

Stepney All Saints School

We Learn Together | We Pray Together | We Achieve Together



SAFEGUARDING POLICY

with reference to Keeping Children Safe in Education (KCSiE)

Committee:	FGB
Ratified by Governors:	October 2023
To be reviewed annually:	October 2024
Member of SMT responsible for policy:	Iain Cameron

Index PAGE

CONTENT

3	Designated safeguarding staff contact details
4	Safeguarding statement / Principles / Aims
5	Roles and responsibilities
9	School procedures (Child Protection)
10	Female Genital Mutilation (FGM) / So called "Honour" Based Violence (HBV)
13	Child protection guidance for staff
16	Allegations against staff
16	Inappropriate relationships / Physical intervention
17	Monitoring and Evaluation (Child Protection)
17	Whistleblowing / Information sharing
18	Online safety policy – Introduction / Aims
19	Roles and responsibilities (Online safety)
21	Online safety policy statements
24	Technical infrastructure / equipment, filtering and monitoring
28	Communications
29	Social media
30	Dealing with online safety incidents
31	Sexting / Unsuitable - Inappropriate activities
33	Responding to incidents of illegal misuse
34	Monitoring and Evaluation (Online safety)
36	Prevent policy – Introduction / Aims
37	Strategies for protecting students from radicalisation and extremism
38	Reporting (Prevent)
40	Interventions / Prevent guidance for staff
42	Extremist travellers
42	Managing prayer and faith facilities / Monitoring and Evaluation (Prevent)
43	Life in Modern Britain (LMB) policy
43	Policy aims
44	Roles and Responsibilities / Monitoring and Evaluation (LMB)
45	Visiting speaker's policy
46	Monitoring and Evaluation (Visiting speaker's policy)
47	Form – Request for prior approval for visiting speakers
48	Form – Agreement + guidelines for visiting speakers
49	Venue booking policy
50	Safer recruitment policy – Aims and objectives / Roles and responsibilities /
Procedure	
52	Offer of appointment and new employee process
54	Monitoring and Evaluation (Safer recruitment)
55	Safeguarding policy - Monitoring and Evaluation of Safeguarding

APPENDICES

Appendix 1 – Specific safeguarding issues
Appendix 2 – Statement to students in the school planner
Appendix 3 – Information sharing
Appendix 4 – Student AUP
Appendix 5 – Staff AUP
Appendix 6 – Prevent intervention triangle
Appendix 7 – Risk assessment form
Appendix 8 – Visitors policy
Appendix 9 - New starters' flow chart
Appendix 10 – Numbers and acronyms used by Extreme Right groups
Appendix 11 – Peer on Peer Abuse – Sexual Violence and Sexual Harassment Behaviour Protocol
Appendix 12 - APPENDIX 12: Allegations of abuse made against staff

Linked policies:

- Attendance Policy	- Behaviour policy	- Whistleblowing policy	- SRE policy
- Data Protection	- Equal opportunities policy	- Anti-bullying policy	- SMSC policy
- Educational visits policy	- Fundraising policy	- Counselling policy	- H&S policy
- Staff Conduct Policy			

Designated safeguarding staff contact details

The designated safeguarding lead and the deputy designated safeguarding lead for child protection in this school is:

Iain Cameron

Contact details: 0207 791 4969 07990 694496 iain.cameron@stepneyallsaints.school

The joint deputy designated safeguarding leads for child protection in this school are:

Anna Lemaire

Contact details: 0207 790 6712 Ext 186 anna.lemaire@ stepneyallsaints.school

Parul Motin

Contact details: 0207 790 6712 Ext 125 parul.motin@ stepneyallsaints.school

The nominated child protection governor for this school is:

Angela Hancock

Contact details: chair@ stepneyallsaints.school

The Headteacher is:

Paul Woods

Contact details: 0207 790 6712 Ext 105 paul.woods@ stepneyallsaints.school

The member of staff with responsibility for the Prevent programme is:

Marielle Dow

Contact details: 0207 790 6712 Ext 146 marielle.dow@ stepneyallsaints.school

The member of staff with responsibility for online safety is:

Neil Jones

Contact details: 0207 790 6712 Ext 118 neil.jones@ stepneyallsaints.school

The member of staff with responsibility for safer recruitment is:

Shima Bashar

Contact details: 0207 790 6712 Ext 203 shima.bashar@stepneyallsaints.school

Paul Woods

Contact details: 0207 790 6712 Ext 105 paul.woods@ stepneyallsaints.school

Local Authority contacts are:

1. Tower Hamlets Duty Line 020 7364 3444

2. The Tower Hamlets "Designated Officer" (DO) is Melanie Benzie

Safeguarding statement

Stepney All Saints School is committed to ensuring that consistent and effective procedures are in place to fulfil its statutory obligation to safeguard and promote the welfare of the young people in its care. This is outlined in greater detail in the following safeguarding policy.

The school requests that all visitors adhere to the guidelines within the school's safeguarding policy.

Stepney All Saints school has in place training, access to resources and specialist staff aimed at safeguarding our school community through assemblies, PSHE lessons, online support etc. In addition we have in place detailed structures for child protection when a student is harmed or at risk of harm.

Stepney All Saints School Safeguarding Principles

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (DfE *"Keeping children safe in education"* 2023)

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Safeguarding and promoting the welfare of children is everyone's responsibility. All staff have an equal responsibility to act promptly on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All students and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance ensuring that the school is following the guidelines set out in the Department for Education statutory guidance 'Keeping Children Safe in Education'.

It is the school's responsibility to safeguard and promote the welfare of children. Children who are, and feel safe make more successful learners. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Our approach to safeguarding is child-centred and what is in the best interest of the child will be considered at all times.

Aims of the Safeguarding Policy:

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the school's commitment with regard to safeguarding children.
- Continuing to develop awareness in all staff of the need for Child Protection and their responsibilities in identifying potential abuse.
- Ensuring that all staff are aware of and follow the child protection referral procedures within the school.
- Monitoring children who have been identified as 'at risk'.
- Ensuring that outside agencies are involved where appropriate.
- Ensuring that key concepts of Child Protection are integrated within the curriculum especially via PSHE (Personal, Social and Health Education).
- Creating an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.

- Ensure students of all ages are protected from the possibility of exposure to radicalisation/extremism.
- To provide an appropriate level of safeguarding training for parents, staff, students and governors.
- For all staff to adopt an 'it could happen here' approach to safeguarding.

Roles and Responsibilities

The following section outlines the safeguarding roles and responsibilities of individuals and groups within the school:

Governors:

The Governing body's responsibilities include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy.
- appointing a designated safeguarding lead who should undergo child protection training every two years.
- appointing a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- making sure that children are taught about how to keep themselves safe.

The Governing body must, in addition, prevent people who pose a risk of harm from working with children by:

- adhering to statutory responsibilities to check staff who work with children.
- taking proportionate decisions on whether to ask for checks beyond that which is required.
- ensuring that volunteers are appropriately supervised.
- making sure that at least one person on any appointment panel has undertaken safer recruitment training.
- ensuring there are procedures in place to handle allegations against members of staff and volunteers
- making sure that there are procedures in place to handle allegations against other children.
- putting in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions.

Governors are responsible for the approval of the Safeguarding Policy (incorporating Online Safety and Prevent) and for reviewing the effectiveness of the policy. This will be carried out by the Governors / Sub Committee receiving regular information about incidents and monitoring reports.

A member of the Governing Body has taken on the role of the Safeguarding Governor. The role of the Governor will include:

- meetings with the safeguarding officers (including Prevent + Online Safety).
- monitoring of incident logs.
- reporting to relevant Governors / committee meetings.
- ensuring statutory requirements of the policy are met, e.g. annual review.

Headteacher:

- The Headteacher has a duty of care for ensuring the safety of members of the school community, though the day to day responsibility for safeguarding will be delegated to the named officers.
- The Headteacher and (at least) another member of the Senior Leadership Team / Senior Management Team should be aware of the procedures to be followed in the event of a serious allegation being made against a member of staff.
- The Headteacher / Senior Leaders are responsible for ensuring that the safeguarding officers and other relevant staff receive suitable training to enable them to carry out their roles and to train other colleagues, as relevant.
- The Headteacher / Senior Leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.
- The Senior Leadership Team will receive regular monitoring reports from the safeguarding officers.

Designated Safeguarding Lead:

The designated safeguarding lead takes lead responsibility for safeguarding and child protection. The designated safeguarding lead is a member of the senior management team.

Deputy designated safeguarding leads

Deputies are trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead are delegated to leads for areas such as Prevent and online safety, the ultimate lead responsibility for child protection remains with the designated safeguarding lead.

The responsibilities of the Designated Safeguarding Lead include:

Management of referrals

The designated safeguarding lead is expected to:

- take day to day responsibility for safeguarding issues and have a leading role in establishing and reviewing the school policies / documents.
- refer promptly all cases of suspected child abuse to the local Children's Services department (via the Duty Line 020 7364 3444) or the police child protection team (CAIT- Child Abuse Investigation Team) :
- Where appropriate ensure referrals are completed to Early Help;
- support staff who make referrals to local authority children's social care;
- Complete a MASH referral where there is a radicalisation concern as required;
- if a referral has been made concerning a child in immediate risk of serious harm and the situation does not appear to be improving, the designated safeguarding officer making the referral should press for re-consideration.
- have oversight of the safeguard software reporting system.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- to attend case conferences, review meetings, strategy meetings or nominate an appropriate member of staff to attend on his/her behalf.
- to maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a "need to know basis".
- to liaise with the school health advisor to keep an up to date record of students subject to a CP Plan (Child Protection Plan), the students who are CIN (Child In Need) and those considered vulnerable.

Work with others

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- When dealing with any allegation regarding staff or adults in school to seek advice from the DO

Undertake training

The designated safeguarding lead (and deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training must be updated at least every two years. This also applies to the safeguarding officers who along with the DSL and Deputy DSL form the core safeguarding team.

The designated safeguarding lead also undertakes Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills must be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead should ensure the school’s child protection policies are known, understood and used appropriately by all staff;
- Ensure that all staff and students can identify the Designated Officers for Safeguarding Children. (See appendix 3 – Statement to students in the school online planner)
- Ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the THSCP (Tower Hamlets Safeguarding Children Partnership) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Meet regularly with Governors to discuss current issues and review incident logs.
- Report regularly to the Senior Leadership Team.

Child protection file

- Maintain and update as necessary the Child Protection Monitoring List.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- When transferring efiles a copy (PDF) should be kept securely online of the file with password access

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual circumstances and availability may be remotely.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Designated Safeguarding Officers (Prevent / Online safety/ Safer Recruitment):

Responsibilities include:

- to take day to day responsibility for safeguarding issues and have shared roles in establishing and reviewing specific aspects of the school policies / documents.
- to ensure that all staff are aware of the procedures that need to be followed in relation to specific aspects of the role e.g. online safety, Prevent, etc.
- to provide training and advice for staff to raise awareness and in relation to area.
- to liaise with relevant bodies.
- to facilitate and support the development of a whole school policy on Safeguarding Children.
- to attend case conferences, review meetings, strategy meetings or nominate an appropriate member of staff to attend on his/her behalf.
- to keep up to date with current practice by participating in training opportunities wherever possible.
- to monitor reports of incidents and create a log of incidents to inform future developments.
- to meet with Governors to discuss current issues and update on incident logs.
- to attend relevant meeting / committee of Governors.
- to report regularly to the Senior Leadership Team.
- to attend regular safeguarding lead meetings.

The Safeguarding team consists of:

Iain Cameron – Designated Safeguarding Lead
 Anna Lemaire – Deputy Safeguarding Lead
 Parul Motin – Deputy Safeguarding Lead
 Chris Rothon - Safeguarding Officer
 Melissa Osbourne - Safeguarding Officer

Vicky Jech - Safeguarding Officer
Shanaz Ali – Safeguarding Officer

All Staff

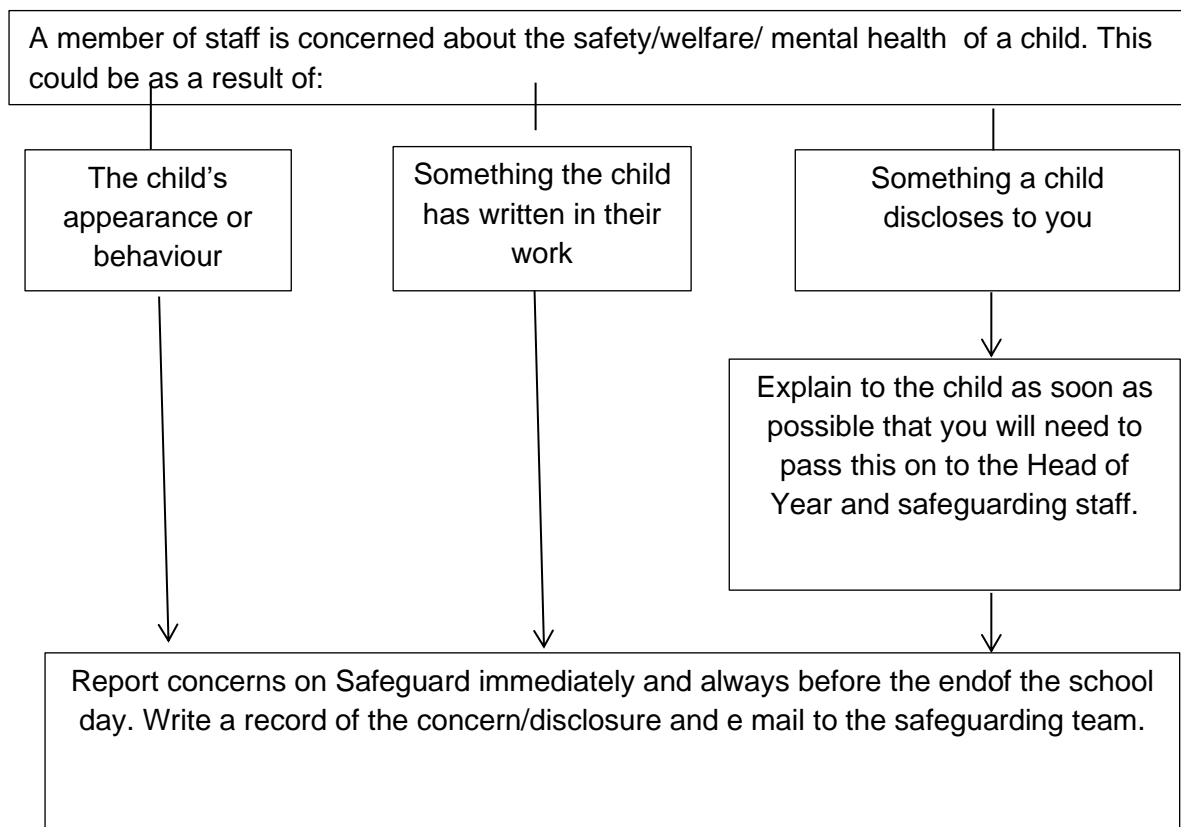
All staff have a responsibility for safeguarding students at Stepney All Saints school. In this respect they agree to complete required training as well as reading KCSiE 2023 part One. Staff are also expected to report to the safeguarding team any 'professional curiosity' concerns they have about a student.

In addition staff should also report to the DSL or Head teacher concerns that do not reach the threshold of harm regarding a colleague. At all time the priority is the welfare of the student.

School Procedures – Child Protection

The school's designated safeguarding leads are Iain Cameron, Anna Lemaire and Parul Motin, they are joined by Shanaz Ali, Chris Rotheron and Melissa Osbourne in forming the core safeguarding team. They will decide on the necessary course of action for any child protection concern in the school and will liaise with Children's Services and other relevant agencies as appropriate.

Every member of the school staff has a legal responsibility to report any concerns they have regarding the safety and welfare of a student. This should be done immediately, on Safeguard the school's software system and a written record sent to the safeguarding team. The flow chart below outlines briefly the correct course of action. The school's safeguarding policy which includes guidelines on how to recognise the four categories of abuse is available on the staff common area in the policies folder.



1. Any member of staff with an issue or concern relating to Child Protection should immediately discuss it with a Head of Year and/or one of the designated staff for safeguarding children.
2. When a child discloses information to a member of staff it is imperative that at the earliest, and most appropriate opportunity, the child is informed that confidentiality cannot be guaranteed in respect of child protection issues.
3. The designated safeguarding officer/s will then decide on the appropriate course of action.

Referrals:

PLEASE NOTE: Any member of staff can make a direct referral to the local authority Duty Line if unhappy with the school's response to a record of concern/referral.

ALSO:

In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, any staff member can speak directly to children's social care and/or the police immediately. The staff member should inform the designated safeguarding lead as soon as possible.

PLEASE NOTE: Under private fostering parents retain responsibility for the child and must be the first point of contact for illness, accidents, progress concerns, etc. They must also be invited to meetings in school including Academic Review Days and Parents' Evenings.

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

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

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

Female Genital Mutilation (FGM) / Honour-based Violence (HBV)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Dealing with disclosures of abuse:

If a child discloses Child Protection information to you with regards to physical, sexual, emotional abuse or neglect there is a protocol that should be followed to support the child. Please follow these guidelines:

- Do reassure the child that they have done the right thing by telling you.
- Stay calm and be available to listen.
- Listen with the utmost care to what the child is saying.
- Inform the child that you have a legal duty to pass this information on to the relevant member of staff.
- Do not put words into the child's mouth and note the main points carefully.
- Question normally without pressurising.
- Do ask them what has happened but you do not need the full details.

- Do ask them when the incident occurred, for example, in the last 24 hours, less than a week ago, a month ago or a year ago.
- Do ask where the incident(s) took place.
- Do ask for the complainant's name.
- Do ask for the child(ren)'s age(s).
- Do not ask leading questions.
- Do not tell the person who is the subject of an allegation.
- Do assure the child/student that you will report what they have told you to only those people who need to know.
- Do not promise to keep it a secret. The information must be referred to the appropriate agencies.
- Do not indicate to the student any clue that you might already have information about the situation.
- Immediately inform the designated teacher for safeguarding children.
- Do not discuss disclosures with colleagues; the information is to remain confidential.
- Do make notes immediately after you have finished meeting with the student. Keep a full record – date, time, what the child did, said, etc. This should be completed as soon as possible and handed to the designated safeguarding children teacher.
- Do inform the Head of Year and one of the safeguarding team as soon as possible. You will be required to complete a written report of the disclosure.
- **If the child is in imminent danger please refer to Iain Cameron, Anna Lemaire, Parul Motin or contact Paul Woods, the Head Teacher.**
- Do complete a written transcript within 24 hours and pass this to one of the Child Protection Teachers.

Monitoring and Record Keeping:

All incidents are reviewed, recorded and monitored and the views of the child are sought and understood. It is essential that accurate records be kept where there are concerns about the welfare of a child. These records are stored confidentially on Safeguard .

The child protection files are to be kept secure for 7 years following a student leaving the school. If a student transfers to another school a copy of the child protection file should be kept, the original should be sent securely to the new school.

The school keeps updated a secure central record of students subject to CP plans, CIN and also students considered to be vulnerable.

Staff must keep the designated teacher/s for Safeguarding children informed of:

- Poor attendance and punctuality (*see the Attendance Policy for full details*).
- Concerns regarding appearance/dress.
- Changed or unusual behaviour.
- Concerns regarding health and emotional well-being.
- Deterioration in educational progress.
- Discussions with parents/cares about concerns relating to their child.
- Concerns about home conditions or situations.
- Concerns about peer-on-peer abuse (including serious bullying and cyber-bullying).
- Concerns about extremism and radicalisation.

When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the nature of the suspicions, the child and the family.

The school keeps a record of the referrals made to the Local Authority Duty Line.

Extended school and off-site arrangements:

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place.

Attendance:

A minimum standard of safety must be afforded to children not attending school particularly in terms of the following groups:

- Children who are registered with schools and who are or go missing from school, and give rise to concern about their welfare (these children may be classified as missing, whereabouts unknown); we follow the local authority CME guidelines regarding this
- Children who are poor attendees at school or who have interrupted school attendance

Full details of procedures are covered in the Attendance Policy.

Staff training:

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff are made aware of their early help process and understand their role in this. All staff receive a copy of the Department for Education guidance 'Keeping Children Safe in Education' as well as the Safeguarding Policy.

All staff receive training and a copy of part one of KCSiE (2023) at the start of the new school year. In addition all staff joining mid-term, casual employees and trainees also receive this as part of a wider safeguarding pack of information and must complete and pass the online Safeguard training. Staff have been alerted to the amendments in KCSiE (2023), this was included in the September INSET programme. In addition new staff and governors receive safeguarding information during their induction. All staff receive annual training.

During the course of the year designated safeguarding staff will also be involved in providing training sessions for staff covering areas such as Prevent, online safety and others. Updates are also provided as required via email, bulletins, staff meetings, etc. through the year.

Il supply/temporary staff will be expected to be familiar with this policy before they start work at this school. All staff are also required to complete and pass the online Safeguard training to show understanding of topics including;

- SEND students – greater awareness from staff that changes in mood, behaviour may results from abuse and not necessarily from disability/condition.
- CME (Children Missing Education) – is a vital warning sign for safeguarding issues e.g. CSE, CCE, forced marriage.
- Child Criminal Exploitation – (country lines) this is the exploiting of children in criminal activities e.g. drug trafficking.
- Domestic Abuse – risk to a child's welfare from domestic abuse incidents. Children can also be victims of domestic abuse.
- Child on child Abuse – can include bullying (including cyber-bullying), sexual violence, physical harm etc.
- Sexual Violence and Sexual Harassment – awareness that sexual violence and sexual harassment can occur between children. Particular risk for SEND and LGBT children. Importance of not normalising behaviour as "banter" or "part of growing up."
- Homelessness – increased risk to a child's welfare with regard to homelessness.
- Upskirting – involved taking a picture under a person's clothing without them knowing to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence.

- Mental Health – all staff should be aware that all mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Visitors to school:

This is covered in the separate visitors' policy in Appendix 8.

Contractors:

All contractors are required to report to the premises staff on their arrival. They should be wearing an ID badge at all times. Staff should feel confident to challenge anyone in school without an ID badge on display. All employees of school appointed contractors are required to have DBS clearance. Contractors will be informed of this by the Premises team when quotes are submitted for work.

ID badges

Staff

All staff are required to wear an ID badge at all times on the school premises. *(Please also refer to the Staff Conduct Policy and the Lateness and Working Hours Policy).* Visitors to school wear a lanyard based on their DBS clearance (Blue must be accompanied at all times, Green have access to the school without supervision)

Sixth Form students

All Sixth Form students are supplied with a school identity badge that must be worn and visible at all times when on the school premises.

Child Protection Guidance for Staff

Child abuse can be categorised into four distinct types:

1. Physical Abuse
2. Physical Neglect
3. Emotional Abuse
4. Sexual Abuse

There is also a fifth category.

5. Grave Concern/at risk — this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories above.

Safeguarding can involve a range of potential issues such as:

- children missing from education / home / care
- child sexual exploitation (CSE)
- Child Criminal Exploitation (CCE) including county lines
- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- domestic abuse
- drugs / substance misuse
- fabricated or induced illness (FII)
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender based violence/violence against women and girls (VAWG)
- mental health

- peer-on-peer abuse
- student well-being
- private fostering
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- relationship abuse
- sexting
- sexual exploitation
- trafficking

For outline guidance on each of the above please refer to appendix 1.

Signs that may signal the presence of child abuse or neglect

The Child:

- Shows sudden changes in behaviour or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive, or withdrawn
- Comes to school or other activities early, stays late, and does not want to go home

The Parent:

- Shows little concern for the child
- Denies the existence of—or blames the child for—the child's problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child:

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

Types of Abuse:

The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Signs of Physical Abuse:

Consider the possibility of physical abuse when the child:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

Consider the possibility of physical abuse when the parent or other adult caregiver:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil," or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

Signs of Neglect:

Consider the possibility of neglect when the child:

- Is frequently absent from school
 - Begs or steals food or money
 - Lacks needed medical or dental care, immunizations, or glasses
 - Is consistently dirty and has severe body odour
 - Lacks sufficient clothing for the weather
 - Abuses alcohol or other drugs
 - States that there is no one at home to provide care
- Consider the possibility of neglect when the parent or other adult caregiver:
- Appears to be indifferent to the child
 - Seems apathetic or depressed
 - Behaves irrationally or in a bizarre manner
 - Is abusing alcohol or other drugs

Signs of Sexual Abuse:

Consider the possibility of sexual abuse when the child:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Becomes pregnant or contracts a sexually transmitted infection, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

- Shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

Consider the possibility of emotional maltreatment when the parent or other adult carer:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Grave concern/at risk:

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

Allegations against staff

No school staff should place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of school's expectations and the Staff Code of Conduct. Guidance about safeguarding and child protection, including online safety, will be given at induction and policies are available in the shared staff common area as well as on the school website. Staff are asked to read these key policies annually, to ensure staff are all aware of changes and updates.

If an allegation is made by a student against a member of staff, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the headteacher.

The headteacher on all such occasions will discuss the content of the allegation with the "Designated Officer" (DO) at Tower Hamlets (local authority).

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the headteacher. If the allegation is against the headteacher it should be taken directly to the Chair of Governors. The School follows the DFE guidance 2023 "Keeping Children Safe in Education" on allegations of abuse against staff (Part 4) as well as the guidance provided in Section 16 of The Sexual Offences Act 2003.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, the school's whistleblowing policy may be followed. However, other channels may be open. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

When concerned about the welfare of a child, staff members should always act in the interests of the child. All staff need to be aware of the thresholds for reporting concerns and these can be found in appendix 12.

Inappropriate relationships

The Sexual Offences Act 2003 states that sexual relationships with under 16s are against the law. It is also an offence for an adult to have a sexual relationship with someone under 18 if the adult occupies a 'position of trust' in relation to that young person. This covers, for example, relationships between members of school or college staff and students. It applies as long as the young person is under 18, even if they are over the age of legal consent.

The Sexual Offences Act 2003 covers sexual activity with a child, causing or inciting a child to engage in sexual activity, engaging in sexual activity in the presence of a child as well as causing a child to watch a sexual act.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort. It should only be used to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safer Culture' guidance to ensure they are clear about their professional boundary

Monitoring and Evaluation (Child Protection)

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through formal audits of incidents and a yearly review which will be presented to the Head Teacher reported to the Governing Body.

Whistleblowing

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a difficult situation. They may worry that they have misunderstood the situation and wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Information sharing

Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death. Poor or non-existent information sharing is a factor repeatedly flagged up as an issue in Serious Case Reviews carried out following the death of, or serious injury to, a child.

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may be critical to keeping a child safe.

Children may disclose abuse, in which case the decision to share information is clear. In other cases, for example, neglect, the indicators may be more subtle and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge. Everyone should be aware of the potential for children to be sexually exploited for money, power or status and individuals should adopt an open and inquiring mind to what could be underlying reasons for behaviour changes in children of all ages.

If there are concerns about a child's welfare, it is essential to share the information with the Safeguarding leads. At all times we comply with GDPR guidance.

See Annex 5 for further guidance on information sharing.

SAFEGUARDING POLICY – ONLINE SAFETY

Introduction and Aims

The purpose of this policy is to establish the ground rules we have in school for using ICT equipment and the Internet.

New technologies have become integral to the lives of children and young people in today's society, both within educational establishments and in their lives outside school. The Internet and other digital/information technologies are powerful tools which open up new opportunities for everyone. Electronic communication helps teachers and students learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe Internet access at all times. The requirement to ensure that children and young people are able to use the Internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. This online safety policy will help to ensure safe and appropriate use. The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote student achievement. However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content.
- Unauthorised access to, loss of or sharing of personal information.
- The risk of being subject to grooming by those with whom they make contact on the Internet.
- The sharing/distribution of personal images without an individual's consent or knowledge.
- Inappropriate communication/contact with others, including strangers.
- Sexting.
- Cyberbullying.
- Vulnerability to radicalisation
- Access to unsuitable video/Internet games.
- An inability to evaluate the quality, accuracy and relevance of information on the Internet.
- Plagiarism and copyright infringement.
- Illegal downloading of music or video files.
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the off-line world and it is essential that this online safety policy is read and used in conjunction with other school policies; specifically the Safeguarding Policy.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision, to build students' resilience to the risks to which they may be exposed so that they have the confidence and skills to face and deal with these risks.

The school provides the necessary safeguards to help ensure that we have done everything that could reasonably be expected to manage and reduce these risks. The online safety policy explains how the school intends to do this, whilst also addressing wider educational issues in order to help young people (and their parents/carers/staff) to be responsible users and stay safe while using the Internet and other communications technologies for educational, personal and recreational use.

Scope of the Policy

This policy applies to all members of the school community (including staff, students / students, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of the school.

The Education and Inspections Act 2006 empowers headteachers to such extent as is reasonable, to regulate the behaviour of students when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying or other online safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the Behaviour Policy.

The school will deal with such incidents within this policy the associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate online safety behaviour that take place out of school.

Roles and Responsibilities

In addition to the roles of the headteacher, the governing body and the safeguarding officers outlined at the beginning of the policy there are specific roles and responsibilities relating to the online safety policy as follows:

Network Manager / Technical staff:

The Network Manager / Technical Staff are responsible for ensuring:

- that the school's technical infrastructure is secure and is not open to misuse or malicious attack
- that the school meets required online safety technical requirements and any Local Authority / other relevant body Online safety Policy / Guidance that may apply.
- that users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
- the filtering policy, is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- that they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- that the use of the network / internet / Virtual Learning Environment / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Deputy Headteacher line managing the network manager + Online safety Officer for investigation / action / sanction
- that monitoring software / systems are implemented and updated as agreed in school policies

Teaching and Support Staff

Teaching and support staff are responsible for ensuring that:

- they have an up to date awareness of online safety matters and of the current school online safety policy and practices
- they have read, understood and signed the Staff Acceptable Use Policy (AUP)
- they report any suspected misuse or problem for investigation / action / sanction
- all digital communications with students / parents / carers should be on a professional level and only carried out using official school systems
- online safety issues are embedded in the curriculum and other activities
- students understand and follow the online safety and acceptable use policies
- students have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they monitor the use of digital technologies, mobile devices, cameras etc. in lessons and other school activities (where allowed) and implement current policies with regard to these devices
- in lessons where internet use is pre-planned students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches

Child Protection / Designated Safeguarding Lead/Online Safety Officer

The CP/Designated Safeguarding Lead is trained in online safety issues and is aware of the potential for serious child protection / safeguarding issues to arise from:

- sharing of personal data
- access to illegal / inappropriate materials
- inappropriate on-line contact with adults / strangers
- potential or actual incidents of grooming
- cyber-bullying

Online safety Group

The Online safety Group provides a consultative group that has wide representation from the school community, with responsibility for issues regarding online safety and the monitoring the online safety policy including the impact of initiatives.

Members of the Online safety Group will assist the Online safety Officer with:

- the production / review / monitoring of the school online safety policy / documents.
- the production / review / monitoring of the school filtering policy and requests for filtering changes.
- mapping and reviewing the online safety curricular provision – ensuring relevance, breadth and progression
- monitoring network / internet / incident logs
- consulting stakeholders – including parents / carers and the students about the online safety provision
- monitoring improvement actions identified through use of the 360 degree online safety self-review tool

Students

- are responsible for using the school digital technology systems in accordance with the Student Acceptable Use Policy. This will be signed annually in order to incorporate any necessary updates.

- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online safety Policy covers their actions out of school, if related to their membership of the school

Parents / Carers

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. The school will take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, website and information about national + local online safety campaigns and literature. Parents and carers will be encouraged to support the school in promoting good online safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events
- access to parents' sections of the website and online student records
- their children's personal devices in school and at home

Community Users

Community Users who access school systems as part of the wider school provision will be expected to sign the AUP before being provided with access to school systems.

Policy Statements (Online safety)

Education – students

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in online safety is vital strand of safeguarding. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience.

As a key element of safeguarding staff reinforce online safety messages across the curriculum. The online safety curriculum is broad, relevant and provides progression, with opportunities for creative activities and are provided in the following ways:

- A planned online safety curriculum is provided as part of ICT / PSHE - Citizenship / other lessons .
- Key online safety messages are reinforced as part of the induction process as well as a planned programme of assemblies and pastoral activities e.g. Safer Internet Day.
- Students are taught in lessons to be critically aware of the materials / content they access online and are guided to validate the accuracy of information.
- Students are taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
- Students are helped to understand the need for the student Acceptable Use Agreement (Appendix 5 – Student AUP) and encouraged to adopt safe and responsible use both within and outside school.
- Staff act as good role models in their use of digital technologies. (Appendix 6 – Staff AUP)

- In lessons where internet use is pre-planned, the aim is to direct students should to sites checked as suitable for their use.
- Where students are allowed to freely search the internet, staff are vigilant in monitoring the content of the websites the young people visit.

Be SMART Online

We encourage students to take a SMART approach to online safety:

- **Safe** – Do not give out personal information, or post photos of yourself to people you talk to online. Follow age restriction rules.
- **Meeting** – Do not meet somebody you have only met online. We encourage parents / carers to speak regularly to their children about who they are talking to online.
- **Accepting** – We advise that students only accept emails and other forms of communication from people they already know.
- **Reliable** – We teach students about the dangers of believing everything they see online.
- **Tell** – We encourage students to tell a teacher, parent or carer if they see anything online that makes them feel uncomfortable.

Education – parents / carers

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring / regulation of the children's online behaviours. Parents and carers may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness to parents and carers through:

- Letters, newsletters, VLE
- Parents / Carers sessions
- Campaigns e.g. Safer Internet Day
- Reference to the relevant websites / publications
- A dedicated section of the school website

Education – The Wider Community

The school will provide opportunities for local community groups / members of the community to gain from the school's online safety knowledge and experience. This may be offered through the following:

- Providing family learning courses in use of new digital technologies, digital literacy and online safety
- Online safety messages targeted towards grandparents and other relatives as well as parents.
- The school website will provide online safety information for the wider community
- Supporting community groups e.g. youth / sports / voluntary groups to enhance their online safety provision

Education & Training – Staff / Volunteers

It is essential that all staff receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- Online safety training will be made available to staff. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly.
- All new staff receive online safety training as part of their induction programme, ensuring that they fully understand the school online safety policy and Acceptable User Agreement.

- The Online Safety Officer will receive regular updates through attendance at external training events and by reviewing guidance documents released by relevant organisations.
- This Online safety policy and its updates will be presented to and discussed by staff.
- The Online safety Officer will provide advice / guidance / training to individuals as required.

Training – Governors

Governors should take part in online safety training / awareness sessions, with particular importance for those who are members of any group involved in safeguarding / online safety. This may be offered in a number of ways:

- Attendance at training provided by the Local Authority / National Governors Association / or other relevant organisation.
- Participation in school training / information sessions for staff or parents.

Teaching and Learning

We believe that the key to developing safe and responsible behaviours online for 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 benefit safely from the opportunities that these present.

We will teach students how to search for information and to evaluate the content of websites for accuracy when using them in any curriculum area. Staff and students will be reminded that third party content should always be appropriately attributed so as not to breach copyright laws.

We will discuss, remind or raise relevant online safety messages with students routinely wherever suitable opportunities arise. This includes the need to protect personal information and to consider the consequences their actions may have on others. Staff will model safe and responsible behaviour in their own use of technology during lessons.

We will remind students about the responsibilities to which they have agreed through the AUP. Students will be made aware of where to seek advice or help if they experience problems when using the internet and related technologies.

Education / Training / Awareness

Students will be made aware of the importance of filtering systems through the online safety education programme. They will also be warned of the consequences of attempting to subvert the filtering system.

Staff users will be made aware of the filtering systems through:

- the Acceptable Use Agreement (AUP)
- induction training
- staff meetings, briefings, INSET

Parents will be informed of the school's filtering policy through the Acceptable Use Agreement and through online safety awareness sessions / newsletter etc.

Technical – infrastructure / equipment, filtering and monitoring

Managing and safeguarding IT systems

The school will ensure that access to the school IT system is as safe and secure as reasonably possible.

Servers and other key hardware or infrastructure are located securely with only appropriate staff permitted access. Servers, workstations and other hardware and software are kept updated as appropriate. A firewall is maintained and virus and malware protection is installed on all

appropriate hardware and is kept active and up-to-date. Staff have virus protection installed on all laptops used for school activity.

All administrator or master passwords for school IT systems are kept secure and available to at least two members of staff e.g. head teacher and member of technical support.

The wireless network is protected by a secure log on which prevents unauthorized access. New users can only be given access by named individuals e.g. a member of technical support.

We do not allow anyone except technical staff to download and install software onto the network.

Filtering Internet access

Web filtering of internet content is provided by London Grid for Learning (Lgfl). This ensures that all reasonable precautions are taken to prevent access to illegal content. However it is not possible to guarantee that access to unsuitable or inappropriate material will never occur and we believe it is important to build resilience in students in monitoring their own internet activity. It is important, therefore, to understand that filtering is only one element in a larger strategy for online safety and acceptable use.

Differentiated filtering is possible following consultation with the deputy head with oversight for the ICT infrastructure e.g. use of YouTube in media studies.

Teachers are encouraged to check out websites they wish to use prior to lessons for the suitability of content.

Filtering and monitoring

Following guidance in KCSiE 2023 SASS are setting up a panel to review the filtering and monitoring systems that are in place. This will include a governor, members of SLT and IT providers within school. This panel shall meet three times a year to check the systems are in place to filter and monitor online activity. In addition the panel should look to staff to report any concerns regarding over-blocking.

Audit / Reporting

Logs of filtering change controls and of filtering incidents will be made available to:

Online safety Officer

Online safety / Safeguarding Governor

External filtering provider / Police on request

The filtering policy will be reviewed in the response to the evidence provided by the audit logs of the suitability of the current provision.

Responsibilities

The responsibility for the management of the school's filtering policy will be held by the online safety officer and the deputy head line managing the network manager. They will manage the school filtering, in line with this policy and will keep records / logs of changes and of breaches of the filtering systems.

To ensure that there is a system of checks and balances and to protect those responsible, changes to the school filtering service must:

- be logged
- be reported to a second responsible person

All users have a responsibility to report immediately any infringements of the school's filtering policy of which they become aware or any sites that are accessed, which they believe should have been filtered.

All users are informed about the action they should take if inappropriate material is accessed or discovered on a computer. However deliberate access of inappropriate or illegal material will be treated as a serious breach of the AUP and appropriate sanctions taken.

Users must not attempt to use any programmes or software that might allow them to bypass the filtering/security systems in place to prevent access to such materials.

Access to school systems

The school decides which users should and should not have Internet access, the appropriate level of access and the level of supervision they should receive. There are robust systems in place for managing network accounts and passwords, including safeguarding administrator passwords. Suitable arrangements are in place for visitors to the school who may be granted a temporary log in.

All users are provided with a log in appropriate to their key stage or role in school. Students are taught about safe practice in the use of their log in and passwords.

Staff are given appropriate guidance on managing access to laptops which are used both at home and school and in creating secure passwords.

Access to personal, private or sensitive information and data is restricted to authorized users only, with proper procedures being followed for authorizing and protecting login and password information.

Remote access to school systems is covered by specific agreements and is never allowed to unauthorized third party users.

Passwords

- We ensure that a secure and robust username and password convention exists for all system access (email, network access, school management information system).
- We provide all staff with a unique, individually-named user account and password for access to IT equipment, email and information systems available within school.
- All students have a unique, individually-named user account and password for access to IT equipment and information systems available within school. All staff and students have responsibility for the security of their usernames and passwords and are informed that they must not allow other users to access the systems using their log on details. They must immediately report any suspicion or evidence that there has been a breach of security.
- The school maintains a log of all accesses by users and of their activities while using the system in order to track any online safety incidents.

Using the Internet

We provide the internet to

- Support curriculum development in all subjects
- Support the professional work of staff as an essential professional tool
- Enhance the school's management information and business administration systems
- Enable electronic communication and the exchange of curriculum and administration data with the LA, the examination boards and others
- Users are made aware that they must take responsibility for their use of, and their behaviour whilst using the school IT systems or a school provided laptop or device and that such activity can be monitored and checked.

All users of the school ICT or electronic equipment will abide by the relevant Acceptable Use Policy (AUP) at all times, whether working in a supervised activity or working independently. (Copies of current AUPs are included in appendix 5 + appendix 6. These are updated annually.) Students and staff are informed about the actions to take if inappropriate material is discovered and this is supported by notices in classrooms and around school.

Websites

- In lessons where Internet use is pre-planned, students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in Internet searches.
- Staff will preview any recommended sites before use.
- "Open" searches (e.g. "find images/ information on...") are discouraged when working with younger students.

- If Internet research is set for homework, specific sites will be suggested that have previously been checked by staff.
- All users must observe copyright of materials published on the Internet.

Use of School Equipment

- No personally owned applications or software packages should be installed on to school ICT equipment.
- Personal or sensitive data (belonging to staff) should not be stored on the local drives of desktop or laptop PCs. If it is necessary to do so, the local drive must be encrypted.
- Staff should ensure any screens are locked (by pressing Ctrl, Alt, Del simultaneously) before moving away from a computer during the normal working day to protect any personal, sensitive, confidential or classified data and to prevent unauthorised access.

Using email

Email is an essential means of communication and the school provides all members of the school community with an e-mail account for school based communication. Communication by email between staff, students and parents will only be made using the school email account and should be professional and related to school matters only. E-mail messages on school business should be regarded as having been sent on headed notepaper and reflect a suitable tone and content and should ensure that the good name of the school is maintained.

Use of the school e-mail system is monitored and checked.

It is the personal responsibility of the email account holder to keep their password secure.

As part of the curriculum students are taught about safe and appropriate use of email. Students are informed that misuse of email will result in a loss of privileges.

Under no circumstances will staff contact students, parents or conduct any school business using a personal email address.

Use of digital and video images

The Data Protection Act 1998 affects the official use of photography by educational settings, as an image of a child is considered to be personal data.

The development of digital imaging technologies has created significant benefits to learning, allowing staff and students instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents / carers and students need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm.

- When using digital images, staff should inform and educate students about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Staff and volunteers are allowed to take digital / video images to support educational aims. Those images should only be taken on school equipment. The personal equipment of staff should not be used for such purposes without permission.
- Where permission is granted the images should be transferred to school storage systems (server or disc) and deleted from privately owned equipment at the earliest opportunity.
- Students must not take, use, share, publish or distribute images of others without their permission.
- Photographs published on the website, or elsewhere that include students will be selected carefully and will comply with good practice guidance on the use of such images.

- Students' full names will not be used in documents available to the public in association with photographs.
- The school record of parental permissions granted/not granted for the use of photographs of students must be adhered to when taking images of our students. A list is available from the main office.
- In accordance with guidance from the Information Commissioner's Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other students in the digital / video images.
- When student images are to be used in the media (e.g. newspapers or TV) or for other extraordinary use specific consent will be obtained. An example of a photo permission letter can be found in Annex 3.

Using other technologies

As a school we will keep abreast of new technologies and evaluate both the benefits for learning and teaching and also the risks from an online safety point of view.

We will regularly review the online safety policy to reflect any new technology that we use, or to reflect the use of new technology by students.

Staff or students using a technology not specifically mentioned in this policy, or a personal device whether connected to the school network or not, will be expected to adhere to similar standards of behaviour to those outlined in this document.

Online Teaching and Learning

Online learning and safeguarding protocols for virtual/'live' teaching. Guidance for staff and raising awareness for parents/carers.

These protocols focus on:

- Pre-recorded screen, video and/or audio lessons
- Using comments in Google Classroom
- Running live lessons via Google Classroom

Pre-recorded Screen Recordings, Video and/or Audio Lessons Protocols:

Voice recording – this is where you record yourself talking through an activity, model or giving feedback. Ensure you speak using formal English in the way you would in a normal classroom. Only use a student's name if you are praising individual work.

Video recording – this is when you record yourselves talking through an activity, explaining a model or giving feedback. It is your choice whether you choose to turn the video on or not in these videos. If you choose to turn video on, please ensure that:

- The background is neutral and professional. At all times the setting should be in a location suitable for delivery of a video lesson e.g. a living space or a study area. Videos should not be recorded in a bedroom and should not include other adults or children in the background.
- Teacher dress code is the same as it is in school – smart and professional

Using Comments in Google Classroom

- Use academic English in your comments to students.
- Set these clear expectations for students:
- Students must use academic English at all times and only comment on the work.
- Any inappropriate comments will be recorded in a screenshot and sent to the HOY who will communicate with parents.

- Ensure any behaviour concerns are recorded in SIMS, where appropriate they are reported to the HOD/HOY.
- If students are not following the expectations you have of them, they can be muted in Google Classroom, so they can no longer make comments.
- **Ensure any welfare/safeguarding concerns that arise during the communication are recorded and reported straight away to the DSL or deputy), in person or by phone and recorded in Safeguard**

Running Live Lessons via Google Classroom

Protocol for Teachers:

- Staff must only use platforms provided by Stepney All Saints school to communicate with students once they have taken part in live lesson training i.e. no communication with students should be done using your mobile phone, WhatsApp, any other social media platform etc.
- Any virtual lessons must only be delivered to groups of students (no 1:1 lessons).
- Security settings must be enabled
- Teacher dress code is the same as it is in school – smart and professional
- If teacher camera is on, the background must be neutral and professional. At all times the setting should be in a location suitable for delivery of a video lesson. Any computers used should be in appropriate areas, for example, not in bedrooms and should not include other adults or children in the background.
- Staff must record all live lessons so that if any issues were to arise, the video can be reviewed
- Staff are advised to consider screen time for both themselves and the students
- Language must be professional and appropriate
- Staff should register all live lessons using the Edulink App, this data will automatically update SIMS.
- Staff need to ensure they are the organiser of the Google Classroom live lesson and close the video once the lesson is over so students cannot contact each other without supervision.
- Staff should not enter a Google Meet that has been set up by a student.

Protocol for Students

- Students must only join using their school account through Google Classroom
- Students must only join the class once the teacher has announced it live on the google classroom stream
- Students must mute their microphones unless asked to unmute by the teacher
- If students have a question, they can write 'question' or type the question into the comment box or press the raised hand button
- All comments made by students must be focused on the work and be relevant to the lesson being taught
- Teachers can see the comments so students must write in an appropriate way at all times i.e. use academic English at all times
- At no point, should students take any form of recording or photo of the session. If it is found that this has happened, it will immediately be referred to the behaviour team and students will face serious sanctions in line with our behaviour policy
- In live lessons students and any parent in view must be in appropriate clothes and have a neutral and appropriate background (e.g. they must not be in a bedroom or have any siblings or other family members in the background).
- At the end of the lesson you must, end the recording, leave the lesson and close the window.

Behaviour System to Support these Protocols

- Any students who don't follow our protocols will be subject to one or more of the following sanctions:
 - The student(s) in question will be muted in the classroom by the teacher

- The student(s) in question will be removed from the classroom by the teacher. The HOD/HOY will be notified via the behavioural referral system and we will also contact home.
- If necessary, the lesson will be stopped and closed.
- Sanctions will follow the school's behaviour policy.

All lessons are recorded and saved by the school in line with our data protection policy which is available to parents, carers and children on the school website.

Communications

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education outweighs their risks / disadvantages:

Communication Technologies	Staff and other adults				Students and young people			
	Permitted	Permitted at certain times	Permitted for named staff	Not Permitted	Permitted	Permitted at certain times	Allowed with staff permission	Not Permitted
Mobile phones May be brought to school	X				X			
Mobile phones used in lessons				X			X	
Use of mobile phones in social time		X					X	
Taking photographs on mobile devices			X					X
Use of other mobile devices e.g. tablets, gaming devices	X						X	
Use of school email for personal emails				X				X
Use of school web based email e.g. gmail	X				X			
Social use of online "chat" platforms				X				X
Use of social network sites		X						X
Use of educational blogs	X				X			

Additional information on the use of communications technologies

When using communication technologies:

- The official school email service may be regarded as safe and secure and is monitored.

- Users must immediately report the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Personal information should not be posted on the school website and only official email addresses should be used to identify members of staff.

Social Media

Students are not allowed on social networking sites at school. Social media sites are blocked by the school's filtering systems. However, students and staff may have social media accounts which they use out of school. With this in mind the following guidance is to be followed:

School staff should ensure that:

- They do not engage in online discussion on personal matters relating to members of the school community
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.
- Members of staff must not use social media on school devices except for specific educational purposes where permission has been granted.
- Social networking is only allowed in school on the personal devices of members of staff in accordance with the online safety and staff conduct policies.
- Members of staff must not "friend / follow" or otherwise contact current students or parents / carers through social media.
- If current students attempt to "friend / follow" or otherwise contact members of staff through social media, they should be reported to the online safety officer. Staff must not allow current students to "follow" them, for instance on Instagram.
- Members of staff must not post content online which is damaging to the school or any of its staff or students.

Students and parents / carers:

- Students may not access social media whilst in school.
- Breaches of this policy by students will be taken seriously and dealt with according to the behaviour policy.
- Current students and parents / carers must not attempt to "friend"/"follow" or otherwise contact members of staff through social media. If attempts to contact members of staff through social media are made, they must be reported to the online safety officer.
- If members of staff attempt to "friend" or otherwise contact current students or parents / carers through social media, they should be reported to the online safety officer.
- If inappropriate content is accessed online on school premises, it must be reported.
- Attempts to circumvent the network's firewalls will result in a ban from using school computing equipment, other than with close supervision.
- Students in the KS3 ICT curriculum will be taught about online safety on social networking sites. These issues will be addressed further in PSHE as well as assemblies and special events such as Safer Internet Day.
- Students must not post content online which is damaging to the school or any of its staff or students.

Staff are not authorised to create any blog / networking page, etc. representing the school without permission.

Dealing with online safety incidents

All online safety incidents are recorded on SIMS using the online safety category. This log is regularly reviewed. Risk assessments are carried out as appropriate in response. Staff are encouraged to report online concerns through the safeguard software.

Any incidents where students do not follow the Acceptable Use Policy will be dealt with following the school's normal behaviour or disciplinary procedures.

Instances of cyberbullying will be taken very seriously by the school and dealt with using the schools anti-bullying procedures. The school recognises that staff as well as students may be victims and will take appropriate action in either situation.

Incidents which create a risk to the security of the school network, or create an information security risk, will be referred to the school's online safety officer and technical support and appropriate advice sought and action taken to minimize the risk and prevent further instances occurring, including reviewing our safeguarding policy (including the AUP) and procedures. If the action breaches school policy then appropriate sanctions will be applied. The school will decide if parents need to be informed if there is a risk that student data has been lost.

The school reserves the right to monitor equipment on their premises and to search any technology equipment, including personal equipment with permission, when a breach of this policy is suspected.

Dealing with issues arising from the use of technology:

The following activities constitute behaviour which we would always consider unacceptable (and possible illegal):

- accessing inappropriate or illegal content deliberately
- deliberately accessing downloading and disseminating any material deemed offensive, obscene, defamatory, racist, homophobic or violent
- continuing to send or post material regarded as harassment, or of a bullying nature after being warned
- staff using digital communications to communicate with students in an inappropriate manner (for instance, communication via social networking sites)

The following activities are likely to result in disciplinary action:

- any online activity by a member of the school community which is likely to adversely impact on the reputation of the school
- inappropriate use of personal technologies (e.g. mobile phones) at school or in lessons
- sharing files which are not legitimately obtained e.g. music files from a file sharing site
- using school or personal equipment to send a message, or create content, that is offensive or bullying in nature or could bring the school into disrepute
- attempting to circumvent school filtering, monitoring or other security systems
- circulation of commercial, advertising or 'chain' emails or messages
- revealing the personal information (including digital images, videos and text) of others by electronic means (e.g. sending of messages, creating online content) without permission
- using online content in such a way as to infringe copyright or which fails to acknowledge ownership (including plagiarizing of online content)
- transferring sensitive data insecurely or infringing the conditions of the Data protection Act, revised 1988

The following activities would normally be unacceptable; in some circumstances they may be allowed e.g. as part of planned curriculum activity or by a system administrator to problem solve

- accessing social networking sites, instant messaging accounts or using a mobile phone for personal use during lesson time
- sharing a username and password with others or allowing another person to log in using your account
- accessing school ICT systems with someone else's username and password
- deliberately opening, altering, deleting or otherwise accessing files or data belonging to someone else

Youth Produced Sexual Imagery (YPSI)

In advice for schools and colleges (UKCIS, 2020), YPSI is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

Incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding children. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the DSL and the police as a matter of urgency. If a member of staff has a report of or suspects a sexting incident it is important to remember that intimate sexting images are typically considered to be illegal images which is why incidents need very careful management for all those involved. Any 'Youth Produced Sexual Imagery' (YPSI) incident in school must be treated as a safeguarding issue. It is against the law to create, send and share indecent images of a person under the age of 18.

What to do if an incident comes to your attention

If an incident comes to your attention, you must report it to the Designated Safeguarding Lead (DSL) immediately.

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.
- Report issue to school's police officer who is the person responsible for viewing the images/film. If unable to contact the school's officer the incident is likely to be reported to the police

If a device is involved it is essential to secure the device and switch it off. The matter must then be reported to the school's designated child protection officer and online safety officer. Staff should **not** view any YPSI images / video (*YPSI = Youth Produced Sexual Imagery*).

All incidents of sexting must be recorded with an explanation of actions taken. In applying judgement to each sexting incident, the following must be considered:

- Any significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If the child is recognised as more vulnerable than is usual (i.e. at risk).
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If other knowledge of either the sender/recipient may add cause for concern (i.e. difficult home circumstances).

Schools may respond to a YPSI incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

If the DSL is confident that they have enough information to assess the risks to any child or young person involved and the risks can be managed within the education setting's pastoral support and disciplinary policy. If a referral is made to the police, children involved in sexting incidents will be

dealt with (by the police) as victims as opposed to perpetrators (unless there are mitigating circumstances).

In the majority of cases, parents / carers should be informed of their child being involved in a YPSI incident.

NOTE: Youth Produced Sexual Imagery (YPSI) – For the purposes of this advice ‘youth’ refers to anyone under the age of 18.

Unsuitable / inappropriate activities

The school believes that the activities referred to in the following section would be inappropriate in a school context and that users, as defined below, should not engage in these activities in school or outside school when using school equipment or systems. The school policy restricts usage as follows:

User Actions

		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Child sexual abuse images –The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978					X
	Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003.					X
	Possession of an extreme pornographic image (grossly offensive or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008					X
	criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986					X
	pornography				X	
	promotion of any kind of discrimination				X	X
	threatening behaviour, including promotion of physical violence or mental harm				X	X
	any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute				X	
Sites which may promote radicalisation						X
Using school systems to run a private business					X	
Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school / academy					X	
Infringing copyright					X	X
Revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords)					X	
Creating or propagating computer viruses or other harmful files					X	
Unfair usage (downloading / uploading large files that hinders others in their use of the internet)					X	
Online gaming (educational)			X			
Online gaming (non-educational)			X			
Online gambling					X	

Online shopping / commerce			X		
File sharing			X		
Use of social media		X*			
Use of messaging apps		X			

* in accordance with the school's online safety and staff conduct policies

Responding to incidents of illegal misuse

If any apparent or actual misuse appears to involve illegal activity the flow chart below is consulted and followed. Illegal activity would include:

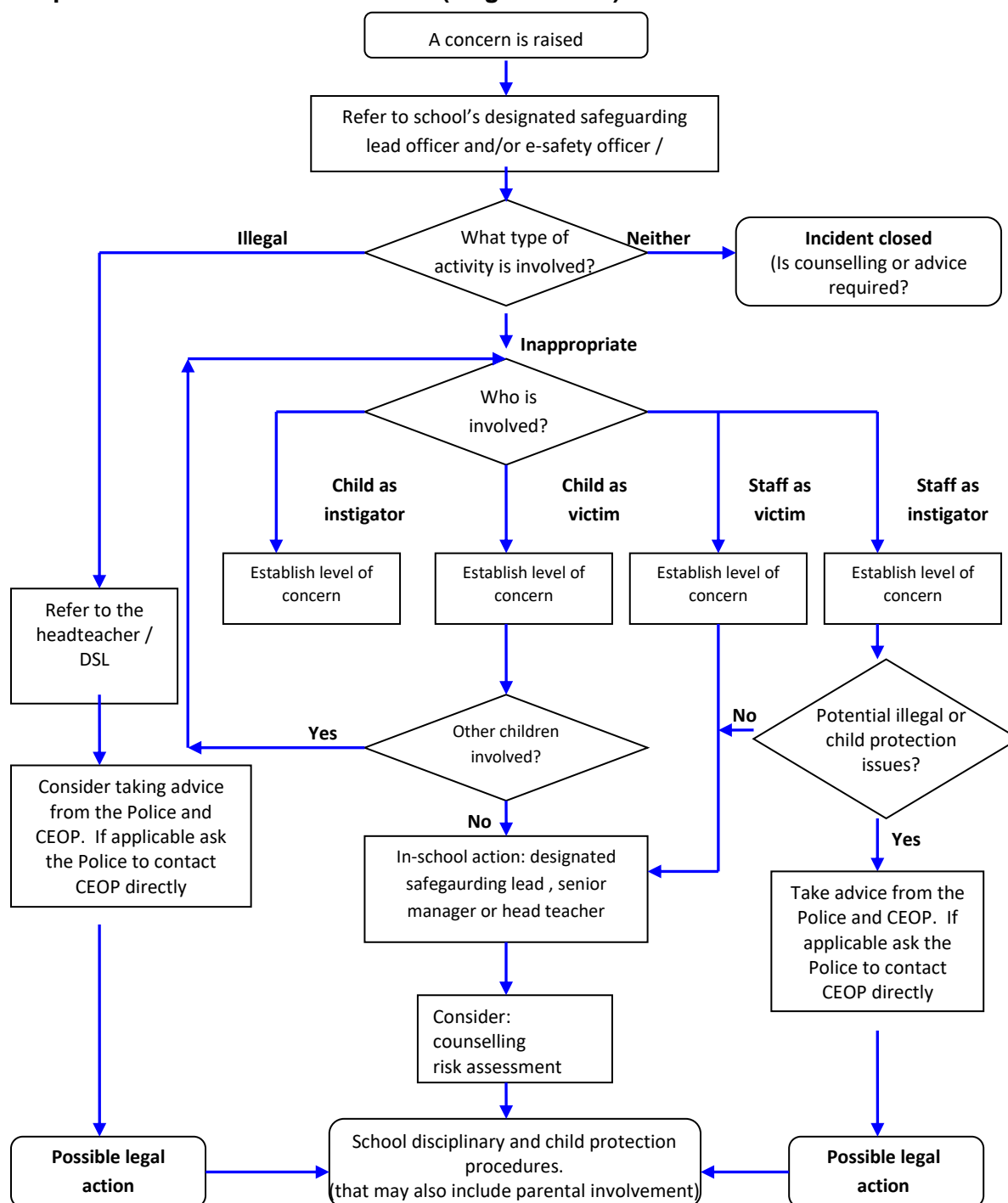
- child sexual abuse images
- adult material which potentially breaches the Obscene Publications Act
- criminally racist material
- other criminal conduct, activity or materials

If members of staff suspect that illegal misuse might have taken place it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation. In such an event it is recommended that more than one member of staff is involved in the investigation.

In cases of suspected illegal misuse

Note: NEVER investigate yourself or view images. Refer the matter immediately. DO NOT let others handle evidence

Response to an Incident of Concern (illegal misuse)



In the event of suspicion of illegal activity, all steps in this procedure should be followed:

- Have more than one senior member of staff / volunteer involved in this process. This is vital to protect individuals if accusations are subsequently reported.
- Conduct the procedure using a designated computer that will not be used by young people and if necessary can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)
- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following:
 - Internal response or discipline procedures
 - Involvement by Local Authority or national / local organisation (as relevant).
 - Police involvement and/or action
- If content being reviewed includes images of child abuse then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:
 - incidents of 'grooming' behaviour
 - the sending of obscene materials to a child
 - adult material which potentially breaches the Obscene Publications Act
 - criminally racist material
 - other criminal conduct, activity or materials
- Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.

It is important that all of the above steps are taken as they will provide an evidence trail for the school and possibly the police and demonstrate that visits to these sites were carried out for child protection purposes. The completed form should be retained by the group for evidence and reference purposes.

Monitoring and Evaluation

Staff, students and governors have been involved in creating/reviewing the online safety policy through consultation and meetings with our Online safety Committee, SLT, the Child Protection officers, online safety Coordinator and the school's student online safety ambassadors.

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. The safeguarding leads will regularly discuss matters relating to the monitoring of the online safety policy including the impact of initiatives, the filtering policy, incidents and the 360 degree safe self-review tool.

The policy and procedures are aligned with the Child Protection, Behaviour and Anti-Bullying Policies.

This policy will be reviewed annually and may be subject to change without notice. It will be amended if new technologies are adopted or Central Government change the orders or guidance in any way.

SAFEGUARDING POLICY – PREVENT

Prevent policy and guidance on protecting students from Radicalisation and Extremism.

Introduction

Stepney All Saints School has a zero tolerance acceptance of extremist behaviour and ensures that our curriculum, care and guidance empower young people to reject violent or extremist behaviour.

Home office's definition of extremism:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also calls for the death of members of our armed forces whether in this country or overseas.”

The school acknowledges protection from radicalisation and extremist narratives as a safeguarding issue. The school recognises that it has a duty of care towards its students and that safeguarding against radicalisation and extremism is one of those duties. Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.” Home Office – The Prevent Strategy

Since 2012, it has been required by law for teachers *“not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.”* In addition, the Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism.

As the school's equal opportunity policy states, *“It is the school's aim to value each member of its community as an individual, irrespective of class, culture, physical or intellectual differences, gender, language, race, religion or sexual orientation. The school seeks to promote tolerance and understanding of others within the school and the wider community... We will not accept verbal abuse, graffiti, provocative comments and literature, styles of dress and modes of behaviour associated with all forms of prejudice. Failure to comply with these guidelines can lead, ultimately, to exclusion”.*

Aims

We aim to increase the resilience of students and of school communities through helping students to acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others.

We understand how an extremist narrative which can lead to harm can be challenged by staff in school; and model to students how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm.

We understand how to prevent harm to students by individuals, groups or others who promote violent extremism, and manage risks within the school.

We understand how to support individuals who are vulnerable through strategies to support, challenge and protect.

We use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

The governing body is responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation. The School reports on these issues to the Governing Body and the lead Governor for Safeguarding.

Strategies for protecting students from Radicalisation and Extremism

1) Staff training and awareness.

All staff are required to attend Prevent training and to recognise where this fits in with the Safeguarding procedures of the school.

Concerns regarding potential radicalisation should be treated in the same way initially as any other safeguarding issue. Staff should complete the safeguard record of concern, we also encourage the staff member making the referral to see in person the prevent lead or the DSL or Deputy DSL .

Prevent training is provided for teaching and non-teaching staff who have regular contact with students as well as governors on recognising and responding to the risk of violent extremism. Training also addresses the role of professionals in identifying when a student may be at risk of engaging in extremism and how to respond if they do.

This training was first delivered by Tower Hamlets Prevent Project team.

2) New staff are inducted by Mrs Dow who is a Home Office accredited WRAP trainer.

All supply/temporary staff are handed Safeguarding information relating to Prevent before they start work at this school.

3) Curriculum.

The school addresses prevention against radicalisation through the curriculum and other activities. These include:

- Fully meeting the requirements of preparing young people for life in modern Britain.
- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies.
- Critical appraisal of sources / internet resilience / identifying propaganda / digital literacy.
- Lessons which explore controversial issues in a way which promotes critical analysis.
- Effectively addressing controversial issues to challenge misinformed views and perceptions amongst students, challenge commonly held myths and build understanding and appreciation about others.
- Debating fundamental moral and human rights principles. Open discussion and debate of issues and the law in a supportive environment.
- Citizenship programmes – British values, tolerance, equality, critical appraisal of propaganda, explicit teaching of terrorism.
- Social and Emotional Aspects of Learning.
- Anti-bullying work including homophobia and violence against women.
- Rewarding positive behaviour.
- Pastoral and induction support.
- Positive in and out of school hours programmes.
- Access to youth clubs and holiday programmes.
- Opportunities for channelling positive engagement e.g. charities / community work.
- Work on safety, risk and crime prevention.
- Parenting programmes to ensure consistent messages between home and school.

4) Online safety.

We acknowledge the possibilities of being inadvertently exposed to extremism, for example via the internet. The online safety officer will work with the designated safeguarding officers with regard to child protection and the sharing of information. Specific details of the online safety role are to be found in the online safety policy covered earlier in the Safeguarding Policy.

5) Visiting speakers.

Anyone wishing to invite a speaker in to school to address students should follow the policy laid out in the Policy for Visiting Speakers.

6) Awareness

- Assemblies – age appropriate awareness assemblies for all year groups.
- Posters - “Helping you to stop terrorism and extremism online” posters designed by the Home Office summarising the issues and referral procedures are on display in staff rooms and main offices.

Reporting

Procedures that staff should follow to raise concerns if they think a child is at risk from extremist narratives or being radicalised:

If a member of staff has a concern that a student is at risk from extremist narratives and or if it appears the young person is already exposed to or involved with extremist organisations, they must report this to the school’s designated safeguarding lead using the safeguard software.

If in doubt: REFER

Referral process within school

Concerns must **only** be emailed to the designated safeguarding lead and the Prevent lead. SIMS entries should not include Prevent items. If entering a concern please ensure that this is not labelled as Prevent for reasons linked to confidentiality, for example “Incident in (subject) - Please see the safeguarding officer for details”.

External reporting of Prevent concerns:

All referrals (including 6th formers 18 or over) suspected to be vulnerable to radicalisation must be referred through the multi-agency safeguarding hub (MASH).

School response

If the school has concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, the response should follow the procedures below.

1. The school should talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact the Social Inclusion Panel first).
2. The school should seek consent to complete a EHA assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met. This could include Early Help intervention if deemed appropriate.
3. The school should contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a diversionary programme of support.
4. If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, a referral of the case should be made using the LBTH Inter-Agency Referral form to the email address MASH@towerhamlets.gov.uk. In addition the referred form should be copied to prevent.referrals@towerhamlets.gov.uk

If in doubt: REFER to MASH

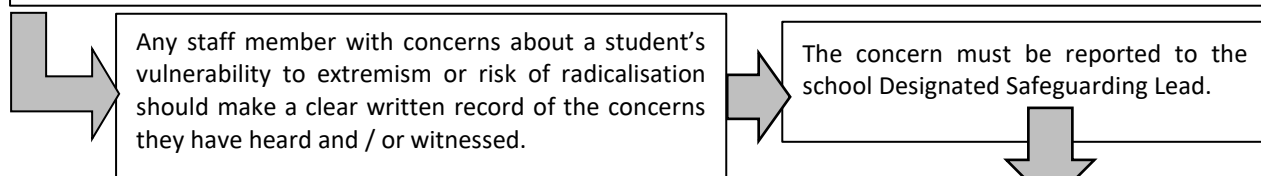
If at any stage there is concern that a child is at imminent risk of harm the Safeguarding Officer for CP should also contact the Child Protection Duty Line on 020 7364 3444.

If you suspect someone is actually engaged in terrorist activity, you should contact the Met police or the anti-terrorist hotline immediately on 0800 789 321.

If the concern relates to a member of staff the matter must be reported immediately to the headteacher. In such an event it is recommended that more than one member of staff is involved in the investigation.

Referral route for safeguarding concerns related to radicalisation or extremism

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature / videos
- Advocating messages similar to extreme organisations e.g. EDL, Muslims Against Crusades, etc.
- Significant changes in behaviour, dress, social groups, interests, e.g. withdrawing from previous friendships, activities.



The issue should be discussed with the family and an Early Help Assessment (EHA) form should be completed (unless the family are implicated in the issue or to do so might put the child at risk).

Explore the concerns and context: sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

Low level concerns managed by school and family. Record of concerns and actions logged securely (using EHA review forms for reviews). Regular discussion with designated Safeguarding Officer until resolved or referred on.

Concerns either require advice or additional support or are not responding to previous actions or are cases where parents/family are implicated. Use the LBTH Inter-agency Referral Form to refer to the Channel Panel email MASH@towerhamlets.gov.uk and prevent.referrals@towerhamlets.gov.uk 0207 364 5006 IF IN DOUBT - REFER

Imminent risk of harm to the child – contact Children's Social care / IPST 020 7364 3444 as well as MASH

Imminent threat of harm to others – contact Police 999 or Terrorist Hotline 0800 789 321

**Although involving the family is best practice, the school may share information (using the Inter-Agency referral form) with the MASH without consent and, if necessary, without the family's participation under the Crime and Disorder legislation which allows for information sharing to prevent crime. If in doubt SHARE and REFER to MASH. The MASH will advise on the next steps and provide interventions. PREVENT interventions are voluntary so the family will be consulted and involved prior to further action.*

PLEASE NOTE: The school will keep a secure central record of all Prevent concerns and any action taken, if required.

Key contacts and further information

Shadique Gani -Prevent Engagement Officer
- Tel: 0207 364 2414
E mail: Shadique.Gani@towerhamlets.gov.uk

Eleanor Knight-Prevent Education officer
Email: Eleanor.Knight@towerhamlets.gov.uk

Sharifa Chowdhury - Head of Education Safeguarding - Tel: 020 7364 3427

Email: sharifa.chowdhury@towerhamlets.gov.uk

Simon Smith - Prevent Co-ordinator - Tel: 020 7364 4691

Email: Simon.Smith@towerhamlets.gov.uk

Interventions with individuals

Interventions include:

- Increased adult support, supervision and encouragement
- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance support (*see the Attendance Policy for details*)
- 1 to 1 or group counselling
- Parenting programmes with PVE element
- Links with relevant voluntary or religious organisations
- Support from school attached police officer
- Advice on online safety
- Moderate Path workshop
- School chaplains

And referrals for:

- Family Therapy / CAMHS programmes
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support
- Specialised theological / educational programmes
- Intensive Family Support Programmes

Intervention triangle

See Appendix 9 for the Intervention Triangle.

The triangle of intervention shows, at the base, examples of UNIVERSAL preventative work in schools to increase student resilience and counteract extremist messages.

As you progress up the triangle, where a school identifies a concern with an individual, the school will use the EHA to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if advice is required) a referral should be made to MASH which can provide additional support. At the top of the Triangle are those cases that are beyond Prevent because they are already involved in violent extremism.

Prevent Guidance for Staff

Why might a young person be drawn towards extremist ideology?

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self- esteem of the individual and promote their 'street cred'
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sudden changes in behaviour or school performance
- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League (Appendix 14 – Numbers and acronyms used by Extreme Eight groups).
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come access online so involvement with particular groups may not be apparent.)

What staff might see or hear about:

- graffiti symbols, writing or artwork promoting extremist messages or images
- students accessing extremist material online, including through social networking sites
- parental reports of changes in behaviour, friendship or actions and requests for assistance
- students voicing opinions drawn from extremist ideologies and narratives
- societies or informal association
- use of extremist or 'hate' terms to exclude others or incite violence.

Factors that may make young people susceptible to exploitation by violent extremists:

Identity crisis

Adolescents exploring issues of identity can feel both distant from their parents' cultural and religious heritage and uncomfortable with their place in society around them. Extremist ideas can help provide a sense of purpose or feeling of belonging.

Personal crisis

This may for example include significant tensions within the family which produce a sense of isolation of the young person from the traditional certainties of family life.

Personal circumstances

The experience of migration, local tensions or events affecting families in countries of origin may contribute to alienation from UK values and a decision to cause harm to symbols of the community or state.

Un- or underemployment

Young people may perceive their aspirations for career and lifestyle undermined by limited school achievement or employment prospects. This can translate to a generalised rejection of civic life and adoption of violence as a symbolic act.

Extremist travellers

The Home Office has issued guidance on safeguarding close friends and family of people who they describe as extremist travellers.

The guidance points out that men, women and children who travel to conflict zones to join extremist organisations are putting themselves in extreme danger, and we need to continue to take appropriate steps to identify and prevent travel. Analysis indicates that while travellers can have many different backgrounds and come from many different areas across the country, many have a connection with someone who has already travelled.

This means close friends and family of extremist travellers are potentially more vulnerable to travelling or being drawn into terrorism themselves. We, therefore, need to ensure we are taking appropriate steps to identify and assess the vulnerability of close friends and family and provide safeguarding support if appropriate.

Schools may become aware of child or adult travellers. If staff become aware of these issues they are asked to raise this immediately with the Prevent Lead. In turn this will be raised with the local authority Prevent team. Prompt action may prevent others following.

Managing prayer and faith facilities

The policy on the use of the prayer rooms and faith-related activities is covered in the “Protocol for Christian Union and Muslim Union including the use of Prayer Facilities” document.

Monitoring and Evaluation

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through a review and analysis of incidents and the impact of training / curriculum. The policy will be reviewed annually; however this may be more frequent in response to a serious case review, etc. A yearly review will be presented to the Head Teacher and reported to the Governing Body. In addition there will be a yearly external review.

LIFE IN MODERN BRITAIN POLICY

Preparing students for life in modern Britain.

Introduction and Aims

Since 2012, it has been required by law for teachers “*not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.*” As the school’s equal opportunity policy states, “*It is the school’s aim to value each member of its community as an individual, irrespective of class, culture, physical or intellectual differences, gender, language, race, religion or sexual orientation. The school seeks to promote tolerance and understanding of others within the school and the wider community... We will not accept verbal abuse, graffiti, provocative comments and literature, styles of dress and modes of behaviour associated with all forms of prejudice. Failure to comply with these guidelines can lead, ultimately, to exclusion*”.

Stepney All Saints acknowledges preparing young people for Life in Modern Britain as a safeguarding issue, as it will protect them from radicalisation and extremism. This is the reason why this policy should be viewed in conjunction with Stepney All Saints School policy, SMSC (Spiritual, Moral, Social, Cultural) policy, Equal Opportunity Policy, PSHE (Personal, Social, Health and citizenship) Policy, Anti-Bullying Policy and Behaviour Policy.

Stepney All Saints School is committed to promoting values which ensure that our students develop a strong sense of social and moral responsibility. Please refer to our SMSC policy and SMSC mapping to see how spiritual, moral, social and cultural development is promoted.

Achieving the policy aims

At Stepney All Saints, we prepare the students for life in Modern Britain because values such as democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs are embedded within the curriculum and the ethos of the school. In addition these values are promoted throughout the school year in:

- the morning prayer
- assemblies
- SMSC themes
- PSHE
- charity work
- displays
- school council
- the Equality Group
- elections (young mayor, head boy/girl, class reps, school council)
- active use of student voice via interviews and surveys
- IAG (information and guidance) programme
- Activities carried out by the Stonewall champions group
- Activities carried out by the VAWG (violence against women and girls) champion
- Duke of Edinburgh Award
- debating club
- Moderate Path workshop

Students’ understanding of community and diversity is enhanced through educational visits and meetings with members of different communities, for instance, to the Court of Justice, St Dunstons’ church, St Paul’s cathedral, Bethnal Green Buddhist centre, mosque.

Subject specific opportunities for preparing students for Life in Modern Britain have been mapped.

Roles and Responsibilities

Promoting values which ensure that our students develop a strong sense of social and moral responsibility and preparing them to Life in Modern Britain is the responsibility of all staff.

The Headteacher/Senior Leaders will ensure that there is a system in place to allow for monitoring the implementation of this policy and taking appropriate action in any case of undermining fundamental British values.

The member of staff with responsibility for the Prevent programme is responsible for the mapping of Prevent and preparing students for Life in Modern Britain.

The governing body is responsible for ensuring Life in Modern Britain is being addressed through the curriculum and the life of the school. The School reports on these issues to the Governing Body and the lead Governor.

Monitoring and Evaluation

Monitoring and evaluation will be carried out through:

- Mapping of opportunities for preparing students for life in modern Britain through the curriculum and whole school activities
- SMSC mapping
- Lesson observations, Learning walks, drop-ins
- Efs (evidence forms) specific comments on SMSC (spiritual, moral, social, cultural)
- School council
- Parents' survey
- Staff survey
- Staff training evaluation

SAFEGUARDING POLICY – VISITING SPEAKERS

Visiting Speakers – Procedure to be followed prior to day of visit

1. The Head teacher must be informed in advance that a visiting speaker is to be invited to the school. When looking at inviting an outside speaker the following information should be provided:
 - brief description of booking
 - group size
 - name and contact details of the person making the booking
 - start and end time of the event
 - contact details for external speaker
 - brief biography of the speaker

The Head teacher can then give outline authorisation for the speaker to be booked.
2. Following the Head teacher giving provisional permission the name of the intended speaker and details of any organisation represented must be forwarded to the Designated Safeguarding Lead.
3. Once this information is passed on, the process of vetting will begin.
4. If the school has any concerns during the vetting process we will pass any relevant information to the Local Authority Prevent officers.
5. The member of staff responsible for booking the speaker must ensure the Visiting Speaker agreement form is read and signed. This needs to be completed, signed and returned to the DSL. The form indicates a commitment to the following:
 - The speaker must not incite hatred, violence or call for the breaking of the law
 - The speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
 - The speaker must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony
 - The speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge
 - The speaker must adhere to the school's equal opportunities and Safeguarding policies.
 - The speaker is not permitted to raise or gather funds for any external organisation or cause without express permission of the Head teacher.

- The speaker should be advised that they will be required to sign an agreement before speaking. If requested, a copy of the agreement will be sent to the speaker in advance of the presentation.

Visiting Speakers – Procedure to be followed on the day of visit

- On arrival the visiting speaker should be met at reception, an ID badge issued and a member of school staff should remain with the speaker during the entire duration of their time in school.
- Prior to the speech/presentation the Visiting Speaker Agreement form must be read and signed by the visiting speaker and returned to a member of the school staff.
- During the speech at least one member of staff will be present at all times.
- The school will not permit separation by gender at any school events.
- Following the address/assembly the guest should be accompanied by a member of staff to the school/Sixth from reception where they should sign out and leave the premises.
- The member of staff organising the visiting speaker should review/evaluate the address by the guest speaker and report any concerns to the Designated Safeguarding Lead immediately.
- If concerns are raised, the Safeguarding Lead will take action to address the concern in line with the school's Safeguarding policy.
- Records will be maintained and necessary parties including the Head Teacher and Chair of Governors will be informed.

Venue booking

The school will follow the Local Authority guidelines (see Venue Booking Policy section on page 41) when there is a request to book the school hall as venue.

Monitoring and Evaluation

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through formal audits of applications made and a yearly review will be presented to the Head Teacher and reported to the Governing Body.

REQUEST FOR PRIOR APPROVAL FOR VISITING SPEAKER

Name of Teacher/member of staff making request:

Proposed date of event/visiting speaker:

Brief description of event/reason for visit:

Target audience (teaching group/year groups etc.):

Approximate audience number:

Details and name of the visiting speaker (brief biography):

Topic of the proposed presentation and short summary of content to be covered:

If applicable the name of the organisation the visiting speaker represents:

Prior Approval Granted (Please delete/highlight as necessary)

Prior Approval Denied

If denied, reasons for not granting approval:

Head teacher's signature:

Date:

When provisional agreement has been granted by the Head teacher, this form should be handed to the Designated Safeguarding Lead (Iain Cameron)

AGREEMENT AND GUIDELINES FOR VISITING SPEAKERS.

In order to maintain a clear focus on our main priority of teaching and learning within a safe and protective environment, care must be exercised to respect the diverse views and values of all students.

Name of visiting speaker:

Organisation (if applicable):

The visiting speaker agrees to the following terms and conditions:

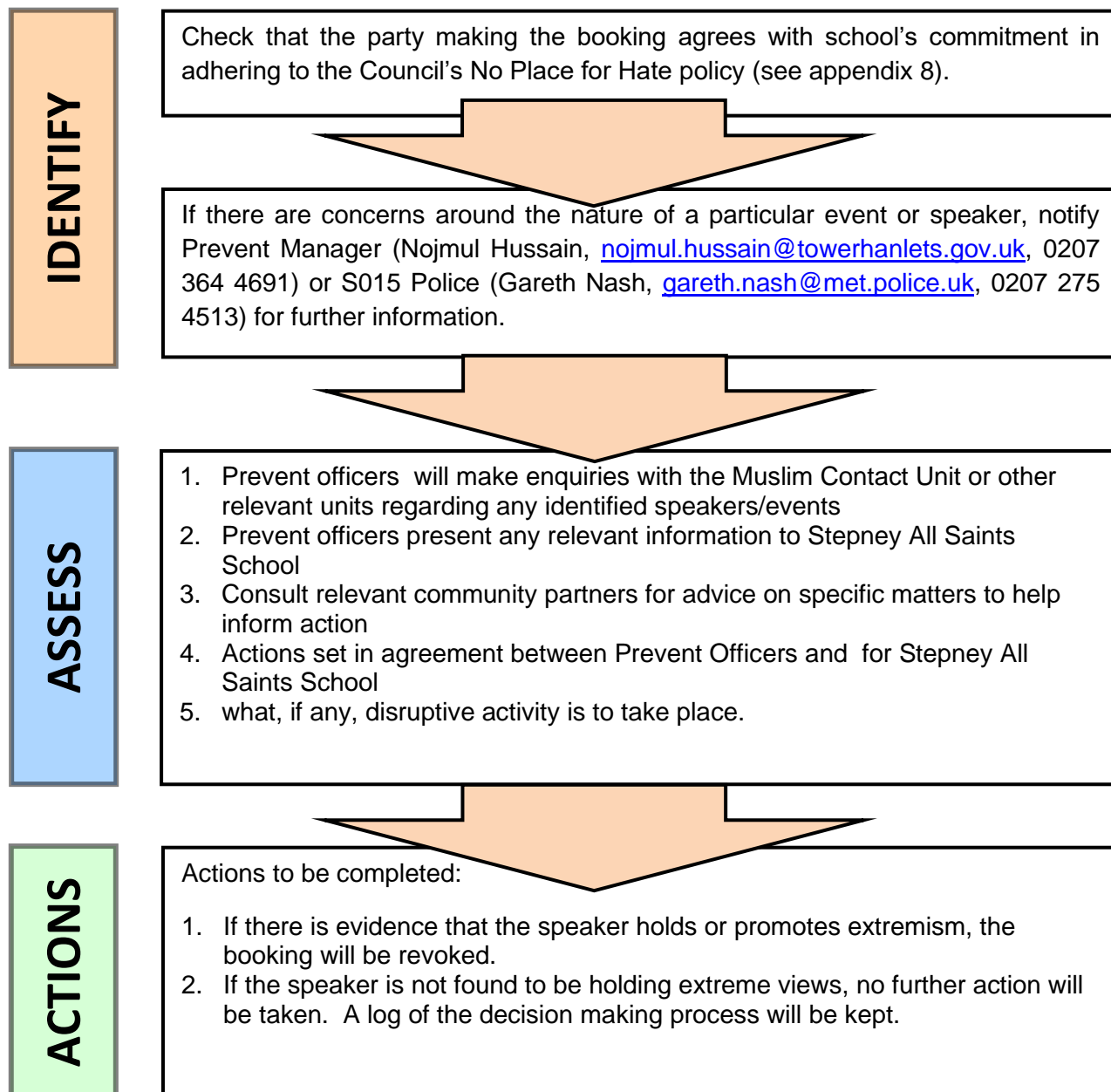
1. The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language, and behaviour are required at all times.
2. The presentation must not incite hatred, violence or call for the breaking of the law.
3. The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts.
4. The visiting speaker must not spread hatred and intolerance of any minority group/s in the community and thus aid in disrupting social and community harmony.
5. The speaker must demonstrate a commitment to adhere to the council's 'No Place for Hate' policy.
6. The content of the speech/presentation must contribute to preparing students for life in modern Britain.
7. The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
8. Visiting speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Head teacher.
9. Compliance with the school's Equal Opportunities and Safeguarding Policies.
10. School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

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

Visiting speaker's signature:

Date:

Venue booking policy



SAFEGUARDING POLICY – SAFER RECRUITMENT

INTRODUCTION

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Stepney All Saints School is committed to safeguarding and promoting the welfare of all students in its care. As an employer, the School expects all staff and volunteers to share this commitment.

In line with recent legislation including the Children Act 2004; the DFE statutory guidance for schools and Colleges Sept 2022 entitled 'Keeping Children Safe in Education' and the Safeguarding Vulnerable Groups Act 2006, the School takes very seriously its duty of care for all students. In order to help safeguard and promote the welfare of all its students, the School is committed to a thorough and consistent Safer Recruitment Policy in securing a safer culture within the School.

AIMS AND OBJECTIVES

The aims of the Safer Recruitment policy are to help deter, reject or identify people who might abuse students or are otherwise unsuited to working with them by having appropriate procedures for appointing staff. The aim is to promote the welfare of students at every stage of the procedure. Therefore, appropriate checks will be carried out on all staff, volunteers and contractors who work at the school and come in to regular contact with students.

The School has a principle of open competition in its approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process should ensure the identification of the person best suited to the job at the School based on the applicant's abilities, qualification, experience and merit as measured against the job description and person specification.

The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation.

If a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant they must declare as soon as they are aware of the individual's application and avoid any involvement in the recruitment and selection decision-making process.

ROLES AND RESPONSIBILITIES

It is the responsibility of the Governing Body to:

- Ensure the School has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements.
- Monitor the School's compliance with them on a regular basis.

RECRUITMENT AND SELECTION PROCEDURE

Advertising

To ensure equality of opportunity, the School will advertise all vacant posts to encourage as wide a field of applicant as possible, normally this entails an external advertisement.

Any advertisement will make clear the School's commitment to safeguarding and promoting the welfare of children.

All documentation relating to applicants will be treated confidentially in accordance with the School's Data Protection policy.

Application Forms

Stepney All Saints School uses the Local Authority's application form and all applicants for employment will be required to complete an application form containing questions about their academic and full employment history and their suitability for the role. In addition all applicants are required to account for any gaps or discrepancies in employment history.

The application form will require applicants to declare any convictions they may have and their suitability for working with children. The application form will make it clear that the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Any CV submitted in place of an application form will not be accepted. Similarly, incomplete application forms will not be considered. All applicants will be made aware that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and other professional regulatory bodies.

Job Descriptions and Person Specifications

Job descriptions are key documents in the recruitment process and must be finalised prior to taking any other steps in the recruitment process. It will clearly and accurately set out the duties and responsibilities of the job role.

The person specification is of equal importance and informs the selection decision. It details the skills, experience, abilities and expertise that are required to do the job. The person specification must include a specific reference to suitability to work with children, including behaviour, attitude/motivation and values towards children and young people.

References

References for short listed applicants must be sent for immediately after short listing. The only exception is where an applicant has indicated on their application form that they do not wish their current employer to be contacted. In such cases, this reference will be taken up immediately after interview and prior to any formal offer of employment being made. Two references will be requested; one from the candidate's line manager. For teaching related positions, references must be requested from the previous Head Teacher. References will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions. Any discrepancies or anomalies will be followed up.

SASS staff are encouraged to complete online searches of interview candidates (advice from KCSiE 2022)

The School does not accept open references, testimonials or references from relatives.

Interviews

There will be a face-to-face interview wherever possible, and the same panel will see all the applicants for the vacant position. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps that have been identified in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria.

Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process. At least one member of any interviewing panel will have undertaken safer recruitment training.

All applicants who are invited to an interview will be required to bring evidence of their identity, address and qualifications. Original documents will only be accepted and photocopies will be taken. Unsuccessful applicant documents will be destroyed at the end of the recruitment process.

Online searches

Applicants will be made aware during the application process that this school will conduct online searches of social media and other platforms as per KCSiE 2023 guidance.

OFFER OF APPOINTMENT AND NEW EMPLOYEE PROCESS

The appointment of all new employees is subject to the receipt of a satisfactory DBS Certificate, references, medical checks, suitable qualification and proof of identity. The Human Resources Department will contact the head teacher to confirm that all paperwork including a DBS Certificate has been received and a start date can then be agreed.

The following pre-appointment checks will be carried out:

- a) Identity check (following the identification checking guidelines on the DBS website)
- b) Barred list check
- c) Enhanced DBS
- d) Prohibition from teaching check (for those employed after September 2013)
- e) Professional qualifications check
- f) The right to work in the UK check (following the gov.uk website guidance)
- g) Further checks on people living or working outside the UK

The level of DBS check required and whether a prohibition from teaching check is required will depend on the role and duties of the an applicant (please refer to the DFE statutory guidance for schools and Colleges September 2021 entitled 'Keeping Children Safe in Education'). For most appointments an enhanced DBS check with barred list information will be necessary as the majority of staff will be engaged in 'regulated activity'.

A person will be considered to be in regulated activity if as a result of their work they:

- a) will be responsible, on a regular basis, in a school or college, for teaching, training, instructing, caring for or supervising children; or
- b) will carry out paid or unsupervised unpaid work regularly in a school or college where that work provides an opportunity for contact with children; or
- c) engage in intimate or personal care or overnight activity, even if this happens only once.

Taken from DFE statutory guidance for schools and Colleges September 2020 entitled 'Keeping Children Safe in Education'.

In a school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education has published separate statutory guidance on supervision and regulated activity which schools should have regard to when considering which checks should be undertaken on volunteers. This is set out at Annex F of the Keeping Children Safe in Education document.

In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions.

The Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 does not apply to positions which involve working with,

or having access to students. Therefore, any convictions and cautions that would normally be considered 'SPENT' must be declared when applying for any position at the School.

It is the School's policy to re-check employee's DBS Certificates every three years. Members of staff at the School including volunteers and those on leave such as maternity leave must inform the head teacher of any cautions or convictions that arise between these checks taking place.

Portability of DBS Certificate Checks

Stepney All Saints School does not accept DBS Certificates carried out by another organisation except in the case of approved supply agencies, ITT (non-salaried trainee teachers) and contractors. The school will obtain written confirmation from any agency or third party organisation (e.g. ITT) that all required checks have been carried out.

Dealing with convictions

Stepney All Saints School operates a formal procedure if a DBS Certificate is returned with details of convictions. Consideration will be given to the Rehabilitation of Offenders Act 1974 and also:

- the nature, seriousness and relevance of the offence;
- how long ago the offence occurred;
- country of conviction;
- one-off or history of offences;
- changes in circumstances;
- decriminalisation and remorse.

A formal meeting will take place face-to-face to establish the facts with the Head Teacher. A decision will be made following this meeting in consultation with the Chair of Governors.

Proof of identity, Right to Work in the UK & Verification of Qualifications and/or professional Status

All applicants invited to attend an interview at the School will be required to bring their identification documentation such as passport, birth certificate, driving licence and their National Insurance card/ letter with them as proof of identity/eligibility to work in the UK.

In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification legally required for the position and claimed in their application form.

Overseas Checks

In the case of applicants who have lived and worked outside the UK, additional checks in accordance with Immigration, Asylum and Nationality Act 2006 will be carried out through references from previous employers/ establishments and recorded on the applicant's file.

Medical Fitness

Any applicants appointed to a post involving regular contact with children must possess the appropriate level of physical and mental fitness before any appointment offer is confirmed. All applicants are requested to complete a medical questionnaire and where appropriate a doctor's medical report may be required.

Governors

School governors who are volunteers will be treated in the same way as any other volunteers with appropriate checks carried out. Governing Bodies can request an enhanced DBS check without a barred list check on an individual as part of the appointment process for governors.

Induction Programme

There is an induction programme for all new staff including volunteers which covers the School policies and procedures, including Child Protection, Prevent (radicalisation and extremism) and online safety. During this process expectation and codes of conduct for staff will also be made clear.

Single Central Register

In addition to the various staff records kept in School and on individual personnel files, a Single Central Register of recruitment and vetting checks is kept in accordance with DfE requirements. This is kept up-to-date and retained by the Human Resources Department. This information is reported to the Head Teacher on a weekly basis. The Single Central Register will contain details of the following:

- All employees who are employed to work at the School
- All employees who are employed as supply staff to the School whether employed directly or through an agency;
- All others who have been chosen by the School to work in regular contact with children. This will cover volunteers, governors, peripatetic staff, people brought into the School to provide additional teaching or instruction for students but who are not staff members e.g.: sports coaches and any contactors.

DBS Update Service

Individuals have the choice of joining the DBS update service. However, where they choose to do this, they will need to inform the HR Manager and give permission for the school to access this information. A note will be added on the SCR.

The HR Manager will also confirm that the certificate matches the individual's identity and examine the original certificate to ensure that it is for the appropriate workforce and level of check.

Data Protection

Stepney All Saints School will retain all interview notes on all applicants for a period of 6 months, after which time the notes will be destroyed (i.e. shredded). The 6 month retention period is in accordance with the Data Protection Act 2018 and will also allow the School to deal with any data access requests, recruitment complaints or to respond to any complaints made to an Employment Tribunal.

All information retained on employees will be kept centrally in the Human Resources Office in a locked and secure cabinet.

Ongoing Employment

An ongoing culture of vigilance at Stepney All Saints School recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. The School will therefore provide ongoing training and support for all staff, as identified through the Annual Review/appraisal procedure and in accordance with changing National requirements.

Leaving Employment

Despite the best efforts to recruit safely there will be occasions when allegations of abuse against children and young people are raised. In cases relating to the behaviour of an employee (these behaviours are within the context of four categories of abuse; physical, sexual and emotional and

neglect) the School's Disciplinary Policy will apply. Any allegations of abuse must be referred to the Head teacher.

In cases of dismissal (or resignation) due to the above behaviour, Stepney All Saints School will inform the DfE of the circumstances to why the employee is leaving the School's employment. A referral will also be made to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

Monitoring and Evaluation

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through formal audits of job vacancies and a yearly Safer Recruitment Evaluation which will be presented to the Head Teacher reported to the Governing Body.

SAFEGUARDING POLICY

Monitoring and Evaluation of Safeguarding

In addition to monitoring and evaluation practices specific to each area of safeguarding covered in this policy the overarching monitoring and evaluation strategy is as follows:

Internal and External Monitoring Procedures

Internal:

1. The school will keep a secure central record of all incidents including what action was taken and by whom and the outcome is recorded. This will be regularly monitored with risk assessments carried out as appropriate (See Appendix 10 for the school risk assessment form).
2. The Headteacher will have an overview of all safeguarding incidents requiring referral. In addition all safeguarding issues will be monitored by the Headteacher on a half termly basis. This will involve sampling all protection issues and checking all relevant records including risk assessments.
3. Consistent good practice across the school will be regularly monitored by the designated safeguarding officers and annually reviewed by the Headteacher and governing body. Updates to the policy may be more frequent than once a year in order to respond to changing circumstances e.g. advances in technology affecting online safety, a serious case review, etc.
4. The impact and effectiveness of the safeguarding policy will be monitored and evaluated through the school's Learning Observations, Learning Walks and Drop Ins to lessons.
5. The school is committed to providing annual safeguarding for all staff. The designated safeguarding lead and SLT will evaluate the effectiveness of training for staff, students, governors and parents/carers. This will be carried out annually it may take the form of assessments, surveys, meetings and external reviews. The outcomes will inform changes to policy and/ or further training as required.
6. Safeguarding records will be scrutinised by the Governing body's designated safeguarding officer to evaluate effectiveness and identify areas for development linked to safeguarding policies and procedures. Emerging patterns will be noted and action points agreed.

7. Termly safeguarding meetings will take place involving all safeguarding officers. The purpose is to evaluate the effectiveness of implementation of the safeguarding policy and to respond to any changes in circumstances. Outcomes will inform changes to policy and/or further training as required.

External:

8. The Governing body's designated safeguarding officer will carry out safeguarding checks through monitoring visits. A report will then be fed back to the Governing Body Committee.
9. The Head teacher will consider seeking external reviews to check current protocols and policies as appropriate.
10. An annual Safeguarding report will be completed by the DSL and deputy DSLs for the Headteacher and governing body.

APPENDICES

Appendix 1

Specific safeguarding issues (Please note that this is not a definitive list, other concerns could arise at any time.)

• CHILDREN ABSENT FROM EDUCATION

A Child absent from Education is defined as any child (or young person i.e. anyone who has not yet reached their 18th birthday) who is not on a school roll, nor being educated otherwise (e.g. at home, privately, or in alternative provision) and who has been out of any education provision for a substantial period of time (practice nationally is four school weeks or more). Children with poor school attendance are often vulnerable and at increased risk of becoming children absent from education. (*Please also see the Attendance Policy*)

• CHILDREN MISSING FROM HOME OR CARE

When a child goes missing or runs away they are at risk. Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care

CHILD CRIMINAL EXPLOITATION (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

• **CHILD SEXUAL EXPLOITATION (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

• **BULLYING INCLUDING CYBERBULLYING**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

• **DOMESTIC ABUSE**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. When dealing with incidents of peer on peer abuse involving sexual violence or sexual harassment, staff should follow the school's Sexual Violence and Sexual Harassment Behaviour Protocol (See Appendix 11)

• **DRUGS**

As part of the statutory duty on schools to promote students' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

“Drugs” refers to substance abuse and all drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs.

• **FABRICATED OR INDUCED ILLNESS (FII)**

Fabricated or induced illness is a rare and potentially dangerous form of abuse. It can also be known as:

- Munchausen’ Syndrome
- Fabricated Illness by Proxy
- Factitious Illness by Proxy
- Illness Induction Syndrome

FII is the systematic fabrication or induction of illness in a child or young person, causing them to be seen as ill. This can be done in three main ways (which are not mutually exclusive):

- Fabrication of symptoms (including fabrication of past medical history) or exaggeration of symptoms
- Falsification of hospital charts, including manipulation of test results to result in misdiagnosis
- Deliberate Induction of illness, for example, by poisoning the child or young person

Clinical evidence indicates that cases of FII are usually carried out by a female carer, usually the child’s mother. However, it is important to remember that there have been cases where a child’s father, foster parent, grandparent, guardian or a healthcare professional were responsible.

• **FAITH ABUSE**

This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

• **FEMALE GENITAL MUTILATION (FGM)**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures if they suspect a child is a victim or is a potential victim of FGM.

• **FORCED MARRIAGE**

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 are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

• GANGS AND YOUTH VIOLENCE

The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. Schools have a duty and a responsibility to protect their students and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

- Dealing with violence also helps attainment.
- While students and students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment.

Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community.

• GENDER-BASED VIOLENCE / VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)

Violence Against Women and Girls (VAWG) has been defined by the United Nations (UN) as “any act of gender-based violence that is directed at a woman because she is a woman or acts of violence which are suffered disproportionately by women.” This includes physical, sexual and economic abuse, violence or sexual exploitation. VAWG includes violence that is targeted at women or girls because of their gender or affects women and girls disproportionately. The strands of VAWG as outlined by the government are:

- Domestic Violence and Abuse
- Rape and Sexual Violence
- Prostitution and Trafficking
- Sexual Exploitation
- Female Genital Mutilation (FGM)
- Forced Marriage
- Stalking and Harassment
- Honour Based Violence (HBV)

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

• HATE

This is taken from the "Educate against hate" website: Messages of hate can take many forms. Extremist groups use them to recruit young people.

Please refer to the Prevent and online safety policies, the Equal Opportunities & Diversity Policy, the SMSC policy

Refer to the "Educate against hate" DFE and Home Office website

www.educateagainsthate.com/parents

• CHILD ON CHILD ABUSE

All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

When dealing with incidents of child on child abuse involving sexual violence or sexual harassment, staff should follow the school's Sexual Violence and Sexual Harassment Behaviour Protocol (See Appendix 11)

• MENTAL HEALTH

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

• STUDENT WELL-BEING

Students need support at critical periods in their school career. Staff must be vigilant regarding stress and any related mental health issues for students, self-harm and any other concerns relating to a student's well-being. All such concerns must be reported following the school's child protection procedures.

Stepney All Saints school offers a counselling service for all students at the secondary school and sixth form college – year 7 through to year 13. The service is available throughout term time between the hours of 9am and 4.30pm. Students can refer themselves for counselling or staff can make a referral through the student's Head of Year. Students must consent to counselling.

The main aims of the counselling service are:

- To make on-site counselling accessible to all students from years 7 through to 13
- To improve students' mental health and emotional wellbeing
- To enhance students' capacity to engage with studying and learning by supporting them with difficulties they may be experiencing
- Identifying students' additional needs and connecting them with more specialised external services when required

A range of issues can be explored in sessions such as anger, bereavement, stress and anxiety, bullying, self-harm, family, depression and self-worth. The support students get from counselling can improve the way they deal with and recover from their experience, as well as providing them with new internal tools to tackle future difficulties.

• PRIVATE FOSTERING

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989. 1.7 Private fostering arrangements can be a positive response from within the community to difficulties experienced by

families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group and private fostering arrangements must be reported to children's services by the school.

• **RADICALISATION**

The aim of Prevent (*See full policy*) is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working to safeguard children and young adults, providing early intervention to protect and divert away from being drawn into terrorist activity.

• **RELATIONSHIP ABUSE**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Where there are concerns or it is known that there is violence present in a teenage relationship it will be dealt with as a CP concern.

• **TRAFFICKING**

Children may be trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working with drugs. There is evidence that some children are trafficked through numerous countries before arriving in the UK.

There are many legitimate reasons why children are brought to the UK, such as economic migration with their family, education, re-joining their family or fleeing a war-torn country. Some children will have travelled with their parents or carers. However, a number of children arrive in the UK accompanied by adults who are either not related to them or in circumstances which raise child protection concerns. For example, there may be little evidence of any pre-existing relationship between the child and the accompanying adult or even no knowledge about the person who will care for the child. There may be unsatisfactory accommodation in the UK, or perhaps no evidence of parental permission for the child to travel to the UK or stay with the sponsor. These irregularities may be the only indication that the child could be a victim of trafficking.

Appendix 2

Statement to students in the school planner

Child Protection – Feeling Safe

(A copy of the information included in the student planner)

Every young person has the right to feel safe in school, at home, in the community and on the phone and internet. Sometimes however, someone you know or a stranger may do or say something either to you or to a friend which you feel is wrong and may even be against the law. This could be something which makes you or a friend feel unsafe physically, emotionally or sexually.

If you feel someone is doing or saying something to you or a friend that is wrong, or that makes you feel uncomfortable, you should tell an adult in school about this as soon as you can. You should do this even if you have been told to keep it a secret. You could tell your form tutor, your Head of Year or any member of staff that you feel comfortable talking to about this.

There are also two teachers in school who have a special responsibility to make sure that young people are safe. Mr Cameron and Ms Regan are the school's Child Protection Safeguarding Leads. You can go and talk to either of them directly if you would prefer. They will listen carefully to what you tell them. They will also explain clearly to you what they will need to do to make sure that you or the young person you are worried about will be safe.

Appendix 3

Information sharing- Advice

THE PRINCIPLES

The principles set out below are intended to help practitioners working with children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt. The most important consideration is whether sharing information is likely to safeguard and protect a child.

NECESSARY AND PROPORTIONATE

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

RELEVANT

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

ADEQUATE

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

ACCURATE

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

TIMELY

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

SECURE

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

RECORD

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

WHEN AND HOW TO SHARE INFORMATION

When asked to share information, you should consider the following questions to help you decide if and when to share. If the decision is taken to share, you should consider how best to effectively share the information. A flowchart follows the text.

WHEN

Is there a clear and legitimate purpose for sharing information?

- Yes – see next question
- No – do not share

DOES THE INFORMATION ENABLE AN INDIVIDUAL TO BE IDENTIFIED?

- Yes – see next question
- No – you can share but should consider how

IS THE INFORMATION CONFIDENTIAL?

- Yes – see next question
- No – you can share but should consider how

DO YOU HAVE CONSENT?

- Yes – you can share but should consider how
- No – see next question

IS THERE ANOTHER REASON TO SHARE INFORMATION SUCH AS TO FULFIL A PUBLIC FUNCTION OR TO PROTECT THE VITAL INTERESTS OF THE INFORMATION SUBJECT?

- Yes – you can share but should consider how
- No – do not share

HOW

- Identify how much information to share
- Distinguish fact from opinion
- Ensure that you are giving the right information to the right individual
- Ensure where possible that you are sharing the information securely
- Inform the individual that the information has been shared if they were not aware of this, as long as this would not create or increase risk of harm

All information sharing decisions and reasons must be recorded. If at any stage you are unsure about how or when to share information, you should seek advice and ensure that the outcome of the discussion is recorded. If there are concerns that a child is suffering or likely to suffer harm, then follow the relevant procedures without delay.

The seven golden rules to sharing information

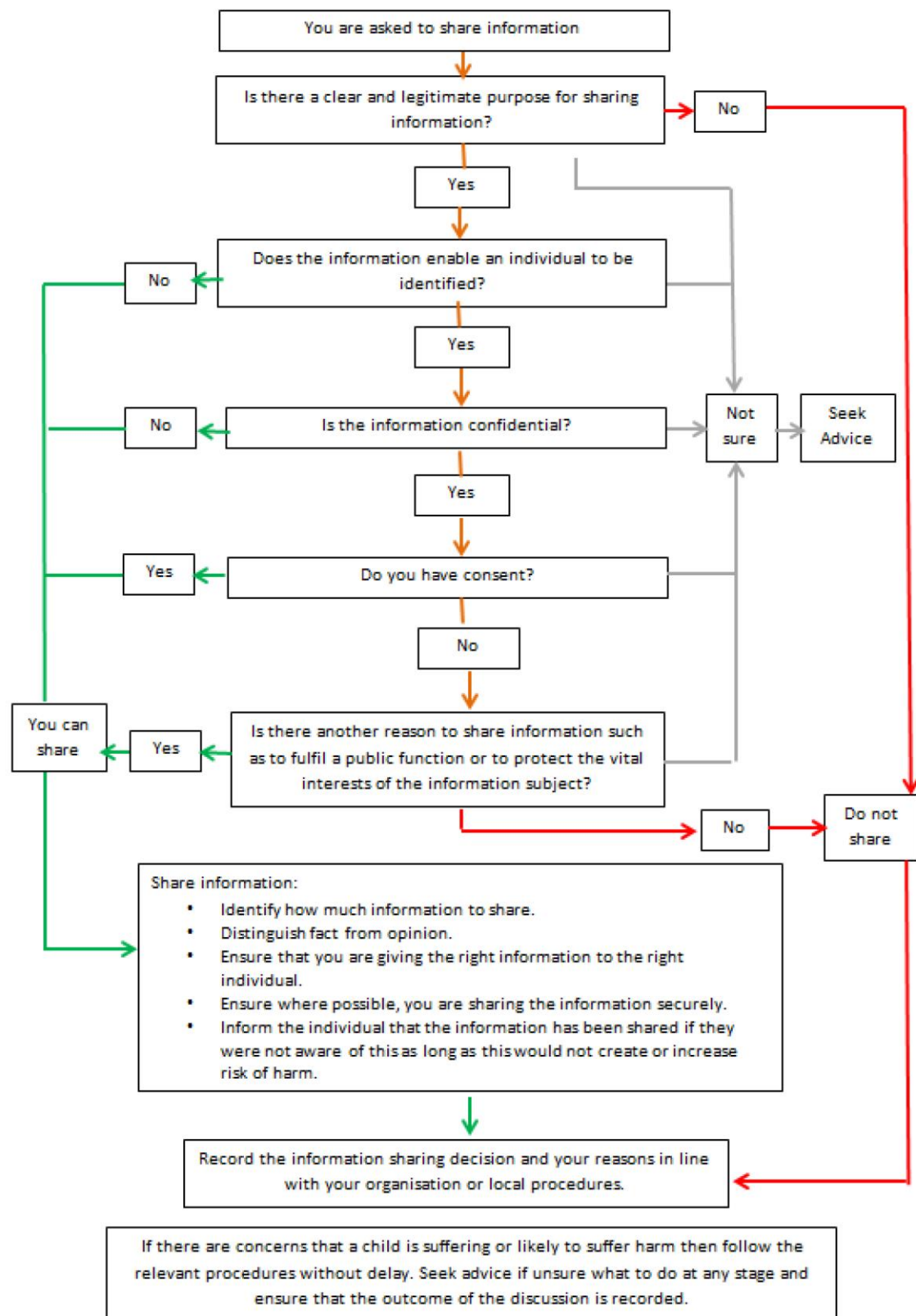
Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young

1. The Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Source – “Information sharing- Advice for practitioners providing safeguarding services to children, young people, parents and carers”, March 2015, Reference: DFE-00128-2015

Flowchart of when and how to share information



Appendix 4 (Student AUP)

Dear Students,

Acceptable Use Policy – Computers, Network, Email and Internet Contract

This document explains what you should and should not do when using computers in the school, including the school computer network, particularly when sending and receiving email and accessing the Internet.

Student Acceptable Use Agreement

School Policy

Digital technologies have become integral to the lives of children and young people, both within and outside school. These technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and promote effective learning. Young people should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- that young people are responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to ensure that students will have good access to digital technologies to enhance their learning and will, in return, expect the students to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. In addition, as email and the internet can be used to communicate with people outside, it is especially important not to do anything which could damage the reputation of the school.

It is essential to inform a member of staff if you find that someone else is breaking these rules.

For my own personal safety:

- I understand that the school may monitor my use of the systems, devices and digital communications in case of any concern.
- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it. In addition, I will not leave a computer unattended whilst logged on.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others without permission nor within a school context when online, for example on social media. This could include names, addresses, email addresses, telephone numbers, age, gender, educational details such as the name of the school, financial details, etc.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it online.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not use the school systems or devices for online gaming, online gambling, internet shopping, file sharing or video broadcasting (e.g. YouTube), unless I have permission of a member of staff to do so. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.

- I will not waste disk storage space or consumables such as printer supplies.

I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I will only use my own personal devices (e.g. USB devices) in school with permission. I understand that, if I do use my own devices in the school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. Mobile phones can only be used after school.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings.
- I will not use social media sites e.g. Facebook, Twitter within school.
- I will not do anything which is designed to damage the network, harm other people or their work, or avoid restrictions placed on people who use it.
- During the school day, I will only use computers, the network, email and the Internet for appropriate educational purposes. At no time is the use of school equipment for commercial purposes or private gain allowed.

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour that are covered in this agreement when I am out of school and where they involve my membership of the school community (e.g. cyber-bullying, use of images or personal information).
- I understand that I am not authorised, without permission, to represent the school online in any official or unofficial capacity by using the school name, logo, etc. and I recognise my responsibility to report when I discover this has been done by others.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, detentions, contact with parents and in the event of illegal activities involvement of the police.

Please complete the section below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices.

Yours sincerely,

N. Jones (Assistant headteacher / Online safety officer)

Student Acceptable Use Agreement Form

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Policy. If you do not sign and return this agreement, access will not be granted to the school's ICT systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own devices in the school (when allowed) e.g. mobile phones, gaming devices, USB devices, cameras, etc.
- I use my own equipment out of the school in a way that is related to me being a member of this school e.g. communicating with other members of the school, accessing school email, VLE, website, etc.

Name of Student

Tutor Group

Signed

Date

Appendix 5 Staff (and Volunteer) Acceptable Use Policy Agreement

School Policy

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- staff and volunteers use the internet and other communication technologies responsibly and appropriately.
- school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- staff are protected from potential risk in their use of ICT in their everyday work.

The school will aim to ensure that staff and volunteers have good access to ICT to enhance their work and to enhance learning opportunities for students learning. The school will expect in return for staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. I recognise the value of the use of ICT for enhancing learning and will ensure that students receive opportunities to gain from the use of ICT. I will, where possible, educate the young people in my care in the safe use of ICT and embed online safety in my work with young people.

For my professional and personal safety:

- I understand that all internet / network usage including email is logged and this information can be made available to the online safety officer or the headteacher.
- I understand that the rules set out in this agreement also apply to use of the school's ICT systems (e.g. laptops, email, VLE etc.) out of school, and to the transfer of personal data (digital or paper based data) out of school.
- I understand that the school's ICT systems are primarily intended for educational use and I will only use the systems for personal or recreational use within the policies and rules set out by the school.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will immediately report any illegal, inappropriate or harmful material or incident, of which I become aware.
- I understand that it is my duty to support a whole-school safeguarding approach and will report any behaviour (of other staff or students), which I believe may be inappropriate or concerning in any way to the school's named child protection officers, the online safety officer or relevant senior member of staff.
- Personal mobile phones, cameras and hand held devices cannot be used when in the presence of children on school premises or when on outings.
- I will only use school approved equipment for any storage, editing or transfer of digital images / videos and ensure I only save photographs and videos of children and staff on the appropriate system or staff-only drive within school.
- I will only take or publish images of staff and students with their permission and in accordance with the school's policy on the use of digital / video images. Images published on the school website, online learning environment etc. will not identify students by name, or other personal information.

I will be professional in my communications and actions when using school ICT systems:

- I will only communicate with students and parents / carers using official school systems. Any such communication will be professional in tone and manner. Please be aware that there are risks attached to the use of personal email addresses / mobile phones for such communications.
- I will not allow unauthorised individuals to access email / internet / network / social networks / mobile apps / or any other system I have access to via the school.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that if I take and / or publish images of others within school I will do so with their permission. I will not use my personal equipment to record these images, unless I have permission to do so. Where an image is published (e.g. on the school website, Firefly, etc.) it must not be possible to identify by name, or other personal information, those who are featured.
- Social networking is only allowed in school on the personal devices of members of staff in accordance with the online safety policy. Staff must not become “friends” with or “follow” current parents/carers or students on personal social networks for the protection of all concerned.
- I will ensure that any private social networking sites / blogs etc. that I create or to which contribute are not confused with my professional role.
- I agree and accept that any computer or laptop loaned to me by the school, is provided solely to support my professional responsibilities.
- I understand that the data protection policy requires that any information seen by myself with regard to staff or student information and held within the school’s information management system, will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority.
- I will only access student data/information if directly working with a child or as a part of my wider role in the school. No member of staff should access data/information of a family member to monitor progress, check on behaviour, etc. unless working directly with the child.
- I will not access, copy, remove or otherwise alter any other user’s files, without their express permission.
- I will not engage in any online activity that may compromise my professional responsibilities.

The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- When I use my mobile devices (PDAs / laptops / mobile phones / USB devices etc.) in school, I will follow the rules set out in this agreement, in the same way as if I were using school equipment.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate material that may cause harm or distress to others.
- I will not use any programmes or software that might allow me to bypass the school’s filtering / security systems.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless permission is given.
- I will ensure any confidential data that I wish to transport from one location to another is protected by encryption and that I follow school data security protocols when using any such data at any location.
- I am aware that under the provisions of the GDPR (General Data Protection Regulation), my school and I have extended responsibilities regarding the creation, use, storage and deletion of data, and I will not store any student data that is not in line with the school’s data policy and adequately protected. The school’s data protection officer must be aware of all data storage.
- I will not disable or cause any damage to school equipment or to the equipment belonging to others.
- I will report any damage or faults involving equipment or software.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).
- I understand that I am not authorised, without permission, to create any blog / networking page etc. representing the school.

I understand that I am responsible for my actions in and out of the school:

- I understand that this Acceptable Use Policy applies not only to my work and use of the school's ICT equipment in school, but also applies to my use of school ICT systems and equipment off the premises, and my use of personal equipment on the premises or in situations related to my employment by the school
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and / or the Local Authority and in the event of illegal activities the involvement of the police.

Appendix 6 - Prevent Intervention Triangle

Universal Provision

Because identifying those at risk is so difficult, we take the view that there should be universal provision for young people to help prevent them being drawn into radicalisation.

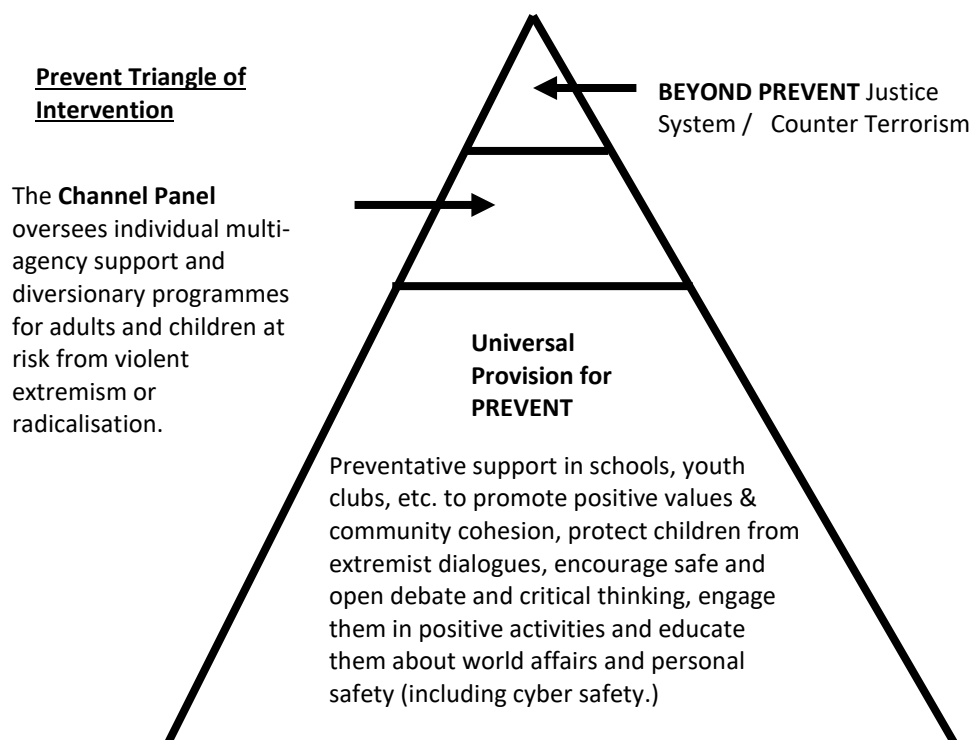
Children today have open and unrestricted access to extensive information so we need to teach skills of critical thinking, discrimination and questioning the validity of sources.

We need to ensure that they know they have a voice; that they can have differing beliefs and views to others, that they are valued members of society who can make an impact on society and bring about change for the better.

We also need to ensure that there is transparency regarding Prevent. We need to ensure that parents, teachers and students are all given the same information and know how to request support should they have concerns about someone getting drawn into extremist narratives.

A lot of good work will already take place in your school regarding this.

The diagram below shows that most Prevent work happens in the Universal Provision tier. For example, if schools have debate clubs, good SMSC and RE, safe spaces for debate, mentors, school councils, good ICT e-safety classes etc. they can demonstrate that all children are listened to, valued and given the opportunity to become critical thinkers who will be resilient to extremist narratives.



Appendix 7

Risk assessment form

Stepney All Saints School Risk Assessment

Area of concern:		Who is at risk?	
Assessment carried out by:	Date:	Date of review:	

Risk	Who might be harmed and how?	Action in place / Existing controls	Risk rating	Any further action to manage this risk?	New risk rating

Risk Rating range: U-Unacceptable; H-High Priority; M-Medium Priority, L-Low Priority & T-Trivial.

Stepney All Saints School Risk Assessment

Risk Rating Form and Matrix

The risk rating chart/matrix is used in risk assessment to consider the consequences and likelihood of a hazard/risk occurring.

Using the Risk Rating Formula:

1. From box 1 decide the rating of the probable severity/consequences of the hazard
2. From box 2 consider the rating of the likelihood of the event occurring
3. Look up the combination in the risk rating chart/matrix and link it to the action combination

Box 1- Rate severity/consequence

(A) Extremely harmful

(B) Harmful

(C) Slightly harmful

Box 2 – Rate Likelihood

(1) Highly likely (to occur)

(2) Likely (to occur)

(3) Unlikely (to occur)

Consequences → Likelihood of event occurring ↓	Extremely Harmful (A)	Harmful (B)	Slightly Harmful (C)
Highly Likely (1)	Unacceptable (U)	High (H)	Medium (M)
Likely (2)	High (H)	Medium (M)	Low (L)
Unlikely (3)	Medium (M)	Low (L)	Trivial (T)

Action combination to calculate risk rating:

A1 **U – Unacceptable** – must act immediately to ensure adequate controls are put in place

A2/B1 **H – High Priority** – urgent action required to reduce severity or likelihood

A3/B2/C1 **M – Medium Priority** – must receive attention to reduce severity or likelihood

B3/C2 **L – Low Priority** – look at ways to see if risk can be reduced

C3 **T – Trivial** – minimal risk

Appendix 8

Visitors' Policy

INTRODUCTION

Visitors are welcome to Stepney All Saints School . Indeed they often make a contribution to the life and work of the school in many different ways. The learning opportunities and experience they bring are encouraged and appreciated. It is the school's responsibility, however, to ensure that the security and welfare of its students is not compromised at any time. The school is equally responsible to the whole school community for ensuring that visitors comply with the guidelines.

It is our aim to safeguard all students under this school's responsibility both during school time and in extra-curricular activities which are arranged by the school. The ultimate aim is to ensure the students of Stepney All Saints School can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

It is our objective to establish a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents and conforms to child protection guidelines.

The school is deemed to have control and responsibility for its students anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

The policy applies to:

- All teaching and non-teaching staff employed by the school
- All external visitors entering the school site during the school day or after school activities (including peripatetic tutors, sport coaches, and topic related visitors e.g. business people, authors, artists etc.)
- All governors of the school
- All parents/carers
- All students
- Education personnel (Local Authority staff, Inspectors)
- Building and Maintenance Contractors

This policy applies to all visitors invited to Stepney All Saints School .

Visitors Invited to the School

Where possible permission should be granted by the Headteacher before any visitor is asked to come into school. The Headteacher and/or members of the senior management team should be given a clear explanation as to the relevance and purpose of the visit and intended date and time for the visit.

- All visitors must report to reception first - they must not enter the school via any other entrance.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification.
- All visitors presenting to site during the school day will be asked to remove any form of headwear that may hinder formal identification. They will need to keep any face coverings off while using the visitor management system that captures your picture.
- Once the visitor has signed in and been formally identified they can refit any face / head coverings.
- All visitors will be required to wear an identification badge.
- Visitors will then be escorted to the point of contact or their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site.
- At no point should a visitor be left on their own with children (if the visitor is meeting a member of staff).
- In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point for support staff in the upper school playground.
- On departing the school, visitors should leave via reception, enter their departure time in the Visitors' Book and return their identification badge to reception.

Visitors invited to school for events:

- During an event, such as an open day or parents evening all visitors / parents will be treated as non DBS checked.
- All visitors will enter the site via the main entrance on Bromley Street.
- There will be sufficient staff on site to ensure supervision of visitors
- Visitors will not be left alone with a student or groups of students.

Visitors whose purpose is to work with students in some capacity:

- Visitors may work with students in a variety of capacities, for example, to deliver a lesson (normally supervised by a member of staff), to meet with small groups of students or individuals (e.g. Connexions) or alternatively they may be working with a student on a one to one basis (e.g. Safe East, Children's services or Local Authority Support for Learning Service). Staff should ensure all normal visitor policy requirements are followed.
- Any visitor who is not DBS checked must not be alone with students at any point. This includes whole class or small group teaching or one to one interviews of students or escorting by students around the building.
- If a visitor has DBS clearance they may work with students unaccompanied by another member of staff. At times this might be teaching a class or a one to one interview. This must be agreed in advance.
- Regular visitors to the school must have DBS clearance.
- It is the responsibility of the external provider to ensure DBS clearance of employees/volunteers. If school has concerns regarding the DBS status of a visitor we should directly contact the provider to provide record of concern.
- Any visitor delivering a lesson or assembly must comply with the requirements of the visiting speakers' policy.

Unknown/uninvited Visitors to the School

- Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site.
- They should then be escorted to reception to sign the visitors' book and be issued with an identity badge.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Headteacher and members of the senior management team should be informed promptly.
- The Headteacher and members of the senior management team will consider the situation and decide if it is necessary to inform the police.
- If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

Governors

- All governors have DBS clearance.
- Governors should wear their id badge at all times.
- Governors should sign in and out using the Signing in Book.
- New governors will be made aware of the policy and familiar with its procedures as part of their induction.

Barring from the School Premises

Although fulfilling a public function, schools are deemed to be private places. The public has no automatic right of entry. Schools will therefore act to ensure they remain a safe place for students, staff and other members of their community. If a parent or visitors behaviour is a cause for concern, a school can ask him/her to leave school premises. In serious cases, the Headteacher or the local authority can notify them in writing that their implied licence to be on school premises has been temporarily revoked subject to any representations that the parent may wish to make.

The School will give the parent the opportunity to formally express their views on the decision to bar in writing. The decision to bar will then be reviewed, taking into account any representations made by the parent, and either confirmed or lifted. If the decision is confirmed the parent should be notified in writing, explaining how long the bar will be in place. Anyone wishing to complain about being barred can do so, by letter or email, to the Headteacher or Chair of Governors. However, complaints about barring cannot be escalated to the Department for Education. Once the school's own complaints procedure has been completed, the only remaining avenue of appeal is through the Courts; independent legal advice must therefore be sought.

Staff Development

As part of their induction, new staff will be made aware of this policy and will be asked to ensure compliance with its procedures at all times.

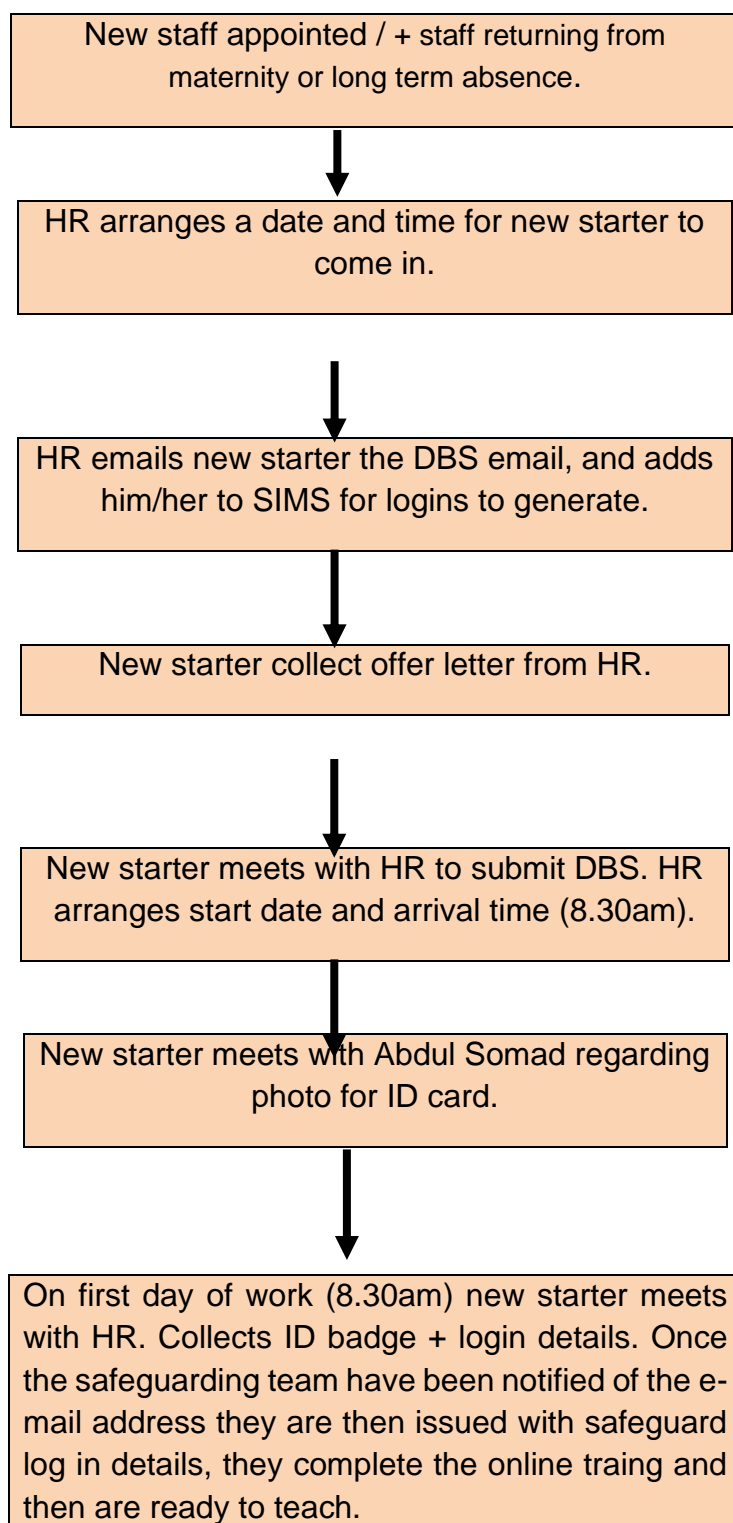
Full name (Block Capitals):.....

Signed:

Date:

Appendix 9

Staff Induction Flow Chart



Appendix 10

Numbers and acronyms used by Extreme Right groups.

18 (1 stands for "A" the first letter of the alphabet and 8 for "H": Adolph Hitler).

14: number of words in a slogan used in rallies "we must secure the existence of our people and a future for white children"- was used by the national front in April 2014.

28: 2 stands for "B"; 8 for "H" = Blood & Honour , international neo-Nazi group .

88: HH= Heil Hitler

1488

23: 23rd letter of the alphabet= w (for white)

100% = pure Aryan

4/20; 410; 4:20 = Hitler's birthday

zog: Zionist-occupied-government

jog: jewish-occupied-government

rahowa: racial holy war

incel: involuntary celibates

Child on Child Abuse – Sexual Violence and Sexual Harassment Behaviour Protocol

Sexual Violence refers to sexual violence offences under the Sexual Offences Act 2003.

Rape: A person (A) commits an offence of rape if : he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration:

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if : s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

Sexual harassment refers to ‘unwanted conduct of a sexual nature’ that can occur online and offline. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: • non-consensual sharing of sexual images and videos; • sexualised online bullying; • unwanted sexual comments and messages, including, on social media; • sexual exploitation; coercion and threats; and • upskirting.

Harmful Sexual Behaviour :Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour”.

Responding to a report of sexual violence or sexual harassment:

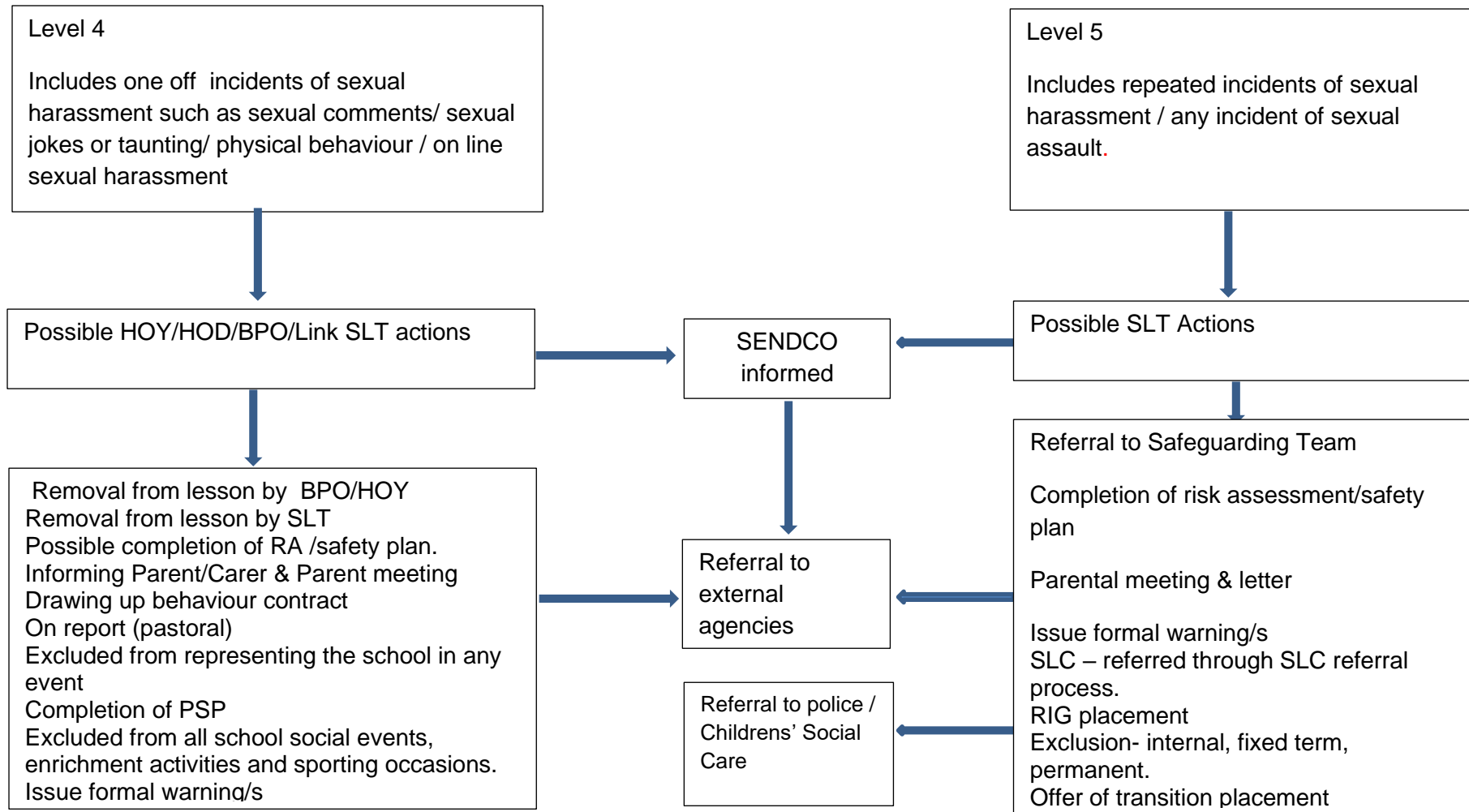
Rape, Assault by Penetration or sexual assault :

- Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that this should be referred on to the police.
- Referrals to the police will often be a natural progression of making a referral to children's social care. The designated safeguarding lead (or a deputy) should be leading the school's response and should be aware of the local process for referrals to children's social care and making referrals to the police.
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- The starting point of any report of sexual violence or sexual harassment is that it is not acceptable and won't be tolerated. It should never be passed off as 'banter', 'part of growing up' or 'having a laugh'.
- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.
- The wishes of the victim in terms of how they want to proceed should be an important consideration. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- Whilst school establishes the facts of the case and liaises with police and CSC, the alleged perpetrator should be removed from any possible contact with the victim/s and any other students/ staff who may be at risk.
- A separate member of staff will be allocated to the victim and alleged perpetrator to investigate the case and support each student separately.
- The needs of the alleged perpetrator must also be taken into account to ensure that s/he is provided with an education, safeguarding support as appropriate and receive any appropriate disciplinary action.
- The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence unless there is a reason to believe informing a parent or carer will put a child at additional risk.
- Parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child.
- The school could signpost parents to organisations offering support (see Appendix A)
- Disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing and should be carefully considered on a case-by-case basis.
- The school should consider if, by taking any action, they would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care should help the school make a determination.

Sexual Harassment:

- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- The starting point of any report of sexual violence or sexual harassment is that it is not acceptable and won't be tolerated. It should never be passed off as 'banter', 'part of growing up' or 'having a laugh' .
- Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.
- The wishes of the victim in terms of how they want to proceed should be an important consideration. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- Whilst school establishes facts of the case and liaises with police and CSC, the alleged perpetrator should be removed from any possible contact with the victim/s and any other students/ staff who may be at risk.
- A separate member of staff will be allocated to the victim and alleged perpetrator to investigate the case and support each student separately.
- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.

Sexual Violence , Sexual Harassment and Harmful Sexual Behaviour flow chart



Appendix A - Support for Parents:

https://parentzone.org.uk/	Provides expert information and resources to help make the internet work for families
http://www.childnet.com/parents-and-carers	Advice and resources to help parents and carers keep children safe online.
http://parentsafe.lgfl.net/	Detailed advice/resources covering various issues such as online safety, apps, and how to report concerns.
CEOP https://www.thinkuknow.co.uk/parents/ advice for parents https://www.thinkuknow.co.uk/parents/articles/Challenging-harmful-sexual-attitudes/ https://www.thinkuknow.co.uk/parents/articles/Supporting-positive-sexual-behaviour/	On the Thinkuknow site, advice on how to start a conversation to support positive sexual behaviour.

APPENDIX 12: Allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'DSL' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The DSL will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location

If in doubt, the DSL will seek views from the school's HR Manager and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made
-

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the DSL will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The DSL may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the DSL will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the DSL will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the DSL is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The DSL will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

- If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.
- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The DSL will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the DSL will consider how best to facilitate this.

The DSL will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The DSL will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The DSL will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the DSL will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the DSL will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct policy.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance