can be found in the LA's joint safeguarding procedures at <https://herefordshiresafeguardingboards.org.uk/herefordshire-safeguarding-children-board/>

## **9. Students in Specific Circumstances**

Kingstone Academy Trust will follow the government guidance contained in the documents below when dealing with children in specific circumstances:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/government/publications/children-missing-education>

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

<https://www.gov.uk/domestic-violence-and-abuse>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<https://www.gov.uk/forced-marriage>

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

<http://educateagainsthate.com/>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

## **10. Monitoring and Review**

The suitability and effectiveness of the policy will be reviewed once every 12 months by the Quality and Standards Committee. This review will take the form of a short paper on significant events and their outcomes over the 12 months. This policy document will form the backdrop to that discussion.

Key Performance Indicators are:

- Children will feel safe and supported by the school.
- Support will be put into place in a timely and effective manner.
- Children identified as “at risk” will make comparable academic progress to their peers.

Achievements in meeting the policy aims to date include:

- The formation of a strong safeguarding team with considerable individual and collective experience in this field.
- The creation of a well-resourced and welcoming centre dedicated to the support of academically or socially vulnerable students (the HUB).
- The implementation of a number of EHA (Early Help Assessment) to support students already identified as “at risk”.

The school is now looking to enhance its current provision further by:

- Enhancing the processes for collecting and monitoring information on individual students. This will include the creation of a single point of reference for all background information and documentation.

- Improve the academic performance of vulnerable students.
- Looking, wherever appropriate, at opportunities to provide support and advice directly to parents of “at risk” children.

***Date established by the governing body: September 2012***

***Date for review: September 2017 (or in relation to legislative change)***

***Written: September 2016***

***Revised: October 2016***

***Revised: October 2018***

***Revised: December 2019***

## Appendix 1 Summary Guidance for Staff

Any member of school staff hearing a disclosure from a child that abuse may have occurred should:

### RECEIVE

- What is said as a disclosure not an allegation
- Accept what you are told – you do not decide whether or not it is true.
- Listen without displaying shock or disbelief.

### REASSURE

- The pupil.
- Acknowledge their courage in telling.
- Do not promise confidentiality.
- Remind them they are not to blame – avoid criticising the alleged perpetrator.
- Do not promise that “everything will be alright now” (it might not be).

### REACT

- Respond to the pupil but do not interrogate.
- Avoid leading questions but ask open ended ones.
- Clarify anything you do not understand.
- Explain what you will do next i.e. the Designated Person for Child Protection (CPO or DCPO)

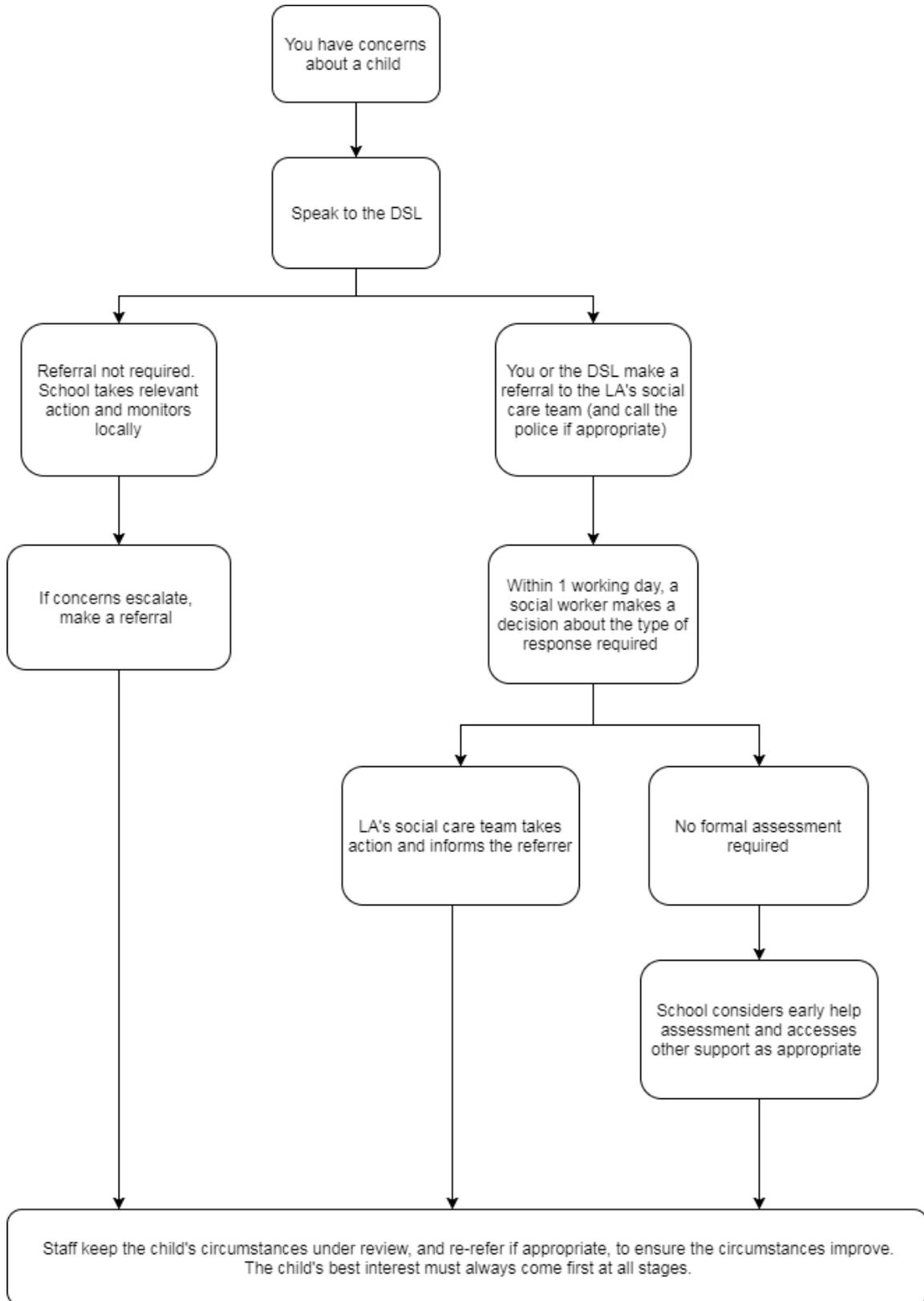
### RECORD

- Make notes as soon as possible – during the interview if you think it is appropriate
- Include:
  - Time;
  - Date;
  - Place;
  - The pupils own words – do not assume – ask e.g. “Please tell me what xxxxx means”.
- Describe observable behaviour;
- Do not destroy your original notes – they may be needed later on.

### SUPPORT

- Consider what support is needed for the pupil – you may need to give them a lot of your time;
- Ensure you are supported – such interviews can be extremely stressful and time consuming, it is suggested to use the Designated CPO.
- Talk to your designated person;
- Consider using the Herefordshire Safeguarding Children Board

**Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**



## Appendix 2 Specific Safeguarding Issues

### Appendix 2.1 Female Genital Mutilation (FGM)

Any information or concern that a girl / young woman is at risk of, or has undergone FGM should result in an immediate referral to West Mercia Police, or Children's Social Care Services. There is a mandatory duty on teachers to report disclosures on FGM about a female under the age of 18 personally to the police. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

FGM places a girl / young woman at risk of significant harm and will therefore be initially investigated under Section 47 of the Children Act 1989.

If a girl / young woman is thought to be at risk of FGM, workers should be aware of the need to act quickly - before she is abused by undergoing FGM in the UK, or taken abroad to undergo the procedure.

#### **Indications that FGM may be about to take place include:**

- The family comes from a community that is known to practice FGM, e.g. Somalia, Sudan and other African countries. It may be possible that they will practice FGM if a female family elder is around;
- Parents state that they or a relative will take the child out of the country for a prolonged period;
- A child may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East;
- A child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a child may tell other children about it;
- A child requesting help from a teacher or another adult;

Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;

- Any female child who has a sister who has already have undergone FGM must be considered to be at risk
- A girl / young woman who has undergone FGM should be seen as a Child in Need and offered services as appropriate.

## Appendix 2.2 Self-Harm Policy

### 1. Introduction

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

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

### 2. Definition of Self-Harm

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

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

### 3. Aims

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

#### **3.1 Risk Factors**

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

##### **Individual Factors:**

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

##### **Family Factors:**

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

##### **Social Factors:**

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

### **3.2 Warning Signs**

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff having observed any of these warning signs should seek further advice from one of the Designated Safeguarding Leads – Rebekah Ruvino, High School; Elissa Vigus, Primary School

#### **Possible warning signs include:**

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

### **4. Actions and Responsibilities**

#### **Staff Roles in working with students who self-harm:**

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

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

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for safeguarding children - Rebekah Ruvino, High school; Elissa Vigus Primary school, or the designated governor for safeguarding children

Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student has self-harmed in school a first aider should be called for immediate help

## **5. Further Considerations**

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's child protection file.

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

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

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

## Appendix 2.3 Radicalisation

- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- Extremism is defined as the holding of extreme political or religious views.
- There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;
  - Spending increasing time in the company of other suspected extremists.
  - Changing their style of dress or personal appearance to accord with the group.
  - Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
  - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
  - Possession of materials or symbols associated with an extremist cause.
  - Attempts to recruit others to the group/cause.
  - Communications with others that suggests identification with a group, cause or ideology.
  - Using insulting or derogatory names for another group.
  - Increase in prejudice-related incidents committed by that person – these may include; physical or verbal assault ,provocative behaviour, damage to property, derogatory name calling ,possession of prejudice-related materials, prejudice related ridicule or name calling ,inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.
- Staff are expected to complete a 25 minute online session to support ‘The Prevent Duty’, which the government put into legislation in June 2015.

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.
- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
  - Think someone is in immediate danger
  - Think someone may be planning to travel to join an extremist group
  - See or hear something that may be terrorist-related

## Appendix 2.4 Signs and indicators of Child Sexual Exploitation

The definition of child sexual exploitation as taken from Child Sexual Exploitation 2017, is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

These are possible indicators of child sexual exploitation. All staff should be aware and vigilant of any students displaying these signs.

- disengagement with school, not in school, truancy, exclusion
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- hanging out with groups of older people, anti-social groups, other vulnerable peers
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- involved in abusive relationships, intimidated and fearful of certain people or situations
- self-harming, suicide attempts, overdosing, eating disorders
- injuries from physical assault, physical restraint, sexual assault
- moving around the country, appearing in new towns or cities, not knowing where they are
- sexting (sending and receiving explicit photos of themselves on mobile phones)
- unexplained gifts
- unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- engagement in offending, criminal activity
- going missing, running away, homelessness
- drug use, alcohol abuse
- sexually risky behaviour, 'swapping' sex
- gang fights, gang membership
- getting into/out of different cars
- accessing hard-core pornography on the internet
- contact with known perpetrators
- association with older men
- inappropriate sexual behaviour
- seen at known places of concern
- police involvement, police records

Advice and further information is available from the DSL and the link below

[http://hscb.herefordshire.gov.uk/docs/HSCB\\_Signs\\_and\\_indicators\\_of\\_Sexual\\_Exploitation\\_and\\_Trafficking.pdf](http://hscb.herefordshire.gov.uk/docs/HSCB_Signs_and_indicators_of_Sexual_Exploitation_and_Trafficking.pdf)

## Appendix 2.5 Children Missing Education (CME)

### 1. Introduction

A child missing from education is not in itself a child protection matter, and there may be an innocent explanation for this. However, regular school attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

KAT will endeavour to deal with this problem in three ways:

- By preventing poor school attendance and truancy;
- By acting once absence has occurred to establish children's safety and try to get them back to school;
- By taking action to trace children whose whereabouts are not known.

The statutory guidance <https://www.gov.uk/government/publications/children-missing-education> sets out the key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME).

### 2. Definition

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life;

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

#### **Possible reasons that should be considered include:**

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.

Children who remain disengaged from education are potentially exposed to higher degrees of risk.

Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.

#### **Movement between Local Authorities**

When families move between local authority areas it can sometimes lead to a child becoming 'lost' in the system and consequently missing education. Where a child has moved, local authorities should check with other local authorities – either regionally or nationally – and share information in order to ascertain where a child has moved. Once the location of the child is

established, the relevant local authority must ensure that the child is receiving an education either by attending a school or the provision of electronic or distance learning packages where these are available.

### **Gypsy, Roma and Traveller (GRT)**

Research has shown that many children from Gypsy, Roma and Traveller (GRT) families can become disengaged from education, particularly during the secondary school phase. It is therefore important that KAT informs the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Local authority Traveller Education Support Services (TESS), where these exist, can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils' education.

### **Armed Forces**

Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD [Children's Education Advisory Service \(CEAS\)](#) for advice on making arrangements to ensure continuity of education for those children when the family moves.

## **3. Actions and Responsibilities**

### **KAT will follow the procedure below:**

- All schools are required to notify the local authority within five days when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil.
- Schools must notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register.
- Where a child on a school roll is missing, the child's name may not be removed from the school roll until s/he has been continuously absent for at least 4 weeks and both the school and the education service have failed, after reasonable enquiry, to locate the pupil and her/his family. After 4 weeks the child's Common Transfer file should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools.
- In these circumstances the child's name is kept on a centrally held register, and should be clearly identified as missing from education.
- Where the child's name has been removed from the school roll, but s/he has not been located, the Head Teacher should arrange for the pupil's records to be retained until the child is located. They may be held centrally according to local arrangements.

- Where a Headteacher has been notified by a parent that a pupil is receiving education other than at school, and has removed the child's name from the school roll, notification must be given to the education service within 10 school days; the pupil's records should then be transferred to the education service to be stored in accordance with local arrangements.
- If a school receives a new pupil without receiving information about the pupil from his or her previous school, the school should contact the Local Authority / School Admissions.

### **3.1 Attendance Monitoring**

- KAT monitors attendance closely and addresses poor or irregular attendance. It is important that pupils' poor attendance is investigated. KAT must ensure that parents provide at least two emergency contact numbers for their child.
- KAT has a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Further information about schools' safeguarding responsibilities can be found in 'Keeping Children Safe in Education' the statutory guidance.
- As a result of daily admissions registration, KAT is well placed to notice when a child has gone missing. If a member of staff becomes aware that a child may have gone missing this should be reported to the designated Safeguarding Lead should try to establish with the parents/ carers, what has happened.
- If this is not possible, or the child is missing, the designated safeguarding lead should assess the child's vulnerability by making reasonable enquiries, and refer any concerns about the child to Children's Services.
- In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

**In the following circumstances a referral to Children's Services and / or the police should always be made promptly:**

- The child may be the victim of a crime;
- The child is subject of a Child Protection Plan;
- The child is subject of Section 47 enquiries;
- The child is looked after;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;

- There are serious issues of attendance.

### **Appendix 2.6 Homelessness**

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- The DSL and DDSs will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).
- Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **Appendix 2.7 So-called 'honour-based' violence (including FGM and forced marriage)**

- So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.
- Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.
- All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **Appendix 2.8 County Lines**

- Across the country, young people and vulnerable adults are being exploited by gangs to move and sell drugs on their behalf in suburban areas, market towns and coastal regions. This criminal activity is known as 'county lines', as young people travel to different regions where they're unknown to the police and can therefore operate undetected. These young people can be as young as 10 and are often subjected to threats, violence, and sexual abuse by the gangs
- Below is a link to a government poster to raise awareness of this problem in the UK.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667308/County\\_Lines\\_preventing\\_vulnexploitation\\_A4\\_editable\\_poster1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667308/County_Lines_preventing_vulnexploitation_A4_editable_poster1.pdf)

### **Appendix 2.9 Non-collection of Children**

- If a child is not collected at the end of the session/day, we will: have a minimum of two emergency contacts for the child. A member of staff will remain with that child until they have been collected or an appropriate member of staff is able to take them to their parents or family member.

### **Appendix 2.10 Missing pupils**

- Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will: immediately contact parents and if they are not located then the school will notify the police on 101.

## Appendix 3 Acceptable Use of ICT and Mobile Phones Policy

### 1. Introduction and Context

The policy defines and describes the acceptable use of ICT and mobile phones for school-based employees. Its purpose is to minimise the risk to pupils of inappropriate contact from staff, to protect employees and schools from litigation and to minimise the risk to ICT systems.

Kingstone Academy Trust expects e-mail to be used primarily for KAT business. However, with regard to personal use, employees are expected to use discretion and common sense in its usage. Taking this approach will help operations to run efficiently without a heavy policing/monitoring policy.

All staff within schools using mobile phones should be aware that using a mobile phone inappropriately could result in disciplinary action.

KAT reserves the right to monitor and inspect any e-mails sent by its employees using the school's e-mail system, including personal messages at any time without notice. Such monitoring is intended to ensure that this policy is being complied with, is effective and that the school and its employees are acting lawfully.

KAT employees should have no expectation of privacy when using the school's e-mail system; other methods of communication should be used for any private messages.

### 2. Definition

Improper use of ICT can expose KAT to technical, commercial and legal risks.

Personal use of e-mail which may involve any risk to KAT or its employees, through civil or criminal action, or which may bring the school into disrepute, is not permitted.

Any breach of this policy may lead to disciplinary action and possible termination of employment. Illegal activities may also be reported to the appropriate authorities.

Within the terms of the GDPR 2018, Human Rights Act 1998 and the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, KAT may record or inspect any information transmitted through or stored in its computers, including e-mail communications and individual login sessions, without notice when:

- There is reasonable cause to believe the user has violated or is violating this policy, any guidelines or procedures established to implement this policy.
- An account appears to be engaged in unusual or unusually excessive activity.
- It is necessary to do so to protect the integrity, security, or functionality of ICT resources or to protect KAT from liability.
- Establishing the existence of facts relevant to the business.
- Ascertaining or demonstrating standards which ought to be achieved by those using the ICT facilities
- Preventing or detecting crime
- Investigating or detecting unauthorised use of ICT facilities
- Ensuring effective operation of ICT facilities
- Determining if communications are relevant to the business (for example, in the last resort where an employee is off sick or on holiday and business continuity is threatened)
- It is otherwise permitted or required by law.

### **3. Aims**

#### **3.1 User Responsibilities**

- Staff found to be in breach of this policy may be disciplined in accordance with the disciplinary procedure. In certain circumstances, breach of this policy may be considered gross misconduct resulting in termination of employment. Users must report all suspected breaches of this policy to the Headteacher.
- Users and their managers are responsible for ensuring that adequate induction, training and support is undertaken to implement this policy.
- By logging on to ICT systems, users agree to abide by this Acceptable Use policy and other policies that relate to the use of ICT.
- All users are expected to act in a responsible, ethical and lawful manner with the understanding that school electronic and manual information may be accessible to the public under the Freedom of Information Act 2000. Users should uphold privacy and confidentiality in accordance with the Data Protection Act 1998. Care must also be taken not to breach another person's copyright, trademark or design, nor to publish any defamatory content.
- Staff who have been given the use of a school laptop will be expected to sign for its use on receipt. Staff may use school equipment for authorised business use only.
- Staff must follow authorised procedures when relocating ICT equipment or taking mobile devices offsite.
- No one may use ICT resources in violation of license agreements, copyrights, contracts or national laws, or the Standing Orders, policies, rules or regulations of KAT.
- Users are required to protect their password and not share their account details with others for their use, nor utilise another users' account or misrepresent their identity for any reason. Users must not under any circumstances reveal their password to anyone else.
- No user shall access (e.g., read, write, modify, delete, copy, move) another user's personal electronic documents (including email) without the owner's permission or as allowed by this policy or by law.
- Users must not load or download software on any device without the authorisation of the Headteacher. Periodic audits of software held on ICT equipment will be undertaken.
- Users must take care to store sensitive information, e.g. pupil data safely and to keep it password protected, on all school systems, including laptops.
- Network connected devices must have school approved anti-virus software installed and activated. Users may not turn off anti-virus software. All users of ICT resources have the responsibility to take precautions to prevent the initial occurrence and subsequent spreading of a computer virus. No one may knowingly create, install, run, or distribute any malicious code (e.g. viruses, Trojans, worms) or another destructive program on any ICT resource.
- No one may knowingly or willingly interfere with the security mechanisms or integrity of ICT resources. No one may use ICT resources to attempt unauthorised use, or interfere with the legitimate use by authorised users, of other computers on internal or external networks. Access to networks will be monitored.
- Do not send private, sensitive or confidential information by unencrypted email – particularly to an external recipient - if accidental disclosure could lead to significant harm or embarrassment. Anonymise personal data where possible e.g. by using initials. Use passwords on sensitive documents that must be sent to external recipients.

- Websites should not be created on school equipment without the written permission of the Headteacher.
- No one may use ICT resources to transmit abusive, threatening, or harassing material, chain letters, spam, or communications prohibited by law. No one may abuse the policies of any newsgroups, mailing lists, and other public forums through which they participate from a school account.
- The following content should not be created or accessed on ICT equipment at any time:
  - Pornography
  - Material that gratuitously displays images of violence, injury or death
  - Material that is likely to lead to the harassment of others
  - Material that promotes intolerance and discrimination on grounds of race, sex, disability, sexual orientation, religion or age
  - Material relating to criminal activity, for example buying and selling illegal drugs
  - Material relating to any other unlawful activity e.g. breach of copyright
  - Material that may generate security risks and encourage computer misuse
- It is possible to access or be directed to unacceptable Internet sites by accident. These can be embarrassing and such sites can be difficult to get out of. If staff have accessed unacceptable content or are in receipt of unacceptable material via email, they should inform the Headteacher. This may avoid problems later should monitoring systems be alerted to the content.

### **3.2 Personal Use and Privacy**

In the course of normal operations, ICT resources are to be used for business purposes only. KAT permits limited personal use of ICT facilities by authorised users subject to the following limitations:

- Personal use must be in the user's own time and must not impact upon work efficiency or costs.
- The level of use must be reasonable and not detrimental to the main purpose for which the facilities are provided.
- Personal use must not be of a commercial or profit-making nature.
- Personal use must not be of a nature that competes with the business of the school or conflicts with an employee's obligations.
- Personal use of the Internet must not involve attempting to access the categories of content that is normally automatically blocked by web filtering software.

### **3.3 Mobile Phone Use**

- Staff should not give their home telephone number or their mobile phone number to pupils.
- Staff should not use their mobiles in class at all. If a text or an e-mail needs to be sent then it must be done away from the class. During lunchtimes, when not on duty, members of staff are free to use their personal mobile devices. If members of staff use their equipment in this way they are still expected to follow professional standards when doing so.
- Photographs and videos of pupils should not be taken with mobile phones. This is prohibited by the school safeguarding requirements as an allegation could be made that a member of staff has taken inappropriate images. Staff should always use school owned cameras and adhere to the schools policy on photography which should also outline where parental permission is required. If a personal phone is used inadvertently, or as a last resort, any images must be uploaded to the school network at the earliest opportunity and

deleted from the phone with no copies having been kept or transmitted elsewhere and the use reported to the Headteacher.

- Staff should not make use of pupils' mobile phone numbers either to make or receive phone calls or to send to or receive from pupils text messages other than for approved school business.
- Staff should only communicate electronically with pupils from school accounts on approved school business, e.g. coursework.
- Staff should not enter into instant messaging communications with pupils.

#### **4. Responsibilities**

4.1 The Governing Body is responsible for ensuring that its employees act in a lawful manner, making appropriate use of school technologies for approved purposes only.

4.2 The Governing Body is responsible for adopting relevant policies and the Headteacher for ensuring that staff are aware of their contents.

4.3 The Headteacher is responsible for maintaining an inventory of ICT equipment and a list of school laptops and mobile phones and to whom they have been issued.

4.4 KAT reserves the right to modify this Policy having given employees reasonable notice.

## Appendix 4 Disqualification by Association

Please note this guidance only applies to staff working with children up to the age of 8 years.

There are new responsibilities for schools responsible for childcare of children up to the Age of 8 years under the Childcare Act 2006 and Childcare Disqualification Regulations 2009. There is now an additional onus to ask staff who work with children up to the age of 8 to disclose information with regard to a person who lives or works in the same household as them 'Disqualification by Association'.

Identified staff are required to complete a form which enables school to collect this data for all staff both existing and new staff as they join. If anyone discloses any information this has to be reported to OfSTED within 14 days of notification for them to decide whether the individual should be disqualified from working with children due to their association with this individual.

Staff that are going to come into contact with children within the school and are in a position of trust should be asked the question about those living in their household. (If a school was split on different sites and some members of staff would never go over to the other site where the younger children were, then you would not ask the question).

The definition of household is those living under the same address; however this mainly concerns those who the employee has a personal relationship with that may cause them to be influenced. In a family household this would be considered to be all individuals.

If however an employee is living in a shared house they would not be expected to ask all housemates about their convictions.

The question is around whether to the best of their knowledge anyone living in their household has any child related conviction. If these circumstances were to change in the future the employee would need to disclose this to the school as soon as they are aware.

More information can be obtained from this link.

<http://www.safeguardingschools.co.uk/disqualification-by-association-february-2015/>

## Appendix 5 Safer Recruitment Policy

### 1. Introduction and Context

Kingstone Academy Trust aims to ensure a coherent and consistent approach to recruiting, retaining and inducting staff of the highest calibre who will help to achieve the trust's vision. We believe that our staff are our most important resource and that our pupils' learning should be managed by highly motivated, highly skilled staff. We also want to ensure a safe and secure learning environment for our students.

In formulating the policy the governing body considered the conclusions drawn from participation in the safer recruitment training, findings of exit interviews and feedback from successful and unsuccessful applicants for posts in KAT.

There are some statutory requirements for the appointment of some staff in schools, notably Headteachers and Deputy Headteachers. These requirements change from time-to-time and must be met.

### 2. Definition

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

***“Kingstone Academy Trust is committed to safeguarding children and young people. All posts are subject to a satisfactory Enhanced Disclosure Barring Service Disclosure.”***

### 3. Aims

#### 3.1 Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification;
- the selection procedure for the post ( closing date, shortlist date, interview date);
- a KAT application form.

All prospective applicants must complete a KAT application form in full.

#### 3.2 Short Listing and References

- Short-listing of candidates will be against the person specification for the post
- Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.

- References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.
- Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- Referees will always be asked specific questions about:
  - the candidate's suitability for working with children and young people;
  - any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
  - the candidate's suitability for this post.
- KAT employees are entitled to see and receive, if requested, copies of their employment references.

### **3.3 The Selection Process**

- Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.
- Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).
- Candidates will always be required:
  - to explain satisfactorily any gaps in employment;
  - to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
  - to declare any information that is likely to appear on a DBS disclosure;
  - to demonstrate their capacity to safeguard and protect the welfare of children and young people.

### **3.4 Employment Checks**

All successful applicants are required:

- to provide proof of identity
- to complete a DBS disclosure application and receive satisfactory clearance
- to provide actual certificates of qualifications
- to complete a confidential health questionnaire
- to provide proof of eligibility to live and work in the UK

### **3.5 Induction**

All staff who are new to KAT will receive induction training that will include KAT's safeguarding policies and guidance on safe working practices.

Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).

#### 4. Actions and Responsibilities

The **Executive Headteacher** will:

- Maintain up to date training in safer recruitment and cascade this training to all those involved in the recruitment process (including governors). The Executive Headteacher will also be responsible for taking action about any weaknesses in practice that became apparent in the review of KAT's practice.
- Ensure that appropriate checks are carried out on all applicants for positions in the KAT – paid and voluntary. This will include checking identity, qualifications, professional and character references, health and physical capacity, previous employment history to ensure gaps are accounted for, and criminal records.
- Ensure that a central register is kept recording the information gathered;
- Ensure that staff and governors involved in recruitment procedures are trained in the wider aspects of recruitment.
- Ensure that all new teachers to the school undergo a prohibition order check. This must be done as part of the pre-employment checking process and a record must be kept on the **school's single central record**.
- Evaluate, at least annually, and whenever a vacancy arises, the staffing structure to ensure that it meets the changing needs of KAT;
- Review regularly the documentation provided for potential applicants for posts to ensure explicit reference is made to KAT's commitment to safeguarding, and to enable potential applicants to make well-informed decisions about whether to apply;
- Monitor the number and role of support staff to ensure that their skills and talents, and those of the teachers, are used to the full;
- Use the performance management strategy to identify, share and celebrate good practice and to generate evidence for threshold applications and salary reviews;
- Identify an Assistant Headteacher, Deputy Headteacher or senior member of staff to manage:
  - the induction of all new staff;
  - the mentoring of newly qualified teachers;
  - the continued professional development of staff;
  - the "gatekeeping" system for the circulation of documents so as to reduce, as far as possible, the bureaucratic burden on staff without jeopardising effective communication.

The **Finance and Personnel Committee** of the governing body will:

- Ensure that all decisions about salaries are based on evidence and are applied equitably:

- Use the discretion to make payments up to a maximum of three years to support the recruitment of a new teacher or the retention of an existing teacher. Such awards will be contingent on the difficulty associated with finding and retaining suitable applicants;
- When formulating the budget for KAT, take steps to ensure that the training needs identified in the school improvement plans and through the performance management process are addressed.

## **5. Monitoring and Review**

The **Executive Headteacher** will report annually to the governing body on the safeguarding agenda using the IRSC Self-Review Tool for Safeguarding and Child Protection in schools.

The **Governing Body** will monitor the implementation and impact of this policy by receiving termly reports from the Headteacher. The Deputy Headteacher will collate information on an annual basis to enable a judgement to be made on the value for money achieved from the staff development budget. The committees will collate evidence of the implementation of the points listed above, including feedback from staff, to enable the governing body to judge what is working well and what needs to be further improved.

### **Appendix 5.1 12 Steps to Safer Recruitment Checklist**

**Step 1** The recruitment and selection policy that describes the process and roles before you begin is up to date.

**Step 2** The Safeguarding policy is up to date and that a statement about the organisation's commitment to safeguarding is included in all recruitment and selection materials

**Step 3** There is an up to date job description and person specification for the role(s) you wish to recruit to, that have been agreed with the recruiting manager

**Step 4** An appropriate advertisement is prepared that contains all necessary information about the role, timetable for recruitment and your commitment to safeguarding

**Step 5** A suitable candidate information pack is compiled containing all the required information about the organisation, role, and recruitment timetable, safeguarding policy/statement and application form

**Step 6** Each application received should be scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview

**Step 7** Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references and Independent Safeguarding Authority (ISA) checks

**Step 8** Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all necessary information

**Step 9** Ensure that a face-to-face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description

**Step 10** Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form

**Step 11** Ensure that you are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role

**Step 12** Ensure that your preferred candidate is informed that the offer of employment (including volunteer positions) is conditional on receiving satisfactory information from all necessary checks.

## **Appendix 5.2 Prohibition order checks**

- A prohibition order check ensures the teacher is not prohibited from teaching. This requirement has been statutory since 3 April 2014 but there is no requirement to retrospectively check teachers who commenced their current employment prior to that date. Existing staff will have been checked in line with previous guidance for checking QTS status.
- The National College for Teaching and Leadership (NCTL) maintains the database of all teachers eligible to teach in the maintained sector in England. The database is called the Employer Access Service (<https://www.education.gov.uk/help/contactus/nctl>). It replaces the database previously managed by the GTCE which listed any teacher who may have been the subject of a suspension or conditional order and confirmed that a teacher had QTS and had completed their induction.
- To undertake prohibition order checks, schools can register on the 'Employer Access Service'. This is a free service and enables employers and potential employers to view the record of any teacher with qualified teacher status or any teacher with an active restriction. You can check whether a teacher you are considering employing has:
  - qualified teacher status (QTS)
  - completed their induction
  - a mandatory qualification for teachers of hearing impaired or visually impaired pupils
  - an active teaching restriction
  - been the subject of a decision by the Secretary of State not to impose a prohibition order for unacceptable professional conduct, conduct that may bring the teaching profession into disrepute or conviction of a relevant offence
  - been prohibited from teaching
  - a suspension or conditional order imposed by the General Teaching Council for England that is still current
  - failed their induction or probation period

**Please note:** The prohibition order check is different to the barred list check operated by the DBS. Some new appointments will require an enhanced DBS check, a barred list check and a prohibition order check.

More information can be obtained from this link.

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers-3>

### **Notes to the Safer Recruitment Policy**

***Date written: September 2016***

***Date for full implementation: September 2016***

***Date for review: September 2018 (or following any statutory changes if before this date).***

***Reviewed: October 2018***

***Date for review: October 2020 (or following any statutory changes if before this date).***