



THE JOHN OF GAUNT SCHOOL
- A Community Academy -

The John of Gaunt School Safeguarding Policy

The John of Gaunt School fully recognises its responsibilities for child protection.

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	S&C	25/4/16	Board of Governors	16/5/16	May 2017	Yes

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This policy should be read alongside the following other school policies:

This policy should be read in conjunction with our Equal Opportunities, Race Equality, Staff Professional Values and Code of Conduct, Health & Safety, Whistle Blowing, Anti-Bullying, E-safety and Use of Force by Staff to Control or Restrain Students policies.

In addition all staff will have read Part 1 of *Keeping Children Safe in Education*, March 2015.

This document also reference the following documents from the Wiltshire Safeguarding Children Board:

- *Revised Multi-Agency Thresholds for Safeguarding Children (December 2014)*
- *Escalation Policy for Dispute Resolution (October 2014)*

The John of Gaunt School staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

Schools do not operate in isolation. The John of Gaunt School is no exception to this. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. This school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

1. Purpose of the policy

- To raise the awareness of **all** school staff of the importance of safeguarding students and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure students and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all students □ To support students' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying and e-safety

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to students, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to students, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

2. Child Protection procedures and guidelines

What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection,

encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at The John of Gaunt School are expected to support the school's Child Protection Policy, with overall responsibility falling upon the Headteacher. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2015*.

Governing bodies should ensure a member of the governing body, usually the chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection.

Governing bodies should appoint a senior member of staff to the role of Designated Safeguarding Lead and deputy Designated Safeguarding Lead for child protection and safeguarding.

The role of the Nominated Governor is outlined in Appendix 1.

The **Designated Safeguarding Lead** is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues (Head Teacher will normally lead on allegations against staff or delegate to the DSL where the Head Teacher feels this is appropriate)
- Keep secure child protection plans, write records and reports. Review the reports and records written by others where relevant.
- Child protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to students on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the local authority and local safeguarding children board

- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.

3. Safeguarding information for students

- All students at The John of Gaunt School are able to access safeguarding support and information via a range of sources. Students can access support through the school website using the Jogcare student point of information which directs them to people within school they can speak with. They are also able to leave a message which is passed on to The DSL or deputy DSL and there is direct links to safeguarding websites.
- In school time students are able to speak directly to all staff but in particular students find the staff in the House Leaders office (G109) and the student development team office (G21) a starting point for being sign posted to appropriate safeguarding staff.

Within The Curriculum

All subjects may have opportunities to teach about safeguarding and how children may look after themselves for example, discussions in English through Poetry in Other Cultures may give rise to a discussion about Female Genital Mutilation (FGM) or considering the role of women in popular music may allow teachers to explore the issue of child sexual exploitation.

Specific subjects have a prominent role in teaching about safeguarding:

- The role of PSHE in teaching safeguarding to students as a preventative measure e.g. child sexual exploitation at an age appropriate level. An awareness of grooming, what this means – for both genders and all sexualities. This includes reflective work about healthy and unhealthy relationships, domestic violence, how to access information, help and support when needed.
- The role of ICT in promoting e-safety, awareness of grooming, assessing information and sources of information, the dangers of social media as well as the benefits.
- The role of Religious Education in teaching students about the positive nature of having a multicultural society. Allowing students to have a safe forum to question and find out about global issues which may be seen on the media and which may relate to motives ascribed to religions or religious extremists.

4. Safer Recruitment

It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children
Keeping Children Safe in Education – Part 3

What The School Does:

In line with the guidance from KCSIE Pt3 the John of Gaunt School complete the following for all staff as needed:

All interviews for paid members of staff are required to have at least one member of the panel who is safer recruitment trained and the interview must be held in a way which meets safer recruitment standards.

- a. enhanced DBS check with barred list information;
 - b. identity checks – passport/photocard driving licence/official documents eg bank statement issued within last 3 months/ birth certificate/marriage/change of name documentation;
 - c. verify the candidate’s mental and physical fitness by candidate completing pre-employment health assessment form checked by Bradford on Avon Occupational Health;
 - d. qualifications relevant to the role;
 - e. at least 2 employment references covering at least the past 5 years’ employment, where the candidate hasn’t worked for at least 5 years, a personal reference is followed up;
 - f. right to work in the UK.
 - g. Prohibition of teachers check.
- Safeguarding training is included as part of the formal induction process and recorded once completed.
 - Checks are recorded for all members of staff, volunteers, governors and external agency workers on a single central record.
 - Governors are treated as members of staff with regards to pre-employment checks. Training is provided through written material, Governor Services and Prevent training is delivered by the Prevent (WRAP) trained member of staff and recorded.
 - People volunteering within the school on a regular basis are also subject to enhanced DBS checks, identity checks and references. Safeguarding information and knowledge of school procedures are provided through printed material, given at the start of their volunteering. They have an appropriate level of supervision.
 - People working / volunteering within the school from external agencies are required to have a letter of reassurance from the agency and an official photo id and original DBS check is seen.

5. Staff training and induction

- The DSL will attend safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- The whole school staff group will receive safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required.
- All new staff will receive Safeguarding induction to ensure understanding of the safeguarding policy.
- The CP policy and Code of Conduct will be provided to all staff.

6. Safer working practice

- Safe working practice ensures that students are safe and that all staff, volunteers and governors:
 - Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions

- Work in an open and transparent way
 - Work with other colleagues where possible in situations open to question for example where a student may be known to be particularly prone to being physically over familiar with staff, ensuring staff are always with another person.
 - Discuss and/or take advice from the appropriate school management over any incident which may give rise to concern
 - Record any incident and the decisions made relating to the actions taken.
 - Apply the same professional standards regardless of gender, race, disability or sexuality
 - Be aware of confidentiality policy
 - Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Staff should refer to the John of Gaunt E-safety policy for specific guidance relating to the use of technology and social media. Staff can find detailed guidance in the *WSCB Social Networking policy, 2015*.

7. Staff behaviour

At the John of Gaunt School students should be treated with respect and staff are expected to 'model' the behaviour they would hope to receive from students. The following list should be read alongside the teaching standards. We anticipate that all adults in school will:

- Treat all children with respect.
- Set a good example by conducting themselves appropriately.
- Involve children in decision-making which affects them.
- Encourage positive and safe behaviour among children. □ Be a good listener.
- Be alert to changes in child's behaviour.
- Recognise that challenging behaviour may be an indicator of abuse.
- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing.
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid (refer to the John of Gaunt School's Intimate Care Policy).
- Maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language. □ Maintain professional standards and boundaries at all times.
- Be aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse.

8. Managing allegations against staff and volunteers

The Allegation Management WSCB flowchart has been included in Appendix 2.

Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate designated officer(s) from the local authority (DOFA):

Wiltshire Designated Officer (DOFA): 01225 718079 or 01225 713945

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.

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

Malicious allegations against staff will be investigated and dealt with by the Headteacher and, if appropriate, a committee of governors.

If you have concerns about a colleague

If staff members have concerns about another staff member or volunteer than this should be referred to the Headteacher.

Where there are concerns about the Headteacher, this should be referred to the Chair of Governors.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. The procedure for whistle blowing is outlined in The John of Gaunt Whistle Blowing Policy.

9. What constitutes child abuse and neglect?

All adults who work or volunteer with children should be able to identify concerns about child abuse. The four types of abuse, described in *Keeping Children Safe in Education 2015* are:

Physical abuse Emotional abuse Sexual abuse Neglect

Specific safeguarding issues: The John of Gaunt School recognises other safeguarding issues:

Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyberbullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, mental health, radicalisation, sexting, teenage relationship abuse, trafficking.

The school will endeavour to identify and act upon any forms of abuse according to our procedures.

For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix 3.

The DSL will update staff on current safeguarding issues through the 'Safeguarding Bulletin' which is issued to staff three times per year. Examples available on request.

10. Early Help

The *Revised Multi-Agency Thresholds for Safeguarding Children (December 2014)* document aims to inform schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

At The John of Gaunt School, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met. This aims to prevent situations escalating into larger problems. The document can be found on the Wiltshire Safeguarding Children Board (WSCB) website.

Early Help Single Point of Entry: 01225 718230

Where appropriate the school will consider the following:

- Undertake an assessment of the need for early help via the completion of a Single Agency Referral (SARF) or a Common Assessment Form (CAF)
- Apply to access early help services e.g. school nurse, pastoral worker, SENCO,
- Refer to appropriate services e.g. CAMHS etc.

11. Responding to disclosures: guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

□ Create a safe environment

- Take the child to a private and safe place if possible
- Stay calm
- Reassure the child and stress that he/she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen to the child and tell them that you believe them and are taking what is being said seriously
- Tell the child what you are going to do next after the disclosure

□ Be honest

- Do not make promises that you cannot keep
- Explain that you are likely to have to tell other people in order to stop what is happening

□ Record on the John of Gaunt Yellow Welfare form exactly what the child has said to you as soon as possible and include the following into the form:

- Child's name, address, date of birth
- Date and time of any incident
- What the child said and what you said

- Your observations e.g. child's behaviour and emotional state

The Child Welfare and Child Protection Concern Sheet is included in Appendix 4a. An overview sheet is also available for quick reference, refer to Appendix 4b for further details.

□ Be clear about what the child says and what you say

- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers

□ Maintain confidentiality

- Only tell those people that it is necessary to inform

□ Do not take sole responsibility

- Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary
- The Designated Safeguarding Lead will consider the information and decide on the next steps.

- Once a child has disclosed a safeguarding concern they may be upset. Ensure that they are taken to a place such as G21 or G109 where they will be supported if they are upset. If the disclosure happens at the end of the school day please speak to a member of the student development team or a member of the senior leadership team to provide appropriate support for the child. It is important that contact with home is made by the DSL or deputy DSL in these instances.
- Seek support for yourself if needed.

12. Reporting concerns

The 'What to do' WSCB flowchart has been included in Appendix 5.

Where any adult in the school has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the deputy of the Head Teacher. In exceptional circumstances, staff members can speak directly to Children's Social Care.

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): **0300 456 0108** Out of hours: **0300 456 0100**

If you believe the child is at immediate risk of significant harm or injury, then you must call the police on **999**.

Sharing Concerns with Parents

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them (as per

Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015).

There will be some circumstances where the Designated Safeguarding Lead will not seek consent from the individual or their family, or inform them that the information will be shared whilst respecting the need for confidentiality, therefore sharing only information that is necessary for safeguarding the child.

For example, if contacting the family would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

In some circumstances, for example, a disclosure of domestic violence, the Designated Safeguarding Lead will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action.

All decisions regarding the judgement made to share or not to share information with the family will be recorded with the reason the decision was made.

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child. The John of Gaunt School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to disclose any concerns they may have with the school. We make parents aware of our Child Protection Policy and parents are aware that these are on the school website.

Recording concerns

When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after reporting it urgently to the Designated Safeguarding Lead, or their deputy.

Discussions should be recorded on the school child welfare and CP record form (see Template in Appendix 4), with details of the concern and any agreed action that is to be taken. The records must be signed and dated.

Record keeping of child protection concerns

The school will:

- Keep clear records of all child welfare and child protection concerns using the standard recording form, with a body map where injuries need to be noted (see Template in Appendix 4a), including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely, using the agreed digital and secure safeguarding system. Any hardcopy records and other records must be signed and dated and kept securely in a file under the

child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

Ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

Information sharing –internal process

Information concerning students at risk of harm will be shared with all members of staff on a “need to know” basis. The Designated Safeguarding Lead will make a judgement in each individual case about who needs and has a right to access particular information.

13. Monitoring of children subjected to a CP Plan

Students who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or specified and appropriately trained delegated staff will attend planning meetings and core groups specified in the plan and contribute to assessments and plans.

The school recognises that students who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school. – staff dealing with such students may need to be aware that such students are vulnerable and challenging without specific details being shared , so that they may be able to provide better support for them in the classroom environment.

14. Children with Special Educational Needs or Disabilities

Governors recognise that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other students.

Governors will provide a school environment in which students with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, students will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify students with particular communication needs.

Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:

- Communication

- Learning and processing information
- Experiencing the world around them, including sensory difficulties
- Physical or medical conditions that affect their life and learning
- Coping with social and emotional challenges

The SEND service can be contacted on 01225 757 985.

15. Follow-up support of vulnerable children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the students through:

- Pastoral support
- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Welfare Service and educational psychology service, and where appropriate initiate and/or contribute to a CAF and Team Around the Child (TAC) meetings.

In order to create a culture of safety in the school, The John of Gaunt School will ensure that safeguarding is a standing item on appropriate meeting agendas.

16. Allegations of abuse made against other children

At The John of Gaunt School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexting or abuse through technology and sexual exploitation.

If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed, and will decide on the appropriate action(s) the school will follow.

A record will be made in line with the section 12 of this policy.

17. Welcoming other professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear a school I.D. badge if required to do so.

18. Off-site visits

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.

Safeguarding concerns or allegations will be responded to following the WSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Head teacher, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The Lead Member of staff will always have an emergency contact at school and they will be able to contact the DSL or deputy DSL at any point to deal with safeguarding concerns.

19. Exchange visits

As a school we will satisfy ourselves that parents/carers who will act as host families for students are suitable to host students and are aware who in the school they should raise any concerns with..

Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.

20. Photography and images – see also e-safety policy

To protect children we will:

- Ensure that we have parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications) as part of our Year 7 admissions procedure. Where consent is not given this should be clearly indicated on SIMS.
- Only use school equipment

- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image, ideally no name to be used at all.
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

There will be school events when parents/carers will want to take photographs for their own personal use. It is good practice to demonstrate the school's protective ethos by determining and implementing our own policies on the safe use of cameras and videos by parents/carers at school events. The main options available to the school are:

1. To announce that no one is allowed to take photographs at school events;
2. To announce that photographs may be taken on the basis that they are for private retention and not for publication in any manner, including use on personal websites.

The John of Gaunt School opts for the latter course, accepting that many parents certainly wish to celebrate their own child's achievements through a photographic record, which may include unintentionally but inevitably images of other children also.

21. Missing children

A child going missing is a potential indicator of abuse and neglect. After reasonable attempts have been made to contact the family, we will follow the WSCB procedure and refer to the MASH team.

If a looked after child or a child subjected to a CP plan goes missing, we will refer them to the MASH team within 24 hours.

If the school becomes aware that a child is missing within the school day and parents / carers are unable to locate the child we will recommend parents contact the police on 101 immediately or do so on their behalf or in the instances that parents cannot be contacted.

22. Missing from education

Children missing education procedures will be followed where a child or young person has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Education Welfare Service.

The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Policy review

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.

Date of policy last review: 16 May 2016

Date of next review: May 2017

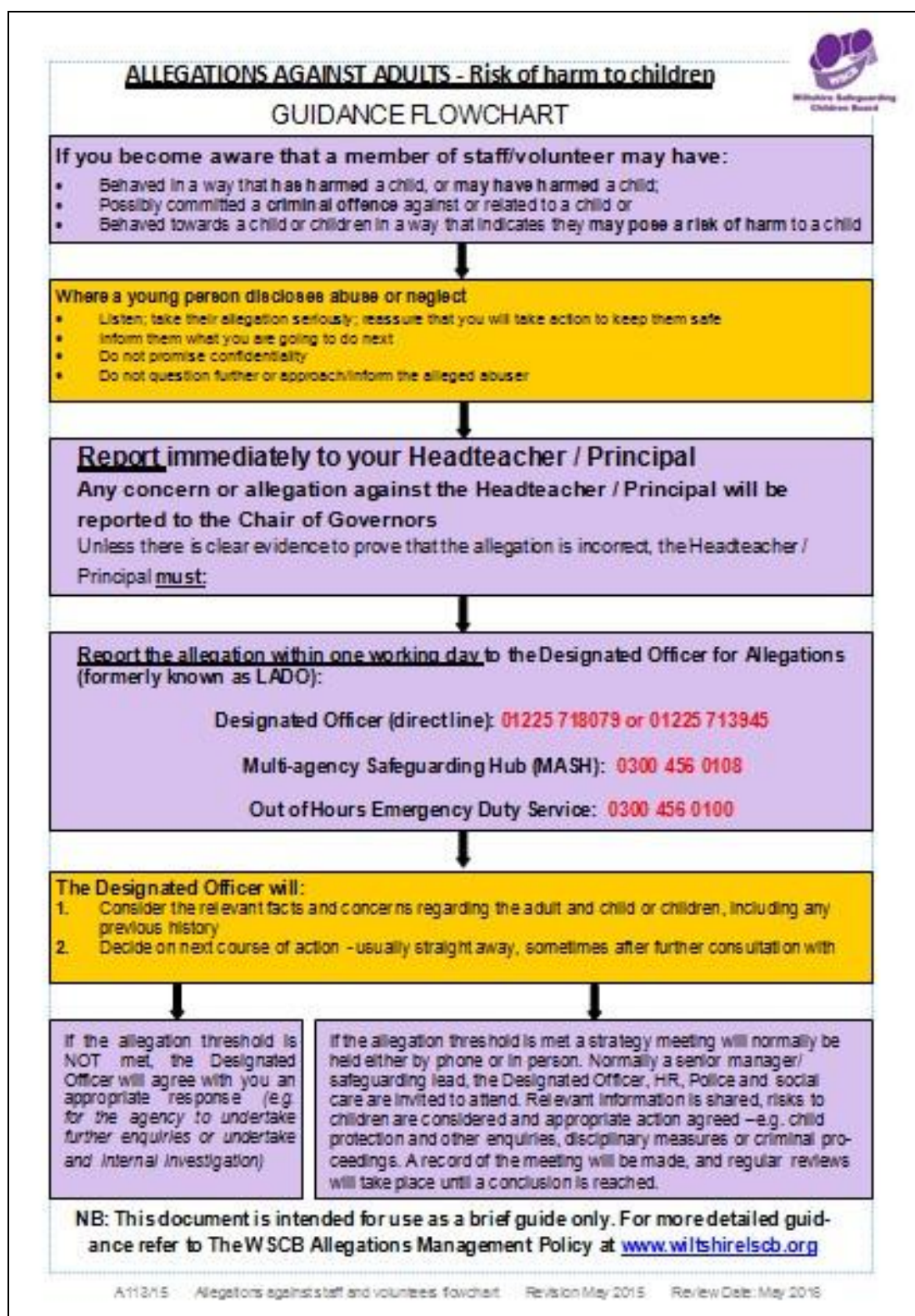
This Policy is based on the model Child Protection Policy Provided by Wiltshire Council

APPENDIX 1: The role of the Nominated Governor

Ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the Designated Safeguarding Lead and the Head teacher and offering challenge if necessary
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Head teacher using the Wiltshire Council annual School Safeguarding Audit return and reporting back to Full Governing Body
- Ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of students

APPENDIX 2: 'Allegations against adults' flowchart



APPENDIX 3: Definitions and indicators of abuse and neglect

What to do if you are worried a child is being abused 2015 describes some of the signs that might be indicators of abuse or neglect.

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts; ○
 - burns or scalds; or ○
 - bite marks.

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

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’;
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn’t expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation *is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation*

doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

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

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Other specific safeguarding issues Female genital mutilation (FGM) and Forced Marriage

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category.

From 31st October 2015, all regulated professionals (health, teachers, social workers) are required to report all known cases of FGM in girls under 18s which they identify in the course of their professional work directly to the police.

Professionals 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:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

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.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Preventing radicalisation

Keeping Children Safe in Education 2015 places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

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. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.

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
- 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 sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- 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 across online so involvement with particular groups may not be apparent.)

Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability;
- the arrangement is for 28 days or longer;
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

APPENDIX 4a

Child Welfare and Child Protection Concern Sheet

For completion by staff or volunteers when they become aware of child welfare concerns, in accordance with government guidance and the school's child protection policy. The Designated Safeguarding Lead will monitor concerns and report where appropriate to Children's Social Care if a child is deemed at risk of significant harm. This information will be disclosed only to those staff who need to know for the purposes of child protection. Concerns should usually be shared with parent/child, unless to do so may place a child/ren at increased risk of harm (if in doubt about this, consult with social care). Please write legibly and do not use acronyms. Exact words must be used even if they may offend.

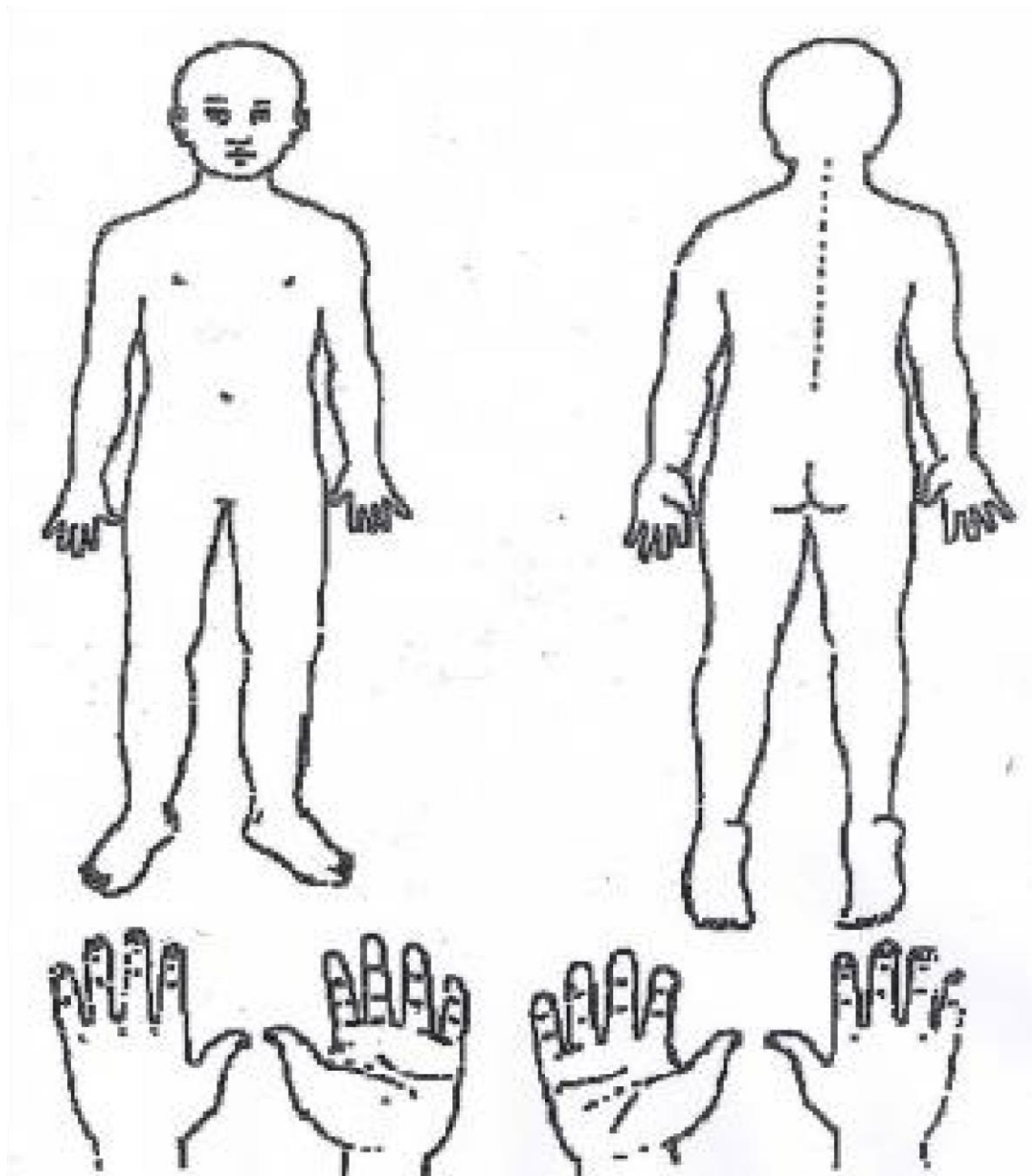
Date of alleged incident		Date/time of disclosure	
Name of child/ren		Class	
Name of person making this record		Role in school	
Signed as a true record		Date DD/MM/YY	

Nature of concern Attach additional sheet(s) if necessary (include observations as well as professional opinions)				
	Body map used	Yes		No
Any other relevant information (previous concern, other				

professionals involved/SEN details etc.)								
Current status with social care (please tick & add name where known)	None		Known to social care		Allocated social worker		Child protection plan	

Name of Designated Safeguarding Lead reviewing the concern		Initial Action taken		Date	
Further action taken Please also record whether concerns were shared with: <ul style="list-style-type: none"> • parents/carers • MASH and reason(s) why:				Date	
Final outcome				Date	

Body Map			
Date concern noted		Date/time of report	
Name of child/ren		Class	
Name of person making this record (please print)		Role in school	
Signed as a true record		Date DD/MM/YY	



APPENDIX 4b

SAFEGUARDING OVERVIEW SHEET

(To be included in the child's CP file when concerns are logged for the first time)

Name of child _____ DOB: _____

Date file created _____

Nature of concern:

Other known names _____

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

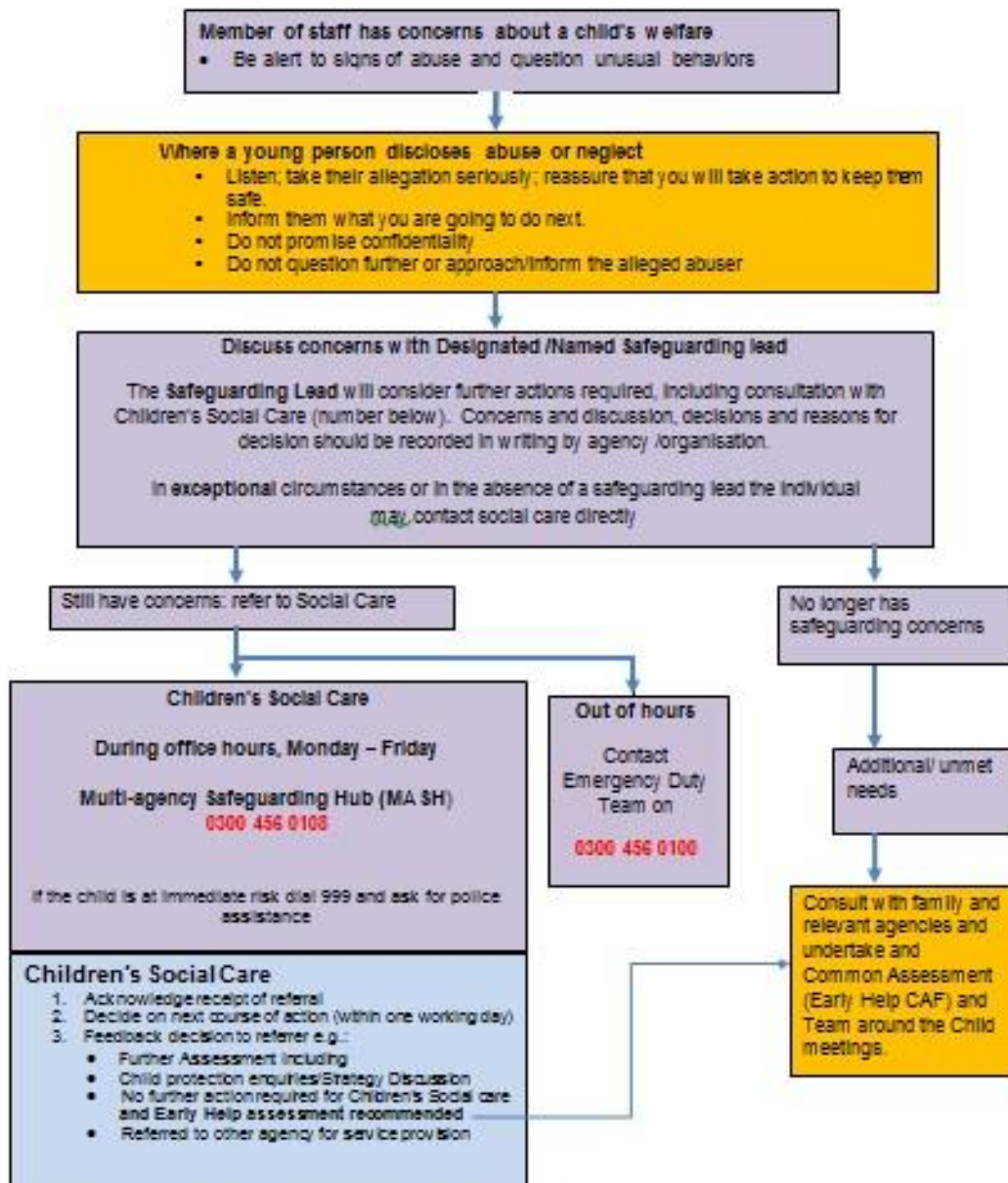
If yes, which files are relevant?

Name of lead person responsible for reviewing this record:

APPENDIX 5: 'What to do if you are worried a child is being abused or neglected' flowchart

WILT SHIRE SAFEGUARDING CHILDREN BOARD

What to do if you are worried a child is being abused or neglected



This flowchart is intended for use as a brief guide. Please refer to the **DFE** Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation) at: www.wiltshirelscb.org



The John of Gaunt School

A Community Academy

CODE OF CONDUCT FOR TEACHING AND SUPPORT STAFF IN ACADEMIES

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	Resources S&C	14/11/16 26/09/16	Board	05/12/16	Oct 2108	No

Vision Statement

'Creating an irresistible climate for achievement'

- We challenge, support and encourage every student to **achieve their potential**.
- We believe **effort** and **dedication** lead to success and we **raise aspirations**.
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud**.
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

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Part 1

General staff conduct

What is it?

1. This code of conduct:
 - sets out minimum standards of behaviour for employees;
 - provides guidelines to help maintain and improve standards;
 - aims to protect the reputation of both employees and the academy;
 - aims to protect the rights and interests of children and young people involved with the academy
2. This code of conduct is not exhaustive and does not replace the general requirements of the law, common sense and good conduct.
3. This code of conduct should be read in conjunction with a number of policies and schemes relating to conduct which are set out at the end of this document.

Who does it apply to?

4. This policy applies to all employees of The John of Gaunt Academy including supply workers.

What is my responsibility?

5. Academy employees need to:
 - read this policy;
 - ensure they understand it;
 - ask if there are any points that are unclear;
 - use this code of conduct, alongside other academy policies, to guide them in their role.
6. Breach of this code of conduct may lead to disciplinary action which could result in dismissal. Please refer to the disciplinary procedure for more information.

Teaching staff responsibilities

7. Teaching staff must adhere to:
 - the terms and conditions outlined in the school teachers pay and conditions document (STPCD). A copy of STPCD can be found for reference purposes in the academy's administration office.
 - the Teachers Standards as set out by the Department for Education. These cover both teaching standards and personal and professional conduct. Teacher's performance will be regularly reviewed against these professional standards.

What are the main points?

8. All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore avoid using inappropriate or offensive language at all times.

9. All staff must, therefore, demonstrate the highest standards of conduct in order to encourage our pupils/students to do the same.
10. Employees represent the academy and are trusted to act in a way which promotes the academy's interests and protects its reputation. This Code helps all staff to understand what behaviour is and is not acceptable
11. Employees are accountable for their actions and should ask the Headteacher for advice if they are not sure of the appropriate action to take.

Interests

12. Conflicts of interest may occur if a decision of the academy could affect an employee, or close friends and relatives, either positively or negatively.
13. Interests could include:
 - involvement with businesses which have existing or proposed contracts with the academy;
14. Employees should ask themselves the question "Would a member of the public think that they or their family would benefit from the connection between their personal interest and their employment with the academy?"
15. If the answer is yes then they must declare their interest to the Headteacher in writing.
16. Employees may hold their own personal and political views but must act professionally at work and not allow these views to interfere with their work.

Outside Commitments

17. Employees should ensure that their activities outside work do not conflict with their duty to the academy.
18. All teaching and support staff should inform the Headteacher before engaging in any other business or accepting additional employment.
19. Any additional employment should not conflict with the academy's interests or have the potential to bring the academy into disrepute.
20. Employees may not set up a business, or accept a job with a business, which is in direct competition with the academy. Employees should check with the Headteacher where further clarification is required.
21. If an employee works for another organisation they may not act as a messenger between that organisation and the academy. Formal channels of communication must be maintained.
22. Any secondary employment must not be carried out during an employee's contracted academy working hours, nor whilst on standby for official call out purposes unless such employment can be undertaken from their home.
23. It is an employee's responsibility to monitor the number of hours they work and to ensure that they are rested and refreshed and able to carry out their role. On average employees should not work more than 48 hours in total each week unless they have

opted out of the Working Time Regulations. If an employee requires assistance to manage their workload they should seek support and guidance from their line manager(s).

Confidentiality

24. Employees must take all reasonable steps to ensure that the loss, destruction, inaccuracy or improper disclosure of information does not occur as a result of their actions. This includes information relating to academy business and pupil data.
25. Employees must not disclose personal or financial information about any other member of staff without the express consent of that individual or authorisation from the Headteacher.
26. Confidential information, belonging to the academy, should not be disclosed to any person not authorised to receive it.
27. Employees must not use any information obtained in the course of their employment to cause damage to the academy or for personal gain or benefit. Nor should they pass information on to others who may use it in such a way.
28. Employees should also be aware that under Section 13 Education Act 2011 that it is a criminal offence to disclose the identity of a teacher who is the subject of an allegation of a criminal offence made by or on behalf of a pupil until a teacher is charged with this offence. This includes disclosing any information that could make that person identifiable. Further details are available from the Headteacher.

Responsible use of Social Media

29. The John of Gaunt School understands the popularity and benefits of social media sites if used responsibly. Such sites allow for, and promote, general communication, online discussion and provide the ability to share information about yourself and others quickly and easily.
30. If an individual's personal internet presence does not make any reference to the The John of Gaunt School, its employees, students or partners cannot be identified, then the content is unlikely to be of concern to the School.
31. Individuals covered by this policy must not use social media sites to make comments about, or post contact details or photographs of, other employees, students or other associates of the School, or the school itself, where these might be deemed as offensive or breaching privacy. Comments or other postings of this nature may constitute unacceptable behaviour. This includes where individuals or the school are not named, but can be readily identified by themselves or others from the information posted.
32. Individuals must not disclose confidential information relating to the School, its staff, students or business partners.

Time, facilities and publications

33. Employees must spend all of their contracted hours working for the academy.
34. Employees may not make personal use of the academy's property or facilities (stationery, photocopiers, car parks etc.) unless authorised to do so by the

Headteacher. Computers and software may only be used in line with the academy's Acceptable Use Policy.

35. Employees may only use the academy telephones to make or receive private calls in exceptional circumstances.
36. Any public funds entrusted to an employee must be used in a responsible and lawful manner in line with JOG policies and procedures.
37. Employees who want to publish any material which they have written in connection with their duties or in which they describe themselves as holding a position within the academy must first gain the consent of the Headteacher.
38. If, in the course of their work, an employee creates a copyright work (for example a procedures manual or a software programme); patentable invention; design capable of registration; this would become the property of the academy and, if appropriate, they would be required to cooperate in the registration formalities.
39. Employees may retain fees for any lectures delivered with the agreement of the Headteacher.

Equality

40. The academy is firmly committed to the principles of equality and diversity and has a positive duty to promote these within the community it serves.
41. Employees must treat colleagues, pupils, parents, carers, governors and members of the public and the local community with respect and must not discriminate unlawfully against any person.
42. Employees involved in making appointments should ensure that decisions are based only on the ability of the candidate to undertake the duties of the post. If any applicant is a close personal friend or relative they should not be involved in the appointment process.
43. Employees should not be involved in any decisions relating to discipline, pay or promotion of close personal friends or relatives.

Gifts, Hospitality and Sponsorship

44. Employees must not accept any fee or reward for work done other than their pay and allowances as set out in their contract of employment except as set out in paragraphs (*a) and (*b) below.
45. It is an offence under the Prevention of Corruption Acts for employees to accept gifts, loans, fees or rewards as an inducement to act in a certain way in their official capacity.
 - (*a) Employees may accept small items (e.g. inexpensive pens, diaries, flowers, chocolates). They should check the process for this with the Headteacher.
 - (*b) Employees may only accept an offer of a more significant gift (as a guide worth more than £25) or hospitality (e.g. visits, meals, sporting events etc.) if there is a genuine need to do so in order to represent the academy in the community.

46. Gifts, benefits and hospitality offered to employees or members of their family as a consequence of their employment must be declared to the Finance Manager in writing whether accepted or not.
47. Employees should never accept significant gifts or hospitality from pupils, parents, carers, actual or potential contractors or outside suppliers.
48. If an external organisation wishes, or is sought, to sponsor an academy activity the rules concerning acceptance of gifts or hospitality apply. Particular care must be taken when dealing with contractors or potential contractors. The headteacher must be involved in any decision.
49. Where the academy wishes to sponsor an event or service no employee or member of their family must benefit unless full disclosure of interest has been made to the headteacher. All sponsorship must be recorded.

Dress and personal protective equipment

50. Employees should ensure that their dress is appropriate to the professional nature of their role at the academy, the activities they are involved in and any health and safety requirements related to these. Further information can be found within the school dress code.
51. Suitable personal protective equipment will be issued and must be worn where a risk assessment indicates it is appropriate.

Speaking to the media

52. It is advisable for any approaches regarding academy related issues, from all press, radio or TV stations or specialist press to be directed to the Headteacher.

Misconduct

53. All employees should conduct themselves in a professional manner at work. Serious misconduct and/or criminal offences committed during or outside of working hours which bring them or the academy into disrepute may be the subject of disciplinary action which could lead to dismissal.
54. It is essential that employees inform the headteacher of any police investigation, charge, caution, reprimand, fine or conviction immediately. All such disclosures will be handled in confidence but this may result in a suspension from duties while an investigation takes place.

Are there any exemptions?

55. No – however some parts of the code of conduct will have more of an effect on senior, managerial and professional staff than others.
56. Many employees are responsible under their own professional codes of conduct. In cases where professional codes of conduct appear to conflict with the academy's own code advice should be obtained from the headteacher.

Headteacher responsibilities:

57. Provide additional advice and guidance on any points within the code of conduct.

58. Signpost employees to relevant policies, documents and guidelines.

Further advice and information

59. The academy may also operate a number of policies and schemes relating to conduct at work which employees are required to follow for further information or clarification employees should speak to the Headteacher.

Part 2

Conduct in relation to safeguarding

This document should be read in conjunction with The John of Gaunt School's policies and procedures available on the intranet which staff are expected to refer to. In particular staff should have particular regard to the Equality and Diversity Policy, Safeguarding Policy and Procedures, E-safety Policy, Whistleblowing Procedure and the DfE document Keeping Children Safe in Education, information for all school and college staff (Section 1 of KCSIE September 2016) and you are to work according to its guidance. If you have any questions about it or related Safeguarding matters you must speak to the Designated Safeguarding Lead (DSL).

Section 1: Overview and Rationale

All adults working or volunteering at The John of Gaunt School who come into contact with children and young people must comply with this Code of Conduct as part of their contractual and professional obligations and in order to meet their duty of care to safeguard and promote the welfare of pupils. This Code of Conduct provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The Code of Conduct aims to:

- keep children safe by raising awareness of and clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that this Code of Conduct cannot cover all eventualities. There may be times when professional judgements have to be made in situations not covered by this document. However, it is expected that in these circumstances individuals will always advise their line manager of the justification for any such action already taken or proposed. This Code of Conduct is also designed to help prevent misplaced or malicious allegations which can be distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

It is also recognised that not all adults who work with children and young people work at The John of Gaunt School do so as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by all adults whose work brings them into contact with children and young people. The guidance contained in this document has due regard to current legislation and statutory guidance.

Section 2: Using the Code of Conduct Underlying Principles

All those who work at The John of Gaunt School must be familiar with this Code of Conduct and comply with the School's Safeguarding Policy and Procedures together with other policies relevant to their work. Adults whose practice deviates from this Code of Conduct may bring into question their suitability to work with children and young people. Any adult who is unclear about their obligations or how any aspect of this Code of Conduct relates to them should seek further guidance from their line manager. It is the responsibility of all adults working for The John of Gaunt School to safeguard and promote the welfare of children and young people.

This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.

- Adults who work with children are responsible for their own actions and behaviour and therefore should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document and in other policies relevant to their work at the School.

Definitions

Children and Young People: Throughout this document references are made to 'pupils, children and young people'. These terms are interchangeable and refer to children who have not yet reached their 18th birthday. This guidance, however also has value for those working with vulnerable adults, and for adults who work with pupils who have reached their eighteenth birthday while still at school.

Adults: References to 'adults' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of, children and young people, in either a paid or unpaid capacity.

Manager / line manager: The term 'manager' or 'line manager' refers to those adults who have responsibility for managing services including the supervision of employees and/or volunteers at any level.

Employer: The term 'employer' refers to The John of Gaunt School. In the context of this document, the term 'employer' is also taken to include 'employing' the unpaid services of volunteers.

Safeguarding: The process of protecting children from abuse or neglect; preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

Duty of Care: The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care.

This document is relevant to both individuals and organisations working with or on behalf of children and young people. Where an individual works independently and does not work as part of an organisation references made to the ‘senior manager’ should be taken to refer to parents or those with parenting responsibilities.

Section 3: Code of Conduct for Safe Working Practices

<p>1. Context All adults who work with children and young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This Code of Conduct has been produced to help adults working in our setting to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.</p>	<p>This means that these guidelines:</p> <ul style="list-style-type: none"> • apply to all adults working in all settings whatever their position, role, or responsibilities • may provide guidance where an individual’s suitability to work with children and young people has been called into question.
<p>2. Duty of Care All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people. Whether working in a paid or voluntary capacity, these adults have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect. Everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached • always act, and be seen to act, in the child’s best interests • avoid any conduct which would lead any reasonable person to question their motivation and intentions • take responsibility for their own actions and behaviour • comply with safeguarding and child protection policies and procedures as set out in The John of Gaunt Safeguarding Policy and related documents / policies.

<p>responsibilities and trust inherent in that role.</p>	
<p>3. Confidentiality</p> <p>The storing and processing of personal information about children and young people is governed by Legislation. Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.</p> <p>Whilst adults need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this of a child young person under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • be clear about when information can be shared and in what circumstances it is appropriate to do so • treat information they receive about children and young people in a discreet and confidential manner • seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them • know to whom any concerns or allegations should be reported
<p>4. Making a Professional Judgement</p> <p>This Code of Conduct cannot provide a complete checklist of what is, or is not inappropriate behaviour for adults in all circumstances.</p> <p>There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a senior manager or if the adult does not</p>	<ul style="list-style-type: none"> • This means that where no specific guidance exists adults must: • discuss the circumstances that informed their action, or their proposed action, with a senior manager and report any actions which could be misinterpreted to their senior manager • always discuss any misunderstanding, accidents or threats with a senior manager always record discussions and reasons why actions were taken. • record any areas of disagreement about course of action taken and if necessary referred to a higher authority

<p>work for an organisation, with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably. Adults should always be able to justify that their actions are warranted, proportionate and safe and applied equitably.</p>	
<p>5. Power and Positions of Trust A relationship between an adult and a child or young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • comply with the law and not engage in sexual activity with any child or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. • not use their position to gain access to information for their own or others' advantage • not use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people • not use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.
<p>6. Propriety and Behaviour All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work. The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by The John of Gaunt School as to whether there may be a potential risk to children and young people in the workplace.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • not behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model. • not make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such • be aware that behaviour in their personal lives may impact upon their work with children and young people • understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people and comply with any investigations into such matters
<p>7. Personal Living Space No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and a member of the Senior Leadership Team.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations • challenge any request for their accommodation to be used as an additional resource for The John of Gaunt School • be mindful of the need to maintain professional boundaries

<p>Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.</p>	<ul style="list-style-type: none"> • refrain from asking children and young people to undertake personal jobs or errands
<p>8. Gifts, Rewards and Favouritism Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny. Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • ensure that gifts received or given in situations which may be misconstrued are declared • generally, only give gifts to an individual young person as part of an agreed reward system • where giving gifts other than as above, ensure that these are of insignificant value • ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff
<p>9. Infatuations Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • report to the Designated Senior Lead and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace • always acknowledge and maintain professional boundaries
<p>10. Communication with Children and Young People (including the Use of Technology) Any communication between children and adults, by whatever method, should take place within clear professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails,</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • comply with policies relating to portable devices and use of the internet • not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal websites • where possible only use equipment provided by The John of Gaunt School to communicate with children, making sure, where possible, that parents have given permission for this form of communication to be used

<p>digital cameras, videos, web-cams, websites and blogs. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny. Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. E-mail or text communications between an adult and a child or young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites. Internal e-mail systems should only be used in accordance with School guidelines in the Staff Handbook and Acceptable Use of IT Policy.</p>	<ul style="list-style-type: none"> • not share any personal information with a child or young person • only make contact with children for professional reasons It should only be used as a last resort when other forms of communication are not possible and recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. • not use internet or web-based communication channels to send personal messages to a child/young person • ensure that if they use a social networking site details are not shared with children and young people and privacy settings are set at maximum • not become ‘friends’ with current students or ex-students of The John of Gaunt School until the student is at least 20 years old and has left the school for at least 2 years, whichever is later.
<p>11. Social Contact Adults who work with children and young people should not seek to have social contact them or their families, unless the reason for this contact has been firmly established and agreed with senior managers, or where an adult does not work for an organisation, the parent or carers. Adults should be aware that social contact in certain situations can be construed as grooming. Where social contact is made through interests outside of The John of Gaunt School or through the adult’s own family or personal networks, care should be taken to maintain appropriate personal and professional boundaries. It is recognised that some adults may provide support to a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside their professional role.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • have no secret social contact with children and young people or their parents • consider the appropriateness of the social contact according to their role and nature of their work • advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern • report to the DSL and record any situation, which may place a child at risk or which may compromise The John of Gaunt School or their own professional standing • be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with a line manager. understand that some communications may be called into question and need to be justified.

<p>This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.</p>	
<p>12. Sexual Contact All adults working at The John of Gaunt School are expected to comply with guidance about safeguarding and understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • comply with the School’s Safeguarding Policy • be familiar with statutory guidance and the law as it relates to sexual relationships with those they work with • attend training as required by the School to ensure that they are familiar with safeguarding issues not seek or have sexual relationships with any pupil • have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact • make sexual remarks to, or about, a child/young person • discuss their own sexual relationships with or in the presence of children or young people • take care that their language or conduct does not give rise to comment or speculation • recognise that attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.
<p>13. Physical Contact Many jobs within the children’s workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities. Not all children and young people feel comfortable about physical contact, and adults should not make the assumption that it is acceptable practice to use touch as a means of communication. Permission should be sought from a child or young person before physical contact is made. If the child does not have the capability to understand or give consent, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary. When physical contact is made with a child this should be in response to their needs at the time, of limited</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • be aware of relevant guidance and policies in respect of physical contact with children and meeting medical needs of children and young people where appropriate • be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described • never touch a child in a way which may be considered indecent, for personal gratification or represent a misuse of authority • be prepared to report and explain actions and accept that all physical contact be open to scrutiny • not indulge in ‘horseplay’ • always encourage children, where possible, to undertake self-care tasks independently • work within Health and Safety regulations • be aware of cultural or religious views about touching and always be sensitive to issues of gender • understand that physical contact in some circumstances can be easily misinterpreted • report incidents where physical contact has occurred and which may be interpreted as being outside normal practice • report any instance where a child seeks or initiates inappropriate physical contact with an adult, and ensure that contact is not exploited in any way

<p>duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child.</p> <p>Adults, nevertheless, should use their professional judgement at all times, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.</p> <p>Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless there is explicit agreement on the need for, and nature of, that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.</p> <p>As a school we would not permit physical intervention by an adult in situations where there is a student attempting to leave a classroom due to the risk posed to both the student and the adult.</p> <p>Likewise, adult physical intervention when there is a physical altercation between students should be a last resort, when all other methods of stopping the altercation have been attempted.</p>	
<p>14. Other Activities that require Physical Contact</p> <p>Adults who work in certain settings, including sports, drama or outdoor activities may have some physical contact with children, for example, to demonstrate technique in the use of a particular piece of equipment,</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • treat children with dignity and respect and avoid contact with intimate parts of the body • always explain to a child the reason why contact is necessary and what form that contact will take and seek their agreement • seek consent of parents where a child or young person is unable to do so because of a disability.

<p>adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer. It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, children and young people informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.</p>	<ul style="list-style-type: none"> • consider alternatives, where it is anticipated that a child might misinterpret any such contact, • be familiar with and follow recommended guidance and protocols • conduct activities where they can be seen by others • be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact • seek guidance from colleagues or relevant organisations about safe and appropriate contact
<p>15. Behaviour Management All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Any sanctions or rewards used should be in accordance with the B4L Policy which is regularly reviewed. The use of corporal punishment is not acceptable and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people. Where children display difficult or challenging behaviour, adults must follow the B4L, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • adhere to The John of Gaunt School's Behaviour Policy • not use corporal punishment or force as a form of punishment • not use any form of degrading treatment to punish a child. • must try to diffuse situations before they escalate • inform parents of any behaviour management techniques used (through the website etc. and in discussions if necessary). • be mindful of factors which may impact upon a child or young person's behaviour (e.g. bullying, abuse, SEN) and where necessary take appropriate action • work with colleagues to devise/implement positive behaviour plans for individual pupils

<p>behaviour management strategies have failed and a child is at serious risk of harm to themselves or another person..</p>	
<p>16. Children and Young People in Distress</p> <p>For all adults working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Younger children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc.</p> <p>Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries. Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with and the DSL and thereafter in most cases also with the parents/carers.</p>	<p>This means the adult must:</p> <ul style="list-style-type: none"> • consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way • be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances • never touch a child in a way which may be considered inappropriate • record and report to the DSL situations which may give rise to concern from either party • not assume that all children seek physical comfort if they are distressed
<p>17. Intimate and Personal Care</p> <p>Some roles necessitate physical contact with children on a regular basis, for example those who require help with changing clothes due to disability or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed.</p> <p>The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.</p> <p>The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • make other staff aware of the task being undertaken • explain to the child what is happening • consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary • record the justification for any variations to the agreed procedure/care plan and share this information with parents • ensure that any changes to the agreed care plan are discussed, agreed and recorded. • avoid any visually intrusive behaviour where there are changing rooms announce their intention of entering • not change in the same place as children • not shower or bathe with children • not assist with any personal care task which a child or young person can undertake by themselves

<p>As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the School must be negotiated and recorded.</p>	
<p>18. First Aid and Administration of Medication Adults must be suitably trained and qualified before administering first aid and/or any agreed medication. Parents should always be informed when first aid has been administered. In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate, be encouraged to self-administer medication or treatment including, for example any ointment, use of inhalers.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • adhere to The John of Gaunt School procedures for administering first aid or medication • always ensure that an appropriate health/risk assessment is undertaken where needed • refer pupils to named, trained individuals to undertake comprehensive first aid • make the necessary referral to the emergency services if required • comply with the necessary reporting requirements • explain to the child what is happening. • always act and be seen to act in the child's best interests • report and record any administration of first aid or medication • have regard to any health plan which is in place
<p>19. One to One Situations This Code of Conduct and the School's Safeguarding Policy and Procedures together frame the guidance for The John of Gaunt School employees when working alone with pupils as working in one to one situations can pose additional risks to them and pupils. There are occasions where line managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis. Meetings with children and young people outside agreed working arrangements should not take place without the agreement of senior managers and parents or carers.</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed where appropriate. • avoid meetings with a child or young person in remote, secluded areas, • always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by • avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy • always report any situation where a child becomes distressed or angry to an appropriate colleague • carefully consider the needs and circumstances of the child/children when in one to one situations
<p>20. Trips and Outings Adults should take particular care when supervising children and</p>	<p>This means that adults must:</p> <ul style="list-style-type: none"> • comply with the Educational Trips and Visits Policy and undertake appropriate risk assessments

<p>young people on trips and outings, where the setting is less formal than the usual workplace. This includes those taken by 6th form students.</p> <p>Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.</p>	<ul style="list-style-type: none"> • always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager • have parental consent to the activity where applicable • ensure that their behaviour remains professional at all times • never share beds with a child/children or young people • not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.
<p>21. Photography and Videos</p> <p>Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of children and young people.</p> <p>Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet.</p> <p>There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.</p> <p>Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.</p>	<ul style="list-style-type: none"> • This means that adults must: comply with any policies and guidance regarding taking and storing images • be clear about the purpose of the activity and about what will happen to the images when the activity is concluded be able to justify images of children in their possession and not take photographs of children for their personal use • avoid making images in one to one situations or which show a single child with no surrounding context • ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed. • only use equipment provided or authorised by the John of Gaunt School • report any concerns about any inappropriate or intrusive photographs found • always ensure they have parental permission to take and/or display photographs • not display or distribute images of children unless they have consent to do so from parents/carers • not use images which may cause distress • not take images 'in secret', or taking images in situations that may be construed as secretive.
<p>22. Access to Inappropriate Images and Internet Usage</p>	<p>This means that adults must:</p>

<p>Accessing, making and storing indecent images of children on the internet are illegal. Adults who do so will be viewed as posing a significant threat to children and raise serious concerns about their suitability of the adult to continue to work with children.</p> <p>This will lead to criminal investigation and the individual being barred from working with children and young people, if proven. Where indecent images of children or other unsuitable material are found, the Police and Designated Officer for Allegations (DOFA) must be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.</p>	<ul style="list-style-type: none"> • follow The John of Gaunt School's guidance on the use of IT equipment and its Safeguarding Policy • not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace • seek to ensure that children are not exposed to unsuitable material on the internet • ensure that any films or material shown to children and young people are age appropriate • ensure that children and young people are not exposed to any inappropriate images or web links. Adults need to ensure that internet equipment used by children has the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.
<p>23. Sharing Concerns and Recording Incidents</p> <p>Individuals should be aware of The John of Gaunt School's Safeguarding Procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance.</p> <p>Adults who are the subject of allegations are advised to contact their professional association. In the event of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to the DSL or the Head without delay, in accordance with procedures.</p> <p>Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children and young people so that appropriate support can be provided or action can be taken. It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or</p>	<p>This means that adults:</p> <ul style="list-style-type: none"> • should be familiar with the School's system for reporting concerns • should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace • The John of Gaunt School has an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace

<p>on behalf of children and young people.</p>	
<p>24. Whistleblowing All individuals should be aware of the Whistleblowing Procedures designed to deal with the disclosure of information by an employee when the welfare of children or other employees is put at risk, or when there is some danger, fraud or other unlawful or unethical conduct in the School. It is intended to provide protection to employees who disclose such matters from being subjected to any personal detriment, including being unfairly dismissed from their post as a result. The employee is not expected to prove the truth of a disclosure but will need to demonstrate sufficient grounds for their concern.</p>	
<p>25. Prevent Duty All staff should be aware of their obligations in relation to preventing radicalisation and ensured they have completed the statutory training.</p>	

Frequently asked questions

- **What should an employee do if they know that someone is breaching this code of conduct?**

Often it is those closest to an organisation who realise that there is something wrong. Sometimes people are reluctant to act upon their concerns because they think that they are being disloyal, or because they are afraid that they might be victimised if they speak up.

The academy has in place a whistleblowing policy to enable employees to raise concerns in an appropriate manner and to ensure that they do not suffer any detriment as a result of doing so.

- **Can an employee's partner's business tender for a contract?**

The code of conduct does not preclude anyone from having the opportunity to tender for business. However, the process must be, and be seen to be, fair open and transparent. To this end, employees would need to make the headteacher aware of their interest, take no part in the tendering process and ensure that they do not pass on any information which would give that business any advantage in the process.

- **Can an employee's relative apply for a job in the academy?**

Yes. They can apply and would be considered on the basis of their suitability for the role. They should declare their relationship on the appropriate section of the application form.

If the employee is involved in recruiting for the role they should not be involved in any stage of the appointment and should disclose the relationship as soon as they are aware that their relative or close personal friend is applying for the role so that someone else can be assigned to the appointments process.

- **Can an employee take an evening job?**

All teachers and support staff should inform their headteacher prior to taking on any additional work.

In all circumstances employees must remember:

- They should not do work which is in direct competition with the academy;
- The work they are doing should not bring the academy into disrepute;
- They may not act as a “go-between” between the academy and the other business;
- They must not undertake other work when they are on duty for the academy, including during standby or call out duties unless the work can be undertaken from home;
- That they are responsible for ensuring they get enough rest and do not exceed working time regulations.

- **What if a pupil buys an employee a box of chocolates – should they accept them?**

Generally, gifts which are of low value (under £25) can be accepted. Employees should be guided by academy procedures and by common sense.

- **Can employees accept discounts because they work for the academy?**

Any other discount offered should be treated in the same way as gifts and hospitality and generally should not be accepted.

- **Can employees campaign for a political party outside of work?**

Employees may campaign on behalf of a political party however when engaged on academy business they must remain politically neutral and not allow their personal or political views to interfere with their duties.

- **What types of interests should be declared?**

An interest is anything which could cause a reasonable member of the public, knowing all facts, to think that an employee might be influenced when making a decision in the course of their work.

Interests could include:

- Land or property ownership
- Relationships with people involved
- Acting as a governor for another school / academy
- Involvement with an organisation or pressure group which may oppose a academy policy

Individuals are free to take part in activities organised and authorised by the Trade Unions without declaring an interest.

- **Can an employee make a comment to the press if they are approached for example, as a union member on a picket line?**

In these circumstances the employee should direct the press to the correct contact. If an employee does make a comment to the press, whilst in their role as a member of a union, they will need to consider any potential conflict of interest or impact on their work role with the academy and the academy's reputation.

- **Can an employee use the academy photocopier to make personal copies?**
Employees should get authorisation from the headteacher before using any work facilities for personal use.
- **What should an employee do if the code of conduct doesn't cover their specific situation?**

In the first instance seek advice from the headteacher.



The John of Gaunt School

A Community Academy

E-Safety Policy

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	SLICT	Nov 2015				Yes

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1. Vision Statement

'Creating an irresistible climate for achievement'

- We challenge, support and encourage every student to **achieve their potential**.
- We believe **effort** and **dedication** lead to success and we **raise aspirations**.
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud**.
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

2. Rationale

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 and 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 school e-safety policy is in place to help ensure safe and appropriate use.

This policy applies to all members of the school community (including staff, students, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of school. The policy includes detailed information on access, content, mobile phone and other personal device use and cyber bullying. Responsibilities of the school, the staff, the students and parents are also included.

This policy should be read in conjunction with both the 'Staff and Volunteer Acceptable Use Policy' and the 'Student Acceptable use agreement form'.

3. How will Internet access be authorised?

Internet access for students is seen as an entitlement on the basis of educational need and an essential resource for staff. Parental permission is sought when each student starts at the school. The school's internet provider, SWGfL, proactively monitors Internet usage for illegal (attempted access of child abuse and incitement for racial hatred) websites and will notify the local police and Wiltshire Council in these instances.

- The school keep a record of all staff and pupils who are not granted Internet access. The record will be kept up-to-date; for instance if a pupil's access is withdrawn.
- Students must individually agree to abide by the Acceptable Use Policy statement

4. How will filtering be managed?

Despite careful design, filtering systems cannot be completely effective due to the speed of change of web content. Levels of access and supervision will vary according to the student's age and experience. Internet access must be appropriate for all members of the school community from youngest student to staff.

- A log of all staff with unfiltered access to the Internet is kept and is regularly reviewed.
- A designated member of staff will review the popular permitted and banned sites accessed by the school.
- The school will work in partnership with parents; Wiltshire Council, DFE and the SWGfL to ensure systems to protect students are reviewed and improved.
- If staff or students discover unsuitable sites, the URL (web address) and content must be reported to the Internet Service Provider (SWGfL) via the Computing and Business faculty Director of Learning.
- Website logs will be regularly sampled and monitored.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any material that the school believes is illegal will be referred to the Internet Watch.

5. How will the risks be assessed?

As the quantity and breadth of the information available through the Internet continues to grow it is not possible to guard against every undesirable situation. The school will address the issue that it is difficult to remove completely the risk that students might access unsuitable materials via the school system.

- In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school does not accept liability for the material accessed, or any consequences of Internet access. □ The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.
- Methods to identify, assess and minimise risks will be reviewed regularly. □ The head teacher will ensure that the Internet policy is implemented and compliance with the policy monitored.

6. Teaching and Learning

6.2 Why is Internet use important?

The Internet is an essential resource to support teaching and learning. The statutory curriculum requires pupils to learn how to locate, retrieve and exchange information using ICT. In delivering the curriculum, teachers need to plan to integrate the use of communications technology such as web-based resources and e-mail and mobile learning. Computer skills are vital to access life-long learning and employment; indeed ICT is now seen as an essential life-skill.

- Internet use is a part of the statutory curriculum and a necessary tool for staff and students.
- The purpose of Internet use in school is to raise educational standards, to promote student achievement, well-being and to support the professional work of staff and to enhance the school's management information and business administration systems.
- Internet access is an entitlement for students who show a responsible and mature approach to its use.
- The Internet is an essential part of everyday life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.
- Students use the Internet widely outside school and need to learn how to evaluate Internet information and to take care of their own safety and security.

7. How will Internet use enhance learning?

Benefits of using the Internet in education include:

- Access to worldwide educational resources including museums and art galleries;
- Inclusion in the National Education Network which connects all UK schools;
- Educational and cultural exchanges between pupils worldwide;

- Vocational, social and leisure use in libraries, clubs and at home;
- Access to experts in many fields for students and staff;
- Professional development for staff through access to national developments,
- Educational materials and effective curriculum practice;
- Collaboration across networks of schools, support services and professional associations;
- Improved access to technical support including remote management of networks and automatic system updates;
- Access to learning wherever and whenever convenient.

8. How will students learn to evaluate Internet content?

Information received via the web, e-mail or text message requires good information handling and digital literacy skills. In particular, it may be difficult to determine origin and accuracy, as the contextual clues may be missing or difficult to read. A whole curriculum approach may be required.

Ideally inappropriate material would not be visible to students using the web but this is not easy to achieve and cannot be guaranteed. Students should be taught what to do if they experience material that they find distasteful, uncomfortable or threatening.

- Students will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Students will use age-appropriate tools to research Internet content.
- The evaluation of online materials is a part of teaching and learning in every subject and will be viewed as a whole-school requirement across the curriculum.
- If staff or students discover unsuitable sites, the URL (address) and content must be reported to the South West Grid for Learning
- Schools should ensure that the use of Internet derived materials by staff and by students complies with copyright law.
- Students will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

9. Communication and Content

9.1 Website content

- The point of contact on the school web site is the school address, school e-mail and telephone number. Staff or students' personal information will not be published.
- Written permission from parents or carers will be obtained before photographs of students are published on the school website. Photographs will be selected carefully and will not enable individual pupils to be clearly identified. □
Students' full names will not be used anywhere on the website, particularly in association with photographs.
- The nature of all items uploaded will not include content that allows the students to be identified.
- The head teacher will take overall editorial responsibility and ensure that content is accurate and appropriate.
- The website should comply with the school's guidelines for publications including respect for intellectual property rights, privacy policies and copyright.

9.2 Learning Platforms

An effective learning platform or learning environment can offer schools a wide range of benefits to teachers, students and parents, as well as support for management and administration.

- The school's senior leadership team and staff will regularly monitor the usage of the learning platform by students and staff in all areas, in particular message and communication tools and publishing facilities.
- Students/staff will be advised about acceptable conduct and use when using the learning platform.
- Only members of the current student, parent/carers and staff community will have access to the learning platform.
- All users will be mindful of copyright issues and will only upload appropriate content onto the learning platform.
- When staff, students etc leave the school their account or rights to specific school areas will be disabled or transferred to their new establishment.

9.3 Managing e-mail

E-mail is an essential means of communication for both staff and students. Directed e-mail use can bring significant educational benefits and interesting projects between schools. However, the use of e-mail requires appropriate safety measures.

- Students may only use approved e-mail accounts on the school system.
- Students must immediately tell a responsible adult if they receive offensive e-mail.
 - Staff will use official school provided email accounts
- Students should use email in an acceptable way. Sending images without consent, messages that cause distress and harassment to others are considered significant breaches of school conduct and will be dealt with accordingly.
- E-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.

9.4 On-line communications, social networking and social media.

On-line communications, social networking and social media services are filtered in school by the SWGfL but are likely to be accessible from home.

- Students will be taught how to keep personal information safe when using online services. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and email addresses, full names of friends/family, specific interests and clubs etc.
- Students must not reveal personal details of themselves or others in online communication, or arrange to meet anyone.
- Staff wishing to use social media tools with students as part of the curriculum will risk assess the sites before use and check the sites terms and conditions to ensure the site is age appropriate. Staff will obtain documented consent from the Senior Leadership Team before using social media tools in the classroom.
- Staff official blogs or wikis should be password protected and run with approval from the Senior Leadership Team.
- Personal publishing will be taught via age appropriate sites that are suitable for educational purposes. They will be moderated by the school where possible.
- Students will be advised on security and privacy online and will be encouraged to set passwords, deny access to unknown individuals and to block unwanted

communications. Students will be encouraged to approve and invite known friends only on social networking sites and to deny access to others by making profiles private.

- All members of the school community are advised not to publish specific and detailed private thoughts, especially those that may be considered threatening, hurtful or defamatory.
- Concerns regarding students' use of social networking, social media and personal publishing sites (in or out of school) will be raised with their parents/carers, particularly when concerning students' under-age use of sites.
- Staff personal use of social networking, social media and personal publishing sites will be discussed as part of staff induction and safe and professional behaviour will be outlined in the Staff and Volunteer Acceptable Use Policy.
- In line with, 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' it will not be considered appropriate for staff to engage in personal online communications with children and young people, parents or carers. Express care is also to be taken regarding the use of social networking sites.

9.5 Mobile phones and personal devices

Mobile phones and other personal devices can be used to communicate in a variety of ways with texting, camera phones and internet accesses all common features.

- The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the school community.
- School staff may confiscate a phone or device if they believe it is being used to contravene the school's behaviour or anti bullying policy. If there is suspicion that the material on the mobile may provide evidence relating to a criminal offence the phone will be handed over to the police for further investigation.
- Mobile phones and other personal devices will not be used during lessons or formal school time unless as part of an approved and directed curriculum based activity with consent from a member of staff.
- Electronic devices of all kinds that are brought in to school are the responsibility of the user. The school accepts no responsibility for the loss, theft or damage of such items.
- Mobile phones and personal devices are not permitted to be used in certain areas within the school site such as changing rooms or toilets.
- Staff are not permitted to use their own personal phones or devices for contacting students and their families within or outside of the setting in a professional capacity.
- Staff should not use personal devices such as mobile phones or cameras to take photos or videos of students and will only use work-provided equipment for this purpose.

9.6 Video Conferencing

Video conferencing enables users to see and hear each other between different locations. This 'real time' interactive technology has many potential benefits in education.

- Staff must refer to the internet consent agreements prior to students taking part in video conferences.
- All video conferencing equipment in the classroom must be switched off when not in use and not set to auto answer.

- Students will ask permission from a teacher before making or answering a video conference call.
- Video conferencing will be supervised appropriately for the students' age and ability.

9.7 Emerging Technologies

Many emerging communications technologies offer the potential to develop new teaching and learning tools, including mobile communications, Internet access, collaboration and multimedia tools. A risk assessment will be undertaken on each new technology for effective and safe practice in classroom use to be developed. The safest approach is to deny access until a risk assessment has been completed and safety has been established.

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

9.8 Cyberbullying

Many young people and adults find that using the internet and mobile phones is a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. It is essential that students, school staff, parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

Cyberbullying can be defined as "The use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone" DCSF 2007. DfE and Childnet have produced resources and guidance that can be used to give practical advice and guidance on cyberbullying:

<http://www.digizen.org/cyberbullying>

- Cyberbullying (along with all other forms of bullying) of any member of the school community will not be tolerated. Full details are set out in the school's antibullying policy.
- All incidents of cyberbullying reported to the school will be recorded.
- The school will take steps to identify the bully, where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Students, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the school's e-Safety ethos.

9.9 Data Protection

The quantity and variety of data held on students, families and on staff is expanding quickly. While this data can be very useful in improving services, data could be mishandled, stolen or misused. The Data Protection Act 1998 gives individuals the right to know what information is held about them and provides a framework to ensure that personal information is handled properly. It promotes openness in the use of personal information.

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

10. Implementation

10.1 Introducing the Policy to Students

- All users will be informed that network and Internet use will be monitored.

- An e–Safety training programme will be established across the school to raise the awareness and importance of safe and responsible internet use amongst students.
- Student instruction regarding responsible and safe use will precede Internet access.
- An e–Safety module will be included in the ICT programmes covering both safe school and home use.
- E-Safety rules or copies of the student Acceptable Use Policy will be posted in all rooms with Internet access.
- Safe and responsible use of the Internet and technology will be reinforced across the curriculum and subject areas.

10.2 Consulting with Staff

- The e–Safety Policy will be formally provided to and discussed with all members of staff.
- Staff should be aware that Internet traffic is monitored and reported by the SWGfL and can be traced to the individual user. Discretion and professional conduct is essential.
- Up-to-date and appropriate staff training in safe and responsible Internet use, both professionally and personally, will be provided for all members of staff.
- All members of staff will be made aware that their online conduct out of school could have an impact on their role and reputation within school. Civil, legal or disciplinary action could be taken if they are found to bring the profession or institution into disrepute, or if something is felt to have undermined confidence in their professional abilities.

10.3 Parents and E-Safety

- Parents’ and carers’ attention will be drawn to the School E-Safety Policy in newsletters, the school brochure and on the school Website.
- A partnership approach with parents will be encouraged. This could include offering parents’ evenings, demonstrations, practical sessions and suggestions for safe Internet use at home.
- Regular information will be provided to parents about how to ensure they can work with the school to ensure this resource is used appropriately both within school and home.
- Internet issues will be handled sensitively to inform parents without undue alarm.
- Advice on filtering systems and educational and leisure activities that include responsible use of the Internet will be made available to parents.
- Interested parents will be referred to organisations such as PIN, Parents Online and NCH Action for Children.
- All parents will receive support information as and when available, e.g. Know It All for Parents.

10.4 How will complaints be handled?

- Responsibility for handling incidents will be delegated to a senior member of staff.
- Any complaint about staff misuse must be referred to the Headteacher.
- Students and parents will be informed of the complaints procedure.
- Parents and pupils will need to work in partnership with staff to resolve issues.
 - There may be occasions when the police must be contacted. Early contact could be made to establish the legal position and discuss strategies.