



# Range High School

## SAFEGUARDING POLICY

This policy consists of the following sections:

Child Protection – Associate Leader – Personal Development

Anti-Bullying – Associate Leader – Behaviour

Positive Handling – Associate Leader - Behaviour

E-Safety – CAL ICT

Safer Recruitment & Selection - Headteacher

Date of last review: August 2019

Date of next review: Autumn term 2019 following further published guidance from Sefton LSCB – (major changes will be brought to the attention of governors as, and when they occur)

**RESPONSIBILITY FOR THIS POLICY REMAINS WITH THE GOVERNING BODY**

# Child Protection

Person responsible for section: Associate Leader (Personal Development)

## General Information

Governors: This section will be reviewed annually by the Safeguarding & Leadership Committee

Headteacher: Mr M McGarry

SLT: Mr D Cregeen - Associate Leader (Personal Development)

LAC Co-ordinator: Mr D Cregeen

## Child Protection

A range of documents, circulars and guidance for good practice provided the framework of Range High School's Child Protection Policy and its implementation. The key documents which inform this section are:

- The Education Act 2002
- What to do if you are worried that a child is being abused (Advice for Practitioners) – March 2015
- Working Together to Safeguard Children July 2018
- Keeping Children Safe in Education update September 2018

## Mission Statement

Range High School is committed in its responsibility to protect and safeguard the children and young people in our school. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements within our school to identify assess and support those children who are suffering, or at risk of, harm. The school recognises that because of their day to day contact with children, all staff, including temporary staff, volunteers and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. The school recognises that it can help children to resist abuse through prevention work in the curriculum.

Range High School also uses the UNICEF Convention on the Rights of the Child as the basis for the development of its policies. Pupils have identified 5 Articles from the charter to which they wish to give prominence in the school. These are:

1. **Article 28: Every child has the right to learn and go to school**
2. **Article 12: Every child has the right to say what they think in matters concerning them and to have their views taken seriously**
3. **Article 19: Every child has the right not to be harmed**
4. **Article 23: Every child has the right to have special care and support according to individual needs.**
5. **Article 29: Every child has the right to be the best that they can be.**

**Key to this policy is Article 19: Every child has the right not to be harmed**

## Creating a safe school

The central aim is to safeguard the welfare and personal safety of the children and young people in our care through actively promoting awareness of child abuse issues, effective child protection procedures and good practice. Where any form of child abuse is suspected, our paramount responsibility is to the child or young person. To help achieve this, the school will:

- Provide an environment in which the children feel safe and secure and have the confidence of knowing their views are valued and respected and are encouraged to talk and be listened to.
- Ensure **all** staff, including temporary staff, volunteers and governors are made aware of the school's safeguarding policies; the nature, types and possible symptoms of abuse; referral procedures that have to be adhered to and their responsibilities in identifying and reporting suspected cases of child abuse.
- Ensure all staff, including temporary staff, volunteers and governors, are aware of their statutory duty to report safeguarding concerns and that all staff, including temporary staff, volunteers and governors, can make a referral to Social Care at any time
- Review policies annually and amended if necessary to take account of safeguarding legislation and statutory guidance
- Establish and update a staff Code of Conduct
- Carefully monitor children identified at being 'at risk'.

- Take particular care with children with disabilities and special educational needs (SEN).
- Ensure procedures and strategies are in place to deal with allegations or suspicions of abuse by staff, including temporary staff, volunteers and governors, including referral to the DBS, (see Safer Recruitment and Selection Section) and that these are known by staff (“whistleblowing”).
- Integrate key issues relating to child protection into the curriculum, particularly through Personal, Social, and Health Education (PSHE) and E-safety.
- Ensure ongoing child protection training for all adults working within the school environment takes place.
- Ensure each recruitment panel has at least one member who has a current Safer Recruitment Training certificate
- Ensure a member of SLT is the Designated Safeguarding Lead (DSL).
- Ensure a member of the Governing Body (usually the Chair) is nominated to liaise with the DO on Child protection issues and in the event of an allegation of abuse made against the Headteacher.
- Ensure that the Child Protection Policy is made available on the school website.
- Ensure that the DSL and at least one member of the Governing Body have a current Safer Recruitment Training certificate.
- Ensure we have a procedure for making a referral to the DO and DBS if a person in a regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- Ensure all volunteers and governors have an enhanced DBS clearance
- Ensure policies and procedures follow the most up-to-date guidance from the Local Safeguarding Children Board (LSCB)
- Check and approve safeguarding arrangements for offsite provision

## Organisation

### Designated Teachers

The DSL at Range High School is:

- Mr D Cregeen (Associate Leader – Personal Development)
- The Deputy DSL is Mr M McGarry - Headteacher

The DSL will update their training every 2 years (as specified by LSCB and national statutory guidance) and will keep up to date with safeguarding developments at least annually. This requirement is written in their Job Description.

The School also has 2 other staff trained in child protection liaison. These are:

- Mr Mike McGarry (Headteacher)
- Mr D Cregeen (Associate Leader – Personal Development)

The school has a LAC co-ordinator (currently DC) who liaises with the Virtual School Headteacher who is responsible for the progress of Looked After Children.

The three other HOH have also undertaken safeguarding training.

In the absence of Mr Cregeen the DSL is the Headteacher. In the event of both being absent any case of suspected child abuse should be referred to any member of SLT or HOH.

The responsibilities of the DSL are:

- To ensure all staff, pupils, visitors, volunteers and Governors are aware of who the named Child Protection liaison staff are.
- To ensure all staff, including temporary staff, volunteers and governors are aware of the school’s Child Protection policy and the school’s and their own child protection responsibilities within the Safeguarding Board’s Procedures.

- To refer, promptly, all cases of suspected child abuse to Social Services and other agencies as appropriate.
- To support and advise staff in their child protection work by organising regular training on Child Protection within the school; raising staff awareness and confidence on child protection issues and ensure new staff are aware of these procedures.
- To ensure all staff know about and have access to the LSCB's guidelines. In the event of a member of staff having a child protection concern about a pupil, s/he must inform the DSL and record accurately the event(s) giving rise to the concern. The action to be taken is detailed in the guidance section of the LSCB website and this guidance will be followed. Copies of these are held with the Headteacher, CQ and the School Office.
- To co-ordinate action where child abuse is suspected.
- To facilitate and support the development of a whole school policy on Child Protection including providing input into the planning of the content and the delivery of the Personal, Health, Social Education (PSHE) curriculum.
- To maintain and update as necessary the Child Protection Monitoring Register; attend case conferences or nominate an appropriate member of staff to attend on his/her behalf; maintain records of case conferences securely and disseminate information where appropriate on a 'need to know' basis only; pass on records and inform the key worker when a child on the Register leaves the school.
- To regularly attend appropriate Child Protection training courses to maintain knowledge and awareness of current and proposed issues, policy and practice of Child Protection.
- To review the school's Child Protection Policy on an annual basis
- To update the staff Code of Conduct annually
- To update the Governors' Code of Conduct annually
- To ensure staff, including temporary staff, volunteers and governors, are adequately trained in the school's policies on restraint and personal care
- To ensure staff, including temporary staff, volunteers and governors, are adequately trained in the recognition of physical abuse, emotional abuse, sexual abuse and neglect (see Appendix 2)
- To ensure staff, including temporary staff, volunteers and governors, are alert to Peer on Peer Abuse (See Appendix 3), Forced Marriage, Female Genital Mutilation (FGM) and Child Sexual Exploitation (See Appendix 4) and other types of abuse (See Appendix 4)
- To ensure staff, including temporary staff, volunteers and governors are aware of their duty to protect pupils from radicalisation (the Prevent Duty)
- To ensure the school has adequate training for the Designated Teacher for Looked After Children
- To ensure all staff, including temporary staff, volunteers and governors, are aware of the additional potential vulnerabilities of Looked After Children
- To ensure the school has and follows a procedure for missing children
- To liaise with the Resources Manager to ensure the Single Central Record is kept appropriately and that the Safer Recruitment Policy is followed with regard to the Disclosure and Barring Service (DBS)
- To participate in local initiatives (e.g. Operation Encompass)

### **Dealing with Child Disclosures**

Staff who are approached by a child with a disclosure about abuse must comply with the guidelines given in the memorandum of Good Practice (Criminal Justice Act 1991).

The following guidelines should be used as a framework for a teachers' response:

- Be accessible and listen to what the child has to say.
- Note down the main points carefully using the child's own words and don't put words into the child's mouth. Record any questions you asked the child. Sign, date and time your notes and get a second person to witness, time, sign and date them.
- Make clear to the child you take what they say seriously – show sympathy and concern.
- Reassure the child they were right to inform you and that what happened to them was not their fault.
- Inform the child that you will seek help for them and make clear at an early point that you must involve others such as Social Services etc, who may want to speak to them and who can help make sure the same

thing does not happen again. **It must be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues.**

Allegations of child abuse **must be** given the highest priority and referred immediately to the DSL who will determine an appropriate course of action based on the Safeguarding Board's guidelines. Staff should be aware that they have a statutory duty to report, and that, if they are not confident their concerns are being taken seriously, they can make a referral themselves at any time.

**All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Staff should refer to the flowchart (Appendix 1).

Options include:

- Managing any support for the child internally via the school's own pastoral support processes
- An early help assessment; or
- A referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

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

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

Staff should not:

- Ask leading questions, e.g. was it dad?
- Or questions which require a yes or no answer. Only ask questions you need to know to clarify the immediate safety of the child.
- Re-interview the child. The Social Services or other agencies (e.g. the Police) will form the basis of evidence needed to protect the child.
- Make promises you cannot keep, e.g. that you will not pass on what the child tells you.

### **Allegations against school staff, visitors, volunteers or Governors**

- All staff, including temporary staff, volunteers and governors, should be aware of the school's guidance on keeping themselves safe when working with pupils and of the school's policy on behaviour management and on restraint
- Staff, including temporary staff, volunteers and governors, should be aware of conduct and safe practice including using digital and social media, and will be given this on induction. This will then be updated annually in the Code of Conduct
- All staff, including temporary staff, volunteers and governors, will receive an annual safeguarding briefing.
- Training logs will be checked annually
- We understand that a child may make an allegation and the Headteacher has a duty to respond
- If an allegation is made or information is received which suggests that a person may be unsuitable to work with children, the member of staff, temporary staff, volunteer or governor, receiving the allegation or aware of the information will immediately inform the Headteacher
- The Headteacher will on all occasions discuss the content of the allegation with the Designated Officer (DO)

- If the allegation made to a member of staff, temporary staff, volunteer or governor, concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the DO without notifying the Headteacher first
- Contact details for the Chair of Governors are available at Main Reception
- The school will follow the LSCB procedures and DO advice for managing allegations against staff
- All staff, including temporary staff, volunteers and governors, should be aware of their duty to raise concerns, where they exist. If it becomes necessary to consult outside school they should speak in the first instance to the DO. Contact details for the DO are available at Main Reception and on the LSCB website (<http://www.seftonlscb.co.uk/>)
- The Headteacher has a duty to respond to allegations made by pupils

## Records and Record Keeping

Records **must** be kept where there are concerns about a pupil's welfare. Such records are confidential and must be kept in a secure place and not with the pupil's school records. Access to such records must be on a need to know basis and through the DSL. Parents do **not** have a right to access such records. However, it is preferred practice that parents should be informed of any referral recommended unless it involves an allegation of sexual abuse. However, this is decided on a case by case basis by the appropriate authorities.

Records may be needed for Child Protection conferences or if a case goes to court. Records and reports therefore must be:

- Factual and not opinion based
- Non-judgemental (no assumptions)
- Accurate
- Clear
- Relevant

## Monitoring

Staff who have concerns about a pupil, which may relate to, for example, concerns about a pupil's:

- Physical appearance, health or emotional state
- Attendance and punctuality record
- Home conditions or situation
- Deterioration in behaviour or educational progress

**must** inform the DSL.

Referrals made by telephone or via the online process to Social Services must be recorded and include the name of the Duty Officer contacted, date and time and whether the parents/guardians of the pupil have been informed on the referral. This must be confirmed in writing and a copy kept in the pupil's confidential file.

## Additional Issues

- The school will make all efforts to hold more than one emergency contact number of a second adult for each pupil
- The school will update this policy as appropriate to ensure it meets the data sharing requirements of Working Together to Safeguard Children 2018, the GDPR legislation and the Data Protection Act
- The DSL will ensure safeguarding information is transferred to new settings if a pupil changes school
- School training will reflect the requirements of KCSIE (Sept 2018), including peer on peer abuse, county lines, and the potential vulnerabilities of pupils with SEND, caregivers, Looked After Children and children with other additional needs
- The school will be mindful of issues deemed to be contextual to safeguarding practice

## **Parents/Carers**

The school prospectus will inform parents/carers, of the school's responsibilities in the area of Child Protection and the Safeguarding Board guidelines staff are expected to follow where there are concerns of possible child abuse. This will be in the form of a statement:

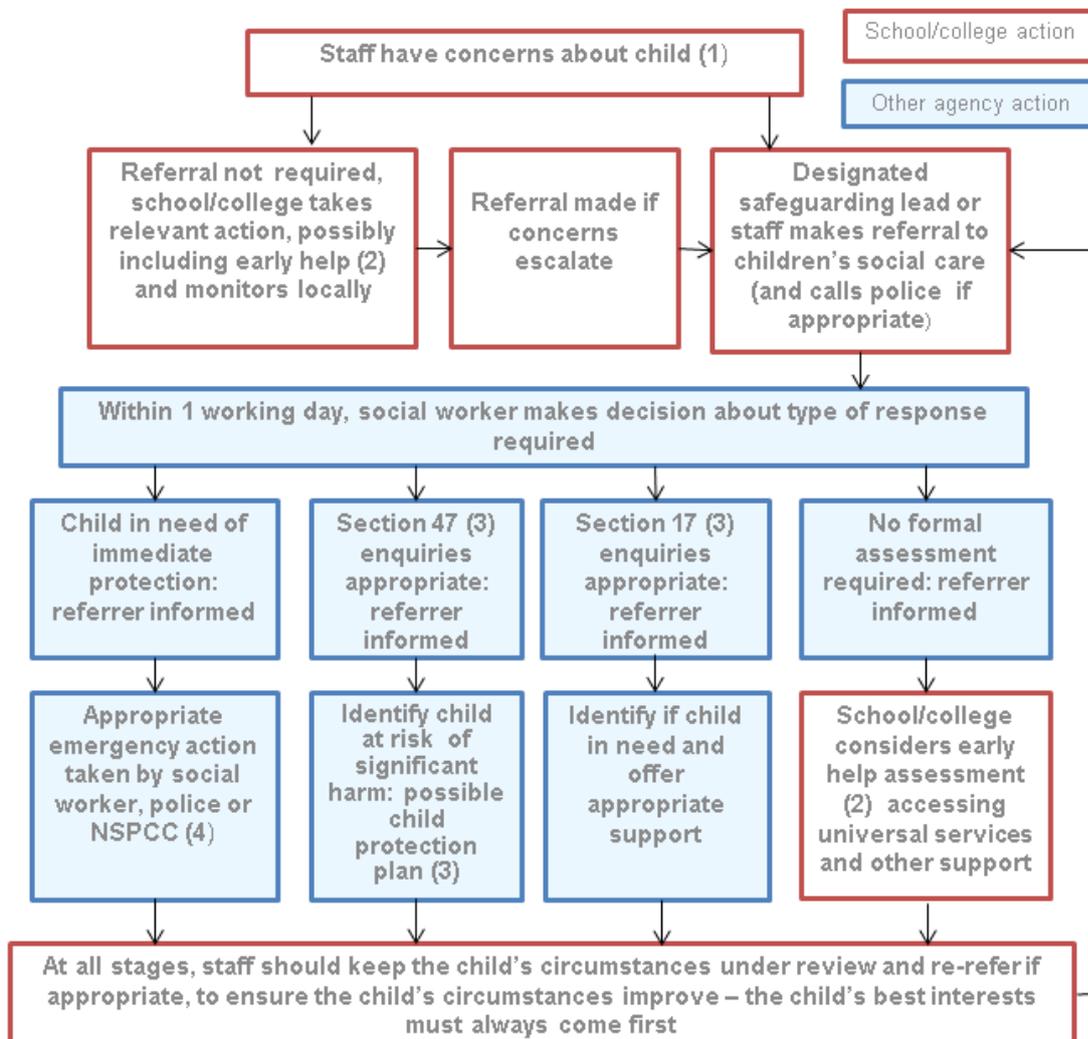
“Range High School is committed to taking all reasonable steps to ensure the safety, health and wellbeing of all pupils at the school. If staff have concerns regarding possible abuse of a child whether it relates to ill-treatment, neglect or any other form of abuse or appears at risk of abuse, they will, in the best interests of the child, follow the procedures laid down by the Safeguarding Board. A full version of the school's Child Protection Policy is available on the school's website.”

**Such action in no way implies the parent/carer or other individual is being accused of wrongdoing.**

## **RELATED POLICIES**

- Our Child Protection section links with and should be read in conjunction with the other sections of the Safeguarding Policy
- Whistleblowing Policy – (NSPCC Whistleblowing helpline – 0800 028 0285)

### Actions where there are concerns about a child



### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Additional barriers exist when recognising signs of abuse of pupils with SEND. The school will ensure that annual staff training makes them aware of this. These can include:

- an assumption that indicators of possible abuse such as change in behaviour, and mood, or any injury relate to the child's disability, without further exploration
- the fact that pupils with SEND can be disproportionately impacted by bullying without showing outward signs
- communication barriers

The school safeguards these pupils by enhanced transition from primary school led by the Associate SENCO, full SEND information available to all staff on the VLE, an annual briefing, statutory reviews including the voice of the child, safe haven bases at lunchtime, daily meeting of the TA team with the opportunity to voice concerns, the availability through a dedicated mobile phone number of the Associate SENCO and training in personal care for the TA Team and School Nurse.

### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s

- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

In some communities and cultures violent practices can occur which the perpetrators justify by claiming that a family's honour needs to be protected. These are regarded as abuse under the law, regardless of motivation and should be reported to the DSL whether actual or possible. The DSL will take appropriate action.

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

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

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

### **Bite Marks**

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

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

### **Burns and Scalds**

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

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

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

### **Fractures**

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

### **Scars**

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

### **Recognising Emotional Abuse**

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

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

### **Recognising Signs of Sexual Abuse**

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience

- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### **Recognising Neglect**

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## Sexual violence and sexual harassment between children in schools and colleges

### Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### What is Sexual violence and sexual harassment?

#### Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

## **Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in paragraph 23 in Part 1 of DfE publication – Keeping Children Safe in Education (September 2018). As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## Appendix 4

### Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM, and if they suspect FGM they must personally report it to the police.

**What is FGM?** It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

**Why is it carried out?** Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

**Is FGM legal?** FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) School can also access broad government guidance on the issues listed below via the gov.uk website:

- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forces marriage
- Gangs and youth violence
- Gender-based violence / violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
  - The school will train staff in their duty to protect pupils from the dangers of radicalisation (The Prevent Duty)
  - The school will conduct a risk assessment of the dangers of radicalisation among the school community
  - The DSL will attend specific Prevent training
  - The school will include education about the dangers of radicalisation in the curriculum ( eg PHSE, e-safety)
- Sexting
- Teenage relationship abuse
- Trafficking

# Anti-Bullying

Person responsible for Section: Associate Leader (Behaviour)

## General Information

Governors: This section will be reviewed annually by the full governing body

Headteacher: Mr M McGarry

SLT: Mrs V Ashworth - Associate Leader (Behaviour)

SMT: All four Heads of House

## **RANGE HIGH SCHOOL**

### **ANTI-BULLYING POLICY**

We at Range High School believe that all pupils have the right to feel happy, safe and included. Pupils have the right to work in an environment without harassment, intimidation or fear.

#### **ALL BULLYING, OF ANY SORT, IS THEREFORE UNACCEPTABLE.**

We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

#### **OUR DEFINITION OF BULLYING**

Bullying involves dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, using social media to post/send untrue, malicious or provocative messages.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Bullying because of pupils' religious beliefs
- Bullying because of physical characteristics or accents
- Bullying because of pupils' sexual orientation ( including the use of homophobic language )
- Bullying of pupils who have special educational needs or disabilities.
- Bullying of very able pupils/ Gifted and Talented

#### **CYBERBULLYING**

Cyberbullying is the use of Information Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.

Pupils are given guidance through assemblies and curriculum areas on the traumas of cyberbullying and how to react to it.

#### **OUR WAYS OF TRYING TO PREVENT CYBERBULLYING**

- Making the whole school community aware of the impact of cyberbullying
- Making all pupils aware of their responsibilities in their use of ICT
- Conducting searches of Internet use in school by being able to access any e-mails and website use
- Providing and publicising different ways of reporting cyberbullying

- Providing support for all pupils who experience cyberbullying in or out of school
- Making clear to all pupils the sanctions in place for the misuse of ICT both in and out of school
- Keeping records of all incidents involving cyberbullying

#### **OUR WAYS OF SUPPORTING A PUPIL WHO HAS EXPERIENCED CYBERBULLYING**

- Making sure the pupil knows not to retaliate or return a message
- Making sure they keep relevant evidence and not delete it
- Checking the pupil knows ways to prevent it happening again
- Taking immediate action to contain the incident when content has been circulated
- Using disciplinary powers to confiscate phones that are being used to cyberbully
- Contacting the police in cases of illegal content

In addition to this they are advised to:

- Always respect others – to be careful what they say online and what images they send
- Think before they send – whatever is sent can be made public very quickly and could stay online forever
- Treat their password as private information – keep it to themselves
- Only give their mobile number or personal website address to trusted friends
- If they are concerned in any way talk to an adult they trust.

#### **SIGNS OF BULLYING**

These can include:

- Attendance problems
- Reluctance to stay after school/reluctance to go home
- Poor class work / changes in behaviour
- Anxiety
- Losing money and belongings
- Being aggressive, bullying others

#### **ANY PUPIL WHO EXPERIENCES BULLYING WILL BE SUPPORTED**

#### **CREATING AN ANTI-BULLYING CLIMATE IN SCHOOL**

We at Range High School actively promote positive behaviour to create an environment where pupils behave well and take responsibility for each other's emotional and social well-being.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how to constructively manage their relationships with others.

PSHE lessons, assemblies, tutor time and the work of our Learning Mentors are some of the many examples that are used to show pupils what they can do to prevent bullying.

We also promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.

We use school assemblies and in particular PSHE lessons to reinforce this message.

Information about our policy and the phone numbers for Helplines are included in the students' Information Booklet.

Posters in every tutor room are used to remind pupils that bullying is not acceptable, and to tell them what to do if they are bullied.

We will provide written guidance to all our pupils to explain what they should do if they are being bullied, or if they see another pupil being bullied.

During the national anti-bullying week and at other times we, with the help of the house and school councils, survey pupils to find out where and when bullying occurs in school and will supervise and try to eliminate any unsafe areas which they report to us.

#### **OUR STRATEGIES FOR THE PREVENTION OF BULLYING INCLUDE:**

- Providing a safe and secure learning environment for all pupils.
- Reducing and eradicating wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- Promoting an ethos which values individual effort and achievement and develops a sense of respect for others.
- Encouraging an ethos which emphasises tolerance and consideration of others.
  
- Encouraging activities through the curriculum or with support of our strong pastoral system and highly experienced Learning Mentors to help build confidence and self esteem
- Making the Team Room (Learning Mentors room), and other rooms, available at breaks and lunchtime for a place for our more vulnerable pupils to meet and socialise
- Monitoring pupil behaviour and attitudes towards bullying.
- Providing a supportive climate which will encourage pupils to report incidents of bullying.
- Providing high quality support for individuals who are bullied or bully.
- Establishing a means of dealing with bullying, and of providing support to pupils who have been bullied.
- Responding effectively to all instances of bullying that are reported to us.
- Ensuring that all pupils, parents and staff are aware of the policy and that they fulfil their obligations to it.
- Having a 'Bully Box' in pupil reception for pupils to air their concerns and pass on information.

#### **STRATEGIES FOR DEALING WITH BULLYING**

- Offering immediate support to discuss the experience with a member of staff of their choice
- Reassuring the pupil that it is not their fault they are being bullied
- Explaining that there are a number of different approaches to dealing with the incident
- Affirming that bullying can be stopped and that school will persist with intervention until it does
- Offering continuous support
- Restoring self-esteem and confidence
- Involving friends or older pupils in peer support or a buddying scheme

#### **PROCEDURES**

**Pupils who have been bullied, who see others being bullied or members of staff who receive reports that a pupil has been bullied should report this as soon as possible to a member of the Pastoral Team.**

All reports of bullying will be taken seriously and be followed up by a member of the Pastoral Team. They will all be logged and kept by the Head of House in the pupil's file. Parents/carers will be kept fully informed.

Any member of the Pastoral Team or any other member of staff that deals with a bullying issue will follow up after an incident to check that the bullying has not started again. This will be done within two weeks and again at a later date.

If, upon investigation, any report of bullying behaviour reveals a mixture of conflicting reports of behaviour, this will be drawn to the attention of both parties with an attempt at mediation.

Where bullying is of a racist nature, we will record this using the Racial Incident report Form.

Where bullying, according to the investigator, is of an inequality nature, this will be reported.

Pupils who have bullied will be encouraged to discuss what happened, why they became involved and what needs to change.

School will monitor carefully the nature and frequency of bullying. We will regularly survey pupils and frequently make clear that pupils must speak out against bullying and must tell.

#### **WHEN TOUGHER MEASURES ARE NEEDED**

**If a pupil refuses to obey clear and explained instructions then at this point it may be necessary to invoke the full range of sanctions that are detailed in the school's Behaviour and Discipline Policy.**

These include:

- Removal from the group
- Withdrawal from breaks and lunchtime
- Detention
- Internal isolation
- Fixed term exclusion from school

In the most serious cases it could include permanent exclusion from school.

#### **BULLYING OUTSIDE THE SCHOOL PREMISES**

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school.

Where a pupil or parent tells us of bullying off the school premises we will

- talk to pupils about how to avoid or handle it
- speak to the pupils if they are from our school and inform their parents
- talk if appropriate to the Head Teacher of another school whose pupils are bullying
- talk to the local police
- reserve the right to take action under the school's Behaviour and Discipline policy if social media is used

#### **OUR RESPONSIBILITIES**

Everyone within school is expected to

- Act in a respectful way and supportive way towards one another
- Adhere to and promote the objectives of this policy

Pupils are expected to

- Report all incidents of bullying
- Report any suspected incidents that victims may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school

Parents can help by

- Supporting this policy and procedures
- Contacting their child's tutor, Head of House or any other member of staff immediately if they have any concerns
- Helping to establish an anti-bullying culture outside of school

## **EVALUATING OUR POLICY**

We will evaluate our anti-bullying policy using the following measures:

- The number of incidents that are reported to staff over a given period
- Pupils' perceptions of the scale through periodic questionnaires and discussions with the Year and School Councils

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Head Teacher's notice. If the Head Teacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure. This involves contacting the clerk to the Governors through school.

## **RELATED POLICIES**

Our Anti-bullying Policy links with and should be read in conjunction with the other sections of the Safeguarding Policy, and

- Behaviour and Discipline Policy
- Learning Mentors Policy
- Health & Safety Policy

# Positive Handling

Person responsible for Policy: Associate Leader - Behaviour

## **General Information**

Governors: This section will be reviewed annually by the full governing body

Headteacher: Mr M McGarry

SLT: Mrs V Ashworth - Associate Leader - Behaviour

SMT: Mr D Cregeen – Head of Weld House

## SECTION ON THE USE OF FORCE TO RESTRAIN PUPILS

### Objectives

1. To maintain the safety of pupils and staff
2. To prevent serious breaches of school discipline
3. To prevent serious damage to property

At Range High School we believe that the use of reasonable force is necessary only to prevent pupils from:

- Committing a criminal offence
- Injuring himself/herself or someone else
- Causing damage to property including their own

The school aims to create a calm environment that minimises the risk of incidents arising that might require using force. Through the PSHE curriculum, assemblies and the work of the Learning Mentors and Pastoral Team of the school we aim to teach pupils how to manage conflict and strong feelings. We always try to de-escalate incidents if they do arise and we will only use force when the risks involved in doing so are outweighed by the risks involved in not using force.

All staff of Range High School, teaching and associate, have the statutory power to use force. Staff will be referred to the Departmental Advice from the Department for Education.

This should only be used when the potential consequences of not intervening were sufficiently serious to justify considering use of force or the chances of achieving the desired result by other means were low.

All staff will be kept fully informed and given clear guidelines on how to deal with pupils who present particular risks to themselves or others, i.e. as a result of SEN and/or disabilities or other personal circumstances, such as domestic violence.

Restrictive physical intervention should always be a last resort. If practical, before intervention, a calm, clear, oral warning or instruction to the pupil should be given informing him/her that force may have to be used. Every effort should be made to achieve a satisfactory outcome without physical intervention.

**In all circumstances help should be sent for even when immediate intervention is necessary.**

**As far as possible, staff should not use force unless or until another responsible adult is present to support, observe and call for assistance.**

Force, where used, must always be reasonable. Reasonable means 'no more than is needed.' It must always be proportionate to the circumstances of the incident. Force should always be used only to control or restrain, and never with intent to cause pain or to injure. In other words, force must be the minimum needed to achieve the desired result and regard must be had for the pupil's age, gender and understanding.

**Staff must always avoid touching a pupil in a way that might be considered inappropriate.**

### Action Required

Where restraint has been necessary, the incident must be reported to a member of the Senior Leadership Team (SLT) as soon as possible, and on the same day.

The 'Use of Force' incident record must be completed and handed in to a member of SLT as soon as possible. (See Appendix 1)

If an injury occurs the appropriate accident form must be completed and the reporting procedure must be followed.

The parents of the pupil concerned must be advised of the incident on the day it happened by either a member of SLT or Head of House (HOH) and this must be followed by an appropriate sanction and/or pastoral support. The only exception to this would be if the HOH is aware that to report the incident to a parent is likely to result in significant harm to the pupil.

The HOH or member of SLT will report the incident to outside agencies where applicable, i.e. YOT, Police, Children's Safeguarding Board.

A member of the SLT will ensure that following any such incident support is offered to staff and pupils and that lessons are learned from the incident.

A member of the SLT will ensure that all records regarding any such incident are completed and that a full investigation into the incident has taken place and been recorded.

Training will be given to all staff at the beginning of each school year.

This policy will be reviewed annually.

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#### **RELATED POLICIES**

The Positive Handling section links with, and should be read in conjunction with, the other sections of the Safeguarding Policy, and:

- Behaviour & Discipline Policy

## **PREFERRED PRACTICE**

### **DO:**

- Wherever possible, plan appropriate positive intervention, and involve parents, carers and colleagues;
- Know the procedures within the school's guidelines. Copies of these are available at the office. Discuss these with a senior member of staff if clarification is needed;
- Be aware of pupils who have previously been restrained and of what happened;
- Send for help if things seem to be getting out of hand and intervention seems likely;
- Assess the situation before acting;
- Stay calm: do not over-react;
- Use minimum restraint for minimum time until the situation is calm;
- Report the incident to the Headteacher or a member of the SLT or HOH as soon as possible, and complete an incident record form (Appendix 1);
- Consult your line manager, professional association or trade union if you have any concerns.

### **DO NOT:**

- Place yourself at risk. Do not attempt to restrain a pupil whom you know to be carrying a weapon;
- Attempt to restrain a pupil if you have lost your temper;
- Allow the situation to get out of control;
- Use unreasonable force;
- Place yourself at risk of false allegation: avoid being alone with any pupil.

Details of pupil or pupils on whom force was used by a member of staff (name, class):	
Date, time and location of incident:	
Names of staff involved (directly or as witnesses):	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons:	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used:	
Reason for using force and description of force used:	
Any injury suffered by staff or pupils and any first aid and/or medical attention required (if so a separate incident/accident form must be completed):	
Follow up, including post-incident support and any disciplinary action against pupils:	
Any information about the incident shared with staff not involved in it and external agencies:	
When and how those with parental responsibility were informed about the incident and any views they have expressed:	
Has any complaint been lodged (details should not be recorded on this form)?	
<b>Reported to Outside Agencies (please specify) on (date):</b>	
<b>Report compiled by:</b>	<b>Report countersigned by (HT or DHT):</b>
Name and role:	Name and role:
Signature:	Signature
Date:	Date:

**REVIEW OF INCIDENT**

# E-Safety

*Including our ICT Code of Conduct*

Persons responsible for Policy: RC

## **General Information**

Governors: This section will be reviewed annually by the full governing body

Headteacher: Mr M McGarry

SLT: Mr D Cregeen - Associate Leader – Personal Development

SMT: CAL Computing + E-Safety Lead (RC)

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Appendix B: Acceptable Use Policy (Staff)

Appendix C: Home Access to SIMS Protocol

## **Section One:**

### **Principles**

1. The e-safety section covers the safe use of Information Communication Technology (ICT) both inside school (e.g. by using the computer network) and outside school (e.g. accessing the VLE, school emails or the school website from home)
2. We at Range High School believe that ICT is an essential resource to support teaching and learning, as well as playing an important role in the everyday lives of young people and adults. We also believe that it is important to build in the use of these technologies in order to provide our pupils with the skills to access life-long learning and employment
3. We also recognise that such technology can also be misused (see Section Two)
4. We acknowledge Range High School has a responsibility to educate our pupils and staff about e-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom (see Section Three)
5. We will educate our pupils, staff and families about possible misuse and will provide education, infrastructure and processes which support safe use of a variety of technologies
6. We will designate specific roles and responsibilities (see Section Four)
7. We will provide a discrete Computing curriculum which addresses these issues (see Section Five)
8. We will engage the support of families in this work (see Section Six)
9. We will have a defined complaints procedure for e-safety (see Section Eight)
10. We will require all users to agree to the AUP (see Appendix A and B)
11. We will require all users to agree to the Home Access to SIMS Protocol (see Appendix C)
12. We will review our policy annually (see Section Nine)

## **Section Two:**

### **Definitions of Misuse**

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them

- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online, (i.e. snapchat, facebook, messenger, whatsapp)
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying

### **Section Three:**

#### **Safe Use of Technology**

We will educate our pupils, staff and families to use the following technologies appropriately in the following manner:

##### ***Email:***

- The school gives all staff their own e-mail account to use for all school business as a work based tool. This is to minimise the risk of receiving unsolicited or malicious e-mails and avoids the risk of personal profile information being revealed
- Under no circumstances should staff contact pupils, parents or conduct any school business using personal e-mail addresses
- Pupils may only use school approved accounts on the school system and only under direct teacher supervision for educational purposes
- Pupils must immediately tell a teacher/ trusted adult if they receive an offensive e-mail
- Staff must inform a senior member of staff if they receive an offensive e-mail
- Pupils are introduced to e-mail as part of the Computing Schemes of Work (Units 7.1 and 8.1)
- However staff access their school e-mail (whether directly, through webmail when away from the office or on non-school hardware) all the school e-mail policies apply

##### ***Internet Access:***

- The school has students who will have supervised access to Internet resources (where reasonable) through the school's fixed internet technology
- Staff will preview any recommended sites before use
- If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work
- The school's policy on the use of mobile phones in school is that they should not be seen or heard. However, we continue to trial Bring Your Own Device (BYOD) where pupils can access the internet on their own device in controlled conditions supervised by staff.

##### ***Social Networking:***

Social networking sites, if used responsibly can provide easy to use, creative, collaborative and free facilities. However it is important to recognise that there are issues regarding the appropriateness of some content, contact,

culture commercialism and the safeguarding issues that such sites pose.

- At present, the school endeavours to deny access to social networking sites to pupils within school
- All pupils are advised to be cautious about the information given by others on sites, for example users not being who they say they are
- Pupils are taught to avoid placing images of themselves (or details within images that could give background details) on such sites and to consider the appropriateness of any images they post due to the difficulty of removing an image once online
- Pupils are always reminded to avoid giving out personal details on such sites which may identify them or where they are (full name, address, mobile/ home phone numbers, school details, IM/ email address, specific hobbies/ interests)
- Our pupils are advised to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals
- Pupils are encouraged to be wary about publishing specific and detailed private thoughts online
- Our pupils are asked to report any incidents of bullying to the school

#### **Section 4:**

##### **Roles and Responsibilities**

We will ensure that designated staff in school have designated responsibilities with regard to e-safety. These roles and responsibilities are detailed below.

##### **E-Safety Coordinator:**

Our school's **e-Safety Coordinator** is Rob Cadwell. He has responsibility for:

- Developing an e-safe culture under the direction of the management team.
- Acting as a key point of contact on all e-safety issues.
- Raising awareness and understanding of e-safety to all stakeholders, including parents and carers.
- Embedding e-safety in staff training, continuing professional development and across the curriculum and learning activities.
- Maintaining an e-safety incident log and reporting on issues.
- Understanding the relevant legislation.
- Liaising with the local authority and other agencies as appropriate.
- Reviewing and updating e-safety policies and procedures regularly.

##### **CEOP Ambassador:**

Our **Child Exploitation and Online Protection (CEOP) ambassador** is Rob Cadwell. CEOP is a Government law enforcement agency focusing on child protection particularly online protection. Rob Cadwell completed the CEOP 'Thinkuknow' Training programme on the 19<sup>th</sup> June 2009 to understand how young people use new technologies such as the internet and mobile phones. He also attended the CEOP ambassador course on the 25<sup>th</sup> February 2010 to understand how offenders use this technology to groom young people. His main responsibility is therefore to help and advice members of staff regarding new technologies and their risks. He also has responsibility for:

- Attending training sessions and refresher courses (especially those held by CEOP) and other professional body providers.
- Ensuring e-safety is included in Computing schemes of work and updated regularly to take into account new technologies as they are developed and to liaise with the PHSE Co-ordinator to ensure continuity.

### **All Staff:**

All teachers are responsible for promoting and supporting safe behaviours in their classrooms and following e-Safety procedures. Central to this is fostering a 'No Blame' culture so pupils feel able to report any bullying, abuse or inappropriate materials. Staff should report any concerns to the e-safety coordinator (Rob Cadwell) immediately.

## **Section 5:**

### **E-Safety in the Curriculum**

We believe it is essential for e-Safety guidance to be given to the pupils on a regular and meaningful basis. E-Safety is embedded within our curriculum and we continually look for new opportunities to promote e-Safety.

- The school has a framework for teaching internet skills in Computing/ PSHE lessons. Our CEOP ambassador (Rob Cadwell) has produced a range of teaching resources to promote e-safety across the school. All e-safety training materials are located here **S: Drive / Staff / ICT / E-Safety**.
- Online Safety will be taught discretely in Computing lessons across Years 7-10. This will largely be **factual** and will allow students to develop their **knowledge** of online safety issues.
- Online Safety will also be covered across Years 7-13 in PHSE. This will largely be **discussion based** which will allow students to discuss the **impacts & consequences** of their actions online.
- The content is phased and is relevant to specific year groups. The themes are as follows:
- Year 7 – **Aggression (bullying, harassment, stalking, violence, hateful content)**
- Year 8 – **Commercial (Tracking, harvesting personal information, phishing, spam, spim, illegal downloading, hacking, viruses, gambling, scams)**
- Year 9-10 – **Sexual (meeting strangers, grooming, pornographic/unwelcome sexual content, sexting, laws).**
- Years 10-13 – **Values (self-harm, unwelcome persuasions, bias, racism, misleading information, health and wellbeing, protecting your future).**
- Educating pupils on the dangers of technologies that maybe encountered outside school is done informally when opportunities arise and as part of the e-Safety curriculum.
- Pupils are aware of the relevant legislation when using the internet such as data protection and intellectual property which may limit what they want to do but also serves to protect them.
- Pupils are taught about copyright and respecting other people's information, images, etc through discussion, modelling and activities.
- Pupils are aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying. Pupils are also aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Childline or CEOP report abuse button.

## Section 6:

### Support from Parents/Carers

We will offer the following strategies through calendared Support Evenings and our website:

- Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them
- Make sure they know what to do if they or someone they know are being cyberbullied
- Encourage your child to talk to you if they have any problems with Cyberbullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms
- Make it your business to know what your child is doing online and who your child's online friends are
- It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour. Some suggestions for parents to stay involved are:
  - Have agreed family guidelines to check on your child's internet use and promote good 'device hygiene.'
  - Discuss the kinds of Internet activities your child enjoys
  - Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities
  - Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs
  - Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour
  - Watch out for secretive behaviour as you approach the computer, such as rapidly switching screens, and for attempts to hide online behaviour, such as an empty history file
- We provide more detailed advice on our website

We believe that it is essential for parents/ carers to be fully involved with promoting e-Safety both in and outside of school and also to be aware of their responsibilities. We consult and discuss e-Safety with parents/ carers and seek to promote a wide understanding of the benefits related to ICT and associated risks.

- Parents/carers are required to make a decision as to whether they consent to images of their child being taken/ used in the public domain (e.g., on school website)
- The school disseminates information to parents relating to e-Safety where appropriate in the form of:
  - Information and celebration evenings
  - Posters
  - Website/VLE
  - Newsletter items
  - Parent Mail

## Section 7

### Responsibilities of Pupils

Pupils could adopt one or more of the following strategies. These will be outlined in e-safety lessons in the Computing curriculum.

- If you are being bullied, remember bullying is never your fault. It can be stopped and it can usually be traced. Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line. Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make

the person bullying you more likely to continue. There is plenty of online advice on how to react to cyberbullying. For example, [www.kidscape.org.uk](http://www.kidscape.org.uk) and [www.wiredsafety.org](http://www.wiredsafety.org) have some useful tips:

#### **Text/Video Messaging:**

- You can turn off incoming messages for a couple of days
- If bullying persists you can change your phone number (ask your Mobile service provider)
- Do not reply to abusive or worrying text or video messages - your Mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details

#### **Email:**

- Never reply to unpleasant or unwanted emails
- Don't accept emails or open files from people you do not know
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, e.g. [abuse@hotmail.com](mailto:abuse@hotmail.com).

#### **Web:**

- If the bullying is on the school website, tell a teacher or parent, just as you would if the bullying was face-to-face

#### **Chat Room & Instant Messaging**

- Never give out your name, address, phone number, school name or password online It's a good idea to use a nickname. Do not give out photos of yourself either
- Do not accept emails or open files from people you do not know
- Remember it might not just be people your own age in a chat room
- Stick to public areas in chat rooms and get out if you feel uncomfortable
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room
- Think carefully about what you write - don't leave yourself open to bullying

## **Section 8**

### **How will complaints regarding e-safety be handled?**

The school will take all reasonable precautions to ensure e-Safety. However, due to the international scale and linked nature of Internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable material will never appear on a school computer or mobile device. The School cannot accept liability for material accessed, or any consequences of Internet access.

Staff and pupils are given information about infringements in use and possible sanctions. Sanctions available include:

- Interview/counselling by tutor / Head of House / e-Safety Co-ordinator / Headteacher;
- Informing parents or carers;
- Removal of Internet or computer access for a period, [which could ultimately prevent access to files held on the system, including examination coursework];
- Referral to Social Care / Police

Any complaint about staff misuse or bullying or complaints of cyberbullying are dealt with in accordance with our Anti-Bullying Policy or the Staff Disciplinary Policy.

Complaints related to child protection are dealt with in accordance with school / LSCB child protection procedures. David Cregeen is the first port of contact for all child protection concerns.

## **Section 9**

### **Reviewing our Policy**

We will review our e-safety policy using the following measures:

- The number of incidents that are reported to staff over a given period

- Pupils' perceptions of the scale through periodic questionnaires and discussions with the Year and School Councils

We recognise that there may be times when parents feel that we have not dealt well with an incident of e-safety and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure. This involves contacting the clerk to the Governors through school.

*RELATED POLICIES*

Our E-Safety policy links with and should be read in conjunction with the other sections of the Safeguarding Policy, and:

- Health & Safety Policy

### **Computer Network Acceptable Use Policy (AUP) for Students**

We define our network as:

- using a physically wired computer
- accessing the network using a Wireless Access Point on a personal device
- accessing the school website, access the VLE (Internally, Externally) and SIMs from home.

The following conditions also apply to those who use our network via our Wireless Access Points (WAPs). These are not for personal use.

Access to the school network is provided for you to carry out recognised schoolwork and extra-curricular activities, but only on the condition that you agree to follow this AUP.

#### **General**

- You are responsible for all use of your account on the school network. Never tell your password to anyone else or let them use your account. If you think someone has discovered your password or is using your account, tell a member of the IT staff immediately.
- Never use another person's account. You must not attempt to install any programs on a school computer or run them from removable media. You must not attempt to by-pass any security systems, modify any profile or install registry entries.
- You must only use a printer for school-related work and activities. Careless or deliberate wasting of paper will result in your printing facility being withdrawn. All printing use is monitored and may be checked at any time.
- Eating and drinking are strictly prohibited in any IT room.
- Always make sure that you have completely logged off the computer before leaving it unattended. Do not use the reset button as a means of switching off.
- Always leave the computer and the surroundings as you would like to find them.
- No computer equipment may ever be removed from its location or tampered with. Any such interference with school property will be reported to the Head of IT, or if appropriate to the Head Teacher.
- 'Hacking' i.e. unauthorised access or use of personal information, contrary to the provisions of the Data Protection Act, is a serious offence. Intentional damage to computers, computer systems or computer networks, including unauthorised damage or interference to any files may be considered a criminal offence under the Computer Misuse Act 1990.
- You should be aware that the unauthorised copying of software, images or documents is contrary to the provisions of the Copyright, Designs & Patents Act 1988 and is not permitted.
- The installation, copying or transmitting of obscene material is not permitted and may be considered a criminal offence under the Obscene Publications Act 1959/1964. In addition, any material in your account which the school considers inappropriate (including music and video files) or offensive will be removed immediately without prior warning.

- All files held on the network will be treated as school property, including e-mail. IT Services staff may look at files and communications to ensure that the system is being used responsibly, especially if they have a reasonable suspicion that the system is being misused. You should not expect that your work and e-mails will always be private.

### **The Internet and E-mail**

The Internet is provided for you to conduct genuine research and communicate with others. All the sites you visit are recorded. Remember that access is a privilege, not a right, and that access requires responsibility at all times.

- You must never send, display, access or try to access any obscene or offensive material. You must not use obscene or offensive language in e-mails. Remember that you are a representative of your school on a global public system - never swear, use vulgarities, or any other inappropriate language. Remember that the school has the right to read your e-mails.
- You must never harass, insult or attack others through electronic media. Within the school this is bullying and will be punished as such. Also, e-mail 'bombing' is a serious offence and will result in your suspension from the system. Remember that any e-mail you send can be traced. A recipient of an offensive e-mail from you may take legal action against you. You must not attempt to bypass Internet and email restrictions using any method including the use of online proxy / firewall bypass sites.
- Never copy and make use of any material without giving credit to the author. Not only are you infringing copyright, but also you will be guilty of plagiarism.
- Never reveal any personal information, the home address or personal phone numbers of yourself or other people.
- Check with a member of the IT Staff before opening unidentified e-mail attachments or completing questionnaires or subscription forms.

### **Games**

With the exception of educational games expressly permitted by a member of staff, games may never be played from any pupil's account, from removable media or over the Internet. Never attempt to download any games or executable programs from the Internet without the express permission of a member of the IT Services team.

### **Sanctions**

Any infringement of the AUP will be reported to the CAL Computing and the Network Manager. Punishments will vary dependant on the severity of the infringement.

For more serious offences, such as the transmission of offensive material or 'hacking', the Head Teacher, and your parents will be informed. Note that if a criminal offence appears to have been committed, the school will refer the matter to the police.

Note that this AUP may be updated from time to time. The latest AUP can be found on the school website at <http://www.range.sefton.sch.uk> .

### **Computer Network Acceptable Use Policy (AUP) for Staff**

We define our network as:

- using a physically wired computer
- accessing the network using a Wireless Access Point on a personal device
- accessing the school website
- access the VLE (Internally, Externally) and SIMs from home

The following conditions also apply to those who use our network via our Wireless Access Points (WAPs). These are not for personal use.

Access to the school network is provided for you to carry out recognised schoolwork, but only on the condition that you agree to follow this code of conduct. You are allowed to use the school network for personal purposes as long as that usage

1. Is not illegal
2. Is compatible with the school's safeguarding policy
3. Is compatible with the Staff Code of Conduct
4. Is on your own device or in a private staff area
5. Is not in view of pupils
6. Is not in directed time

Ask a member of SLT for guidance if you are unsure.

This AUP forms part of our overall Staff Code of Conduct.

#### **General**

- You are responsible for all use of your account on the school network. Never tell your password to anyone else or let them use your account. If you think someone has discovered your password or is using your account, tell a member of the IT staff immediately.
- Never use another person's account. You must not attempt to install any programs on a school computer or run them from removable media. You must not attempt to by-pass any security systems, modify any profile or install registry entries.
- Images of pupils and/or staff will only be taken, stored and used for school purposes inline with school policy and not be distributed outside the school network without the permission of Clair Quinn.
- You have responsibility for checking all ICT (especially online based) resources (e.g. clips from YouTube) before they are used with pupils to ensure that the resources are appropriate and will not cause offence to any pupils or other members of staff.
- You must only use a printer for school-related work and activities. Careless or deliberate wasting of paper will result in your printing facility being withdrawn. All printing use is monitored and may be checked at any time.
- Always make sure that you have completely logged off the computer before leaving it unattended. Do not use the reset button as a means of switching off.
- Always leave the computer and the surroundings as you would like to find them.

- No computer equipment may ever be removed from its location or tampered with. Any such interference with school property will be reported to the Head of IT, or if appropriate to the Head Teacher.
- 'Hacking' i.e. unauthorised access or use of personal information, contrary to the provisions of the Data Protection Act, is a serious offence. Intentional damage to computers, computer systems or computer networks, including unauthorised damage or interference to any files may be considered a criminal offence under the Computer Misuse Act 1990.
- You should be aware that the unauthorised copying of software, images or documents is contrary to the provisions of the Copyright, Designs & Patents Act 1988 and is not permitted.
- The installation, copying or transmitting of obscene material is not permitted and may be considered a criminal offence under the Obscene Publications Act 1959/1964. In addition, any material in your account which the school considers inappropriate (including music and video files) or offensive will be removed immediately without prior warning.

By agreeing to the Staff Code of Conduct you undertake to abide by Data Protection legislation and should familiarise yourself with the school's Data Protection Policy if you use school data away from the school site or on a device which does not belong to the school. The school has assessed the related benefits and disadvantages of requiring double encryption log-ins and decided that the disadvantages currently outweigh the benefits. The school will therefore not require double authentication log-ins. You undertake to make all efforts to protect school data by:

1. Using encryption on any portable data storage devices ("memory sticks") used to hold school data. You must ask the IT technicians to check encryption is enabled on any of your own devices, or use a device provided by the school which will have encryption.
2. Ensuring any of your own tablets or smartphones which are permanently logged into the school network are password protected and have a 'locate and wipe' facility which can be used if they are lost or stolen. Please see the IT technicians to check the status of your device. If your device does not have this facility you must log out of the school system after each episode of use.
3. Ensuring that you log out of the school network if using devices at home to prevent those who are not Range High School employees from accessing any data.
4. Signing the SIMS Code of Conduct if you wish to be allowed to use SIMS at home.

#### **Shared Drive/VLE**

- All files held on the network will be treated as school property, including e-mail. IT Services staff may look at files and communications to ensure that the system is being used responsibly. You should not expect that your work and e-mails will always be private (with regards to Freedom of Information; Safeguarding & Disciplinary matters).
- Sensitivity should be taken when putting files onto the shared drive and inappropriate or offensive materials should not be placed onto the shared drive or the VLE.
- You must not tamper with files belonging to other members of staff such as deleting, moving or editing files that you are not authorised to.

#### **The Internet and E-mail**

The Internet is provided for you to conduct genuine research and communicate with others. All the sites you visit are recorded. Remember that access is a privilege, not a right, and that access requires responsibility at all times.

- You must never send, display, access or try to access any obscene or offensive material. You must not use obscene or offensive language in e-mails. Remember that you are a representative of your school on a global public system - never swear, use vulgarities, or any other inappropriate language. Remember that the school has the right to read your e-mails under certain conditions. Your emails will not be routinely

monitored. However the SLT reserve the right to look at staff emails if they have reasonable suspicion that the system has been misused, or a safeguarding issue has arisen. Freedom of Information requests may result in your e-mails being read by the parents of pupils. Never write something in an e-mail which you would not like to be read by them.

- You must never harass, insult or attack others through electronic media. Within the school this is bullying and will be punished as such. Also, e-mail 'bombing' is a serious offence and will result in your suspension from the system. Remember that any e-mail you send can be traced. A recipient of an offensive e-mail from you may take legal action against you. You must not attempt to bypass Internet and email restrictions using any method including the use of online proxy / firewall bypass sites.
- Never copy and make use of any material without giving credit to the author. Not only are you infringing copyright, but also you will be guilty of plagiarism.
- Never reveal any personal information, the home address or personal phone numbers of yourself or other people.
- Check with a member of the IT Staff before opening unidentified e-mail attachments or completing questionnaires or subscription forms.
- A summary of what does, and does not constitute responsible Internet use is displayed in all IT rooms. Use of the school system is an acknowledgement of acceptance of these guidelines.
- Never attempt to download any games or executable programs from the Internet without the express permission of a member of the IT Services team.
- When using SIMS ensure pupil data remains confidential.

### **Sanctions**

Any infringement of the AUP will be reported to the Head of ICT and the Network Manager. Punishments will vary dependant on the severity of the infringement.

For more serious offences, such as the transmission of offensive material or 'hacking', the Headteacher will be informed. Note that if a criminal offence appears to have been committed, the school will refer the matter to the police.

Note that this AUP may be updated from time to time. The latest AUP can be found on the VLE.

## Home access to SIMS

### Protocol

Information held on SIMS about pupils is sensitive and confidential. Colleagues must make all efforts to ensure this data remains confidential. **Failure to do so may result in disciplinary action.** This contract serves as a formal record that colleagues who use SIMS at home are conscious of this obligation.

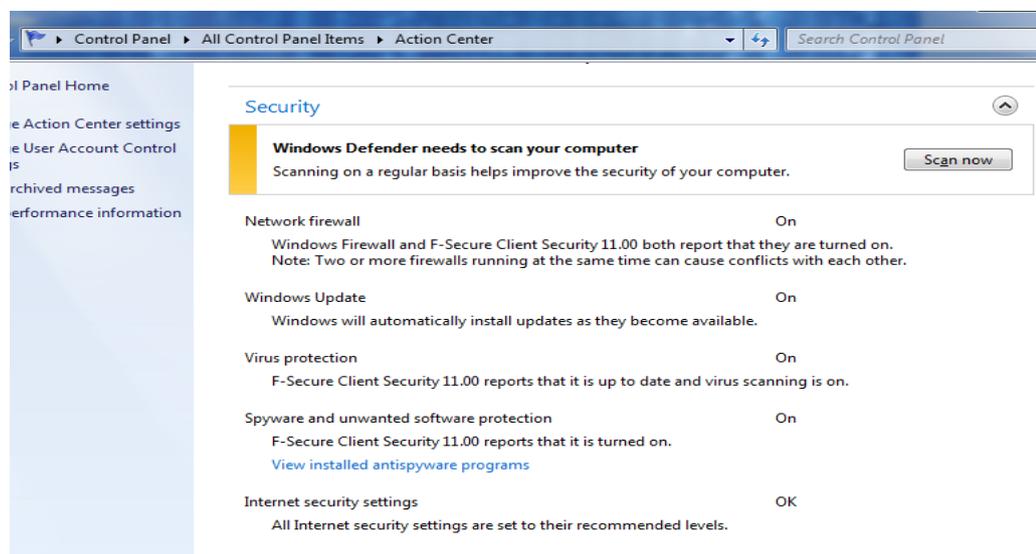
In order for you to have access to SIMS from home you must sign and return this document to the school's Network Manager before permissions can be granted. You will receive an email once access has been authorised.

By signing this protocol you agree to all the conditions below and take all reasonable responsibility for ensuring there is no unauthorised access via your login route or username and password. Failure to do so could not only jeopardise the security of the school's information management system but could also lead to disciplinary action being instigated.

At present only computers that use the Windows operating system can access SIMS from home. If you have an Apple Mac machine and would like to investigate further how you can gain access please speak to the Network Manager.

#### Conditions of use

1. Ensure that your computer has working Anti-Virus and firewall software installed, and that your computer is fully upto date with the latest Windows Updates. To do this go to the "Action Center" (found in Control Panel) and check the status under the security tab: -



2. Anything in red requires your attention.
3. **Do not use** this connection in an unsecure / public place such as an Internet Café or via Hotel / public Wifi etc. If you are using your home wifi to connect, make sure it is suitably secured with a password (not the default) and encryption enabled.

4. **Never** share your curriculum and SIMS password and ensure that they are both suitably complex. **Do not use** easily guessable dictionary words and make sure that your SIMS password is different to your curriculum password.
  
5. **Do not** leave your computer unattended while using this connection.
  
6. **Do not** copy any information obtained from SIMS to your personal computer or personal storage device.
  
7. Once you have finished using SIMS ensure that you close it down and then click the **“Sign out”** link.

Contact the IT Technicians if you have any issues with the above requirements.

**Signed:** \_\_\_\_\_ **Email:** \_\_\_\_\_  
**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Safer Recruitment

Person responsible for section: Headteacher

## SAFER RECRUITMENT POLICY

### 1. INTRODUCTION

- 1.1 This policy has been developed to embed safer recruitment practices and procedures throughout Range High School and to support the creation of a safer culture by reinforcing the safeguarding and well-being of children and young people in our care. This policy complies with guidance outlined in *Keeping Children Safe in Education –September 2018 and the September 2019 update*).
- 1.2 This policy reinforces the conduct outlined in the Government Office North West ‘*Guidance for Safer Working Practice for Adults who Work with Children and Young People*’ as well as the school’s whistle blowing policy all staff are expected to be familiar with. All successful candidates for paid or volunteer employment will be made aware of these documents.
- 1.3 This policy is an essential element in creating and maintaining a safe and supportive environment for all pupils, staff and others within the school community and aims to ensure both safe and fair recruitment and selection of all staff and volunteers by:
- attracting the best possible candidates/volunteers to vacancies
  - deterring prospective candidates/volunteers who are unsuitable from applying for vacancies
  - identifying and rejecting those candidates/volunteers who are unsuitable to work with children and young people
- 1.4 Range High School is committed to using disciplinary procedures that deal effectively with those adults who fail to comply with the school’s safeguarding and child protection procedures and practices.
- 1.5 As an employer we are under a duty to refer any allegation of abuse against a member of staff to the Designated Officer (DO) within one working day of the allegation being made. A referral will be made if a teacher or member of staff (including volunteers) has:
- behaved in a way that has harmed a child, or may have harmed a child
  - possibly committed a criminal offence against or related to a child
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children
  - conducted an act which is deemed inappropriate and may impact on the school’s reputation or confidence in staff’s ability to safely work with children
- 1.6 As an employer we are under a duty to refer to the Disclosure and Barring Service (DBS), any member of staff who, following disciplinary proceedings, is dismissed because of misconduct towards a pupil and we may refer any concerns we have before the completion of this process.
- 1.7 Andy Pritchard (Resources Director) will check for updated relevant information about staff every term.

### 2. ROLES and RESPONSIBILITIES

- 2.1 The Governing Body of the school will:
- ensure the school has effective policies and procedures in place for the safe and fair recruitment and selection of staff and volunteers in accordance with Department for Education guidance and legal requirements
  - monitor the school’s compliance with them
- 2.2 The Headteacher will:
- ensure that the school operates safe and fair recruitment and selection procedures which are regularly reviewed and up-dated to reflect any changes to legislation and statutory guidance
  - ensure that all appropriate checks have been carried out on staff and volunteers in the school including checking prohibition orders

- monitor any contractors and agencies compliance with this document
- promote the safety and wellbeing of children and young people at every stage of this process
- Provide a Management Guide for the Lead SLT member of a Panel (or Lead Governor where appropriate) which is updated annually (See Appendix A)

### **3. INVITING APPLICATIONS**

3.1 All advertisements for posts of regulated activity, paid or unpaid, will include the following statement;

“Range High School is committed to safeguarding children and young people. All post holders are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service Enhanced with barred list information check”.

3.2. All applicants will be directed to the following when applying for a post (e.g. on the school’s website [www.range.sefton.sch.uk](http://www.range.sefton.sch.uk)):

- A statement of the school’s commitment to ensuring the safety and wellbeing of the pupils
- Job description and person specification
- The school’s Safeguarding Policy
- The school’s Safer Recruitment Policy
- The selection procedure for the post
- An application form

3.3 Prospective applicants must complete, in full, and return a signed application form. Incomplete application forms will be returned to the applicant where the deadline for completed forms has not passed.

3.4. Candidates submitting an application form completed on line will be asked to sign the form if called for interview.

3.5 A curriculum vitae cannot be accepted in place of a completed application form.

### **4. IDENTIFICATION OF THE RECRUITMENT PANEL**

4.1 In accordance with Keeping Children Safe in Education – September 2018 at least one member of the Selection and Recruitment Panel will have successfully completed training in ‘Safer Recruitment’.

### **5. SHORT LISTING AND REFERENCES**

5.1 Candidates will be short listed against the person specification for the post.

5.2 Two references, one of which must be from the applicant’s current/most recent employer, will be taken up before the selection stage so that any discrepancies may be probed during this stage of the procedure.

5.3 References will be sought directly from the referee, and where necessary, will be contacted to clarify any anomalies or discrepancies. Detailed written records will be kept of such exchanges.

5.4 Where necessary, previous employers who have not been named as referees may be contacted in order to clarify any such anomalies or discrepancies. Detailed written records will be kept of such exchanges.

5.5 Referees will be asked specific questions about the following:

- The candidate’s suitability to work with children and young people
- Any disciplinary warnings, including time-expired warnings, relating to the safeguarding of children and young people
- The candidate’s suitability for the post

- 5.6 Reference requests will include the following:
- Applicants current post and salary
  - Disciplinary record
- 5.7 All appointments are subject to satisfactory references, vetting procedures and DBS clearance.

## 6. INVITATION TO INTERVIEW

- 6.1 Candidates called to interview will receive:
- A letter confirming the interview and any other selection techniques
  - Details of the interview day including details of the panel members
  - Further copy of the person specification
  - Details of any tasks to be undertaken as part of the interview process
  - The opportunity to discuss the process prior to the interview

## 7. THE SELECTION PROCESS

- 7.1 Selection techniques will be determined by the nature and duties of the post but all vacancies will require an interview of short-listed candidates.
- 7.2 Interviews will always be face-to-face.
- 7.3 Candidates will be required to:
- Explain any gaps in employment
  - Explain satisfactorily any anomalies or discrepancies in the information available to the panel
  - Declare any information that is likely to appear on the DBS disclosure
  - Demonstrate their ability to safeguard and protect the welfare of children and young people.

## 8. EMPLOYMENT CHECKS

- 8.1 An offer of appointment will be conditional and all successful candidates will be required to:
- Provide proof of identity
  - Complete an enhanced DBS application and receive satisfactory clearance
  - Provide proof of professional status
  - Provide actual certificates of qualifications
  - Complete a confidential health questionnaire
  - Provide proof of eligibility to live and work in the UK
- 8.2 All checks will be:
- Confirmed in writing
  - Documented and retained on the personnel file
  - Recorded on the school's Single Central Record
  - Followed up if they are unsatisfactory or if there are any discrepancies in the information received.
- 8.3 Employment will commence subject to all checks and procedures being satisfactorily completed including checks of prohibition orders (undertaken for all staff in "teaching work", not just those with QTS) and where appropriate, disqualification by association.
- 8.4 This list will be reviewed and updated annually in line with the most recent statutory guidance (currently Keeping Children Safe in Education September 2018 and September 2019 update)
- 8.5 **Single Central Record**

The school will maintain a Single Central Record in accordance with the most recent statutory guidance (Keeping Children Safe in Education (KCSIE) - September 2018).

## 8.6 **Volunteers**

The school will have regard to the most recent statutory guidance (KCSIE – September 2018 and September 2019 update) when deciding the level of checking for volunteers.

## 8.7. **Alternative Provision**

Where the school places the pupil with an alternative provision provider the school continues to be responsible for the safeguarding of that pupil and will obtain written confirmation from the provider that the appropriate safeguarding checks have been carried out on individuals working at that establishment.

## 8.8 **Homestay**

The school will carry out DBS checks on any adults engaged in regulated activity as part of a homestay arrangement.

8.9 If the Homestay is in a foreign country, school will take all reasonable steps to complete checks.

## 9. **INDUCTION**

9.1 All staff and volunteers who are new to the school will receive information on the school's safeguarding policy and procedures and guidance on safe working practices as part of their induction training.

9.2 All successful candidates will undergo a period of monitoring and will:

- Meet regularly with their induction tutor where appropriate
- Meet regularly with their line manager
- Attend any appropriate training

## 10. **SUPPLY STAFF**

10.1 Range High School will only use those agencies which operate a Safer Recruitment Policy and supply written confirmation that all relevant checks have been satisfactorily completed. Any information disclosed as part of the DBS check will be treated confidentially.

10.2. Range High School will carry out identity checks when the individual arrives at school.

## 11. **PERIPATETIC STAFF**

11.1 Range High School will require that all necessary checks and DBS requirements have been satisfactorily completed for peripatetic staff.

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### **Appendices to this Policy:**

Appendix A	Recruitment and selection procedures and guidelines
Appendix B	Colleagues / Governors who hold a current Safer Recruitment Certificate
Appendix C	Appointment Summary Form

# SAFER RECRUITMENT

## APPENDICES

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# **Range High School**

Recruitment and selection procedures and guidelines

**SUMMER 2019**

These guidelines are to be used in conjunction with  
Range High School's Safer Recruitment Policy

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### 1. Introduction

These guidelines help us adopt a consistent procedure to the recruitment of all staff by being clear about why, whom and how we recruit. This enables us to best match the talents of potential applicants to the needs of the school at any particular time.

The school operates a delegated system for appointments. Once a vacancy is established, either through resignation, retirement, or a review then the power to appoint can rest in different places. Appointments of the Headteacher, Deputy Headteacher and Assistant Headteacher are the direct responsibility of the Governing Body. Appointments at TLR and TMS level (Head of House, SENCO,) are delegated to the Headteacher in consultation with the Governing Body. Appointments of such posts will normally involve the appropriate member of SLT as the Chair of the Panel. In particular, the appointment of support staff will involve the Resources Director as Chair of the Panel.

### 2. Safer recruitment

It is a statutory requirement that at least one member of each panel should have successfully completed the Safer Recruitment Training. Safeguarding is at the forefront of all recruitment processes and this requires attention to detail, consistency and discussion with other members of the panel. A list of colleagues who have completed this training, updated annually is contained in Appendix B.

### 3. Vacancies

A vacancy is established when an existing colleague resigns, retires, or declares maternity or other leave. This must happen in writing before any formal recruitment can begin. Before any decision about recruitment takes place, there should be a formal meeting between the Headteacher, the Resources Director, the assistant Headteacher (Curriculum) ( if the potential vacancy is in the teaching staff) and the colleague's line manager(s) in order to decide how best to manage the vacancy. Straightforward replacement is not the only option and all options must be considered at this point. The Headteacher will advise the Governing Body where appropriate and receive authorisation from them to proceed.

### 4. Establishing a Panel

Once a decision has been taken to proceed, an Appointment Panel should be established, and a Chair nominated (see above). The Chair should complete an Appointment Summary Form (Appendix C) and pass a copy to the Headteacher and Resources Director. At least one member of the panel should have successfully completed the Safer Recruitment Training. All members of the panel must be able to attend all short listing and all selection / interview procedures. No one can take part in the final interview and decision making process unless they have attended the short listing. (Other people may under certain circumstances be able to take part in the selection processes – see below). Papers relating to the appointment must be kept secure for 12 months after the completion

of the process. They will be used for giving feedback, for monitoring the effectiveness of our recruitment procedure, and in the event of challenge or complaint. It is the responsibility of the Chair, working with the Headteacher's PA (JSc) to keep all paperwork in order.

The panel should establish a timeline including the date of the advertisement, the closing date, short listing date and interview date. The panel must also review all the documentation for the appointment, particularly that to be sent to enquirers and applicants.

Documents should be put onto the school website, and, if requested in writing, posted as follows:

- Letter from the Headteacher
- Person specification
- Job description
- Information about the Faculty / Area
- Application form

All **shortlisted applicants** should receive a letter from the Headteacher inviting them to interview, which includes directions to the school and an outline programme for the day, including details of any documents they should bring with them where appropriate. If they have gaps in their study or employment history on their application form they should be alerted to this in the letter and asked to bring a signed account of them when they come to interview.

## 5. Job Analysis and Job Description

The Panel are responsible for the review of the Job Analysis and Job Description. Completed template copies of these for all teaching, TLR and most support staff posts are available from the Resources Director. Often they will need no adjustment, but should be reviewed nonetheless. The Job Description will be sent to enquirers and needs to be ready at the point when the advertisement is published.

Shortlisted candidates are required to sign their application. This must happen before the formal interview process begins. Templates of all documents are available from the Headteacher's PA.

## 6. Person specification

The Panel are responsible for the composition of the Person Specification. Template copies for SLT, TLR, main scale teaching, TA and support staff are available from the Resources Director. Thought should be given to the Special Requirements section which may be the vehicle to establish the criteria which differentiate each post. Remember to decide which criteria are **essential** and which **desirable**, and also at which stage of the process they will be identified. In particular, for criteria which will be identified in interview, this should inform decisions about which questions to ask in order to give each candidate an equal opportunity to demonstrate them, and each member of the panel the opportunity to get evidence against each criterion. You must take care in the language you use in the Person Specification so that it is a useful tool for you and the applicants. Many of them will use it to structure their letter of application in order to show the panel how their skills and experiences make them suitable for the post. The Person Specification will be sent to enquirers and needs to be ready at the point when the advertisement is published.

## 7. Advertisement

The first decision is the location of any advertisements. The Chair of the Panel should consult with the Resources Director and the Headteacher. The general rule of thumb is that permanent teaching posts are advertised in the TES. Alternatives may be available for temporary posts and advertisements for TAs and support staff. The Chair of the Panel should ensure that they are aware of closing dates for acceptance of advertisements for publication, and dates of publication. These should tie in with closing dates for applications, interview dates etc. The general rule of thumb is that closing dates should be 2 weeks after publication and short listing as soon as possible thereafter. Candidates should be invited to interview as soon as possible after shortlisting, by email and telephone, requesting that they reply to confirm receipt and acceptance of the invitation. Interviews normally take place 4 or 5 working days after

shortlisting. While the Resources Director is responsible for placing the advert, it is the responsibility of the Chair of the Panel to get a fair copy of the advert to him in order for him to do so within the required guidelines.

## 8. Short listing

The object of short listing is to examine all applications and establish a manageable list for interview of the best of those who meet the criteria in the Person Specification. Remember that only Panel members should be involved.

The Chair of the Panel should be told immediately if any member of the Panel knows or is related to an applicant. If they are related they should withdraw, and another Panel member may have to take over. If they are known, the Chair should discuss this with the full Panel, and the Panel can then decide how to proceed so as to ensure that this does not prevent an objective decision from being reached. The Chair of the Panel should see the Resources Director for advice.

Short listing should be done in distinct stages. Firstly each Panel member individually should assess each applicant against the Person Specification and record their impressions in writing on the Short-listing Form. They should mark the Form with their name and the fact that this shows their **individual** judgements. They should first ensure that an applicant meets all the essential criteria. This should not be graded, but marked simply as met / not met.

If a large number of applicants meet the essential criteria, each Panel member should then move to the desirable criteria, this time grading the extent to which they are met.

Finally, the Panel should discuss each candidate who meets the essential criteria to arrive at a consensus view as to who should be invited to interview. This should be marked on a separate short listing form completed by the Chair of the Panel.

School policy is that we **do not** routinely give feedback to candidates who are not short listed. However, if it is requested, we must comply under Freedom of Information legislation.

## 9. Interview / Selection procedures

The nature of the interview / selection procedures is dictated by the sort of evidence required to appoint the best applicant and will vary from post to post. For each appointment all candidates should

- meet the Headteacher or SLT member who line manages their team
- tour the school / team area
- have the opportunity to meet some potential colleagues
- have the opportunity to ask questions so as to be sure they are clear about the job and working with us

In addition to the Panel interview the selection procedures may include

- teaching a lesson
- a presentation
- "in-tray" tasks

Where candidates teach a lesson, this must be scrupulously fair to all in terms of ability range, time of day and consistency of topic and availability of resources. Observation should be recorded consistently on the current Lesson Observation Forms. This can be done by colleagues who are not on the panel, but must be fed back to the whole panel before they make their final decision. If possible, at least one member of the Panel should be involved in the observations and if possible should see all the candidates for some period of time. The Chair should make a summary of the Panel's views on the candidate's performance on the Observation Summary Sheets. **This makes it much easier to give feedback to unsuccessful candidates and to evaluate candidates against the Person Specification.**

Questions for the interview must be arranged and typed up in advance. A copy should be kept in the documentation for the appointment. All candidates should be asked all of the pre-arranged questions, but the Panel are then at liberty to ask follow-up questions in order to get all the evidence they need to arrive at the best decision, testing candidates against the Person Specification. Questions will clearly vary from post to post but for all teaching posts the following areas must be covered:

- reflective practitioner (e.g. evaluate the lesson they taught / describe effective strategies they have used)
- assessment (e.g. understanding and use of AfL/APP)
- behaviour management (e.g. their response to an escalating scenario)
- safeguarding (e.g. their response to a Child Protection disclosure)
- challenging able pupils (e.g. approaches to differentiation)
- supporting SEN (as above)
- leadership and management (identifying priorities, team building, accountability, communication of vision)

Before the interview starts the Chair should introduce the Panel, confirm the title and scale of the post, and, at the end, ensure the candidate has the opportunity to ask questions, and also add additional relevant information if they have not had the opportunity to do so. All Panel members should record notes on the interview response grid and score the response out of 10. **At the end of the interview the Chair must check if the applicant is still a firm candidate.**

Once all the interviews have been completed, and while discussing each candidate, the Chair should make a summary of the Panel's views on the candidate's performance on the Interview Summary Sheets. **This makes it much easier to give feedback to unsuccessful candidates and to evaluate candidates against the Person Specification.**

## 10. References

References must not be looked at by the Panel before a decision is made. Once a decision has been reached references should be examined. Any appointment is subject to satisfactory references. If any element is not satisfactory or is too vague to make a decision, see the Resources Director or the Headteacher as soon as possible. However, the Headteacher's PA should check them for any safeguarding disclosures before the interviews and alert the Panel if there are any major issues.

## 11. Identity checks / DBS/ medical checks

**All appointments are subject to these and this should be made clear when any verbal offer is made.** The successful candidate should be contacted by phone and a verbal offer should be made, making it clear the offer is subject to satisfactory checks. **Ensure the candidate accepts verbally.** If they ask for time to consider say that it is not our usual policy, and that we may have to retract the verbal offer. Refer to the Headteacher immediately.

Once they have verbally accepted, it may be useful to clarify documents needed to expedite their appointment. The Resources Director has a list of these, and normally the successful applicant should arrange to contact / meet the Resources Director as soon as possible.

## 12. Induction / Feedback

The Chair should telephone unsuccessful candidates **only once the successful candidate has made a verbal acceptance.** Explain that they have not been successful on this occasion. It is not our policy to give feedback in this phone call, but explain that the Chair will be available to give feedback by appointment in the following 2-3 days.

The Chair should contact the Deputy Headteacher to ensure the new appointee receives the appropriate induction, including about Safeguarding procedures. The Chair may find it useful to review the process and make any written comments to the Headteacher.

**Colleagues / Governors who hold a current Safer Recruitment Certificate (as at 1 September 2019)**

<b>SURNAME</b>	<b>FORENAME</b>	<b>ROLE IN SCHOOL</b>	<b>DATE OF COURSE</b>	<b>PROVIDER</b>	<b>EXPIRES</b>
Ainsworth	Carolyn	AHT	03/12/2014	Safer Recruitment - StellaR Education	Dec-19
Dolly	Tom	DHT	06/02/18	Safer Recruitment – Sefton LSCB	Feb-23
Phillips	Gayle	AHT	03/12/2014	Safer Recruitment - StellaR Education	Dec-19
Povey	Paul	Head of Music	24/03/2019	Safer Recruitment in Education - NSPCC	Mar-22
Pritchard	Andy	RD	23/06/2017	Safer Recruitment – Sefton LSCB	Jun-22
Rimmer	Jim	Governor	19/10/16	Safer Recruitment in Education - NSPCC	Oct-19
Snowdon	Richard	Governor	08/03/2019	Safer Recruitment in Education - NSPCC	Mar-22
Thomas	Mervyn	Governor	28/02/19	Safer Recruitment in Education - NSPCC	Feb-22

**Range High School  
Appointment Summary Document**

Title of Post: \_\_\_\_\_

Start Date: \_\_\_\_\_

Scale: \_\_\_\_\_

Scale point(s): \_\_\_\_\_

Temporary / Permanent: T / P

Full-time / Part-time: F / P

Chair of Panel: \_\_\_\_\_

Panel Members: \_\_\_\_\_

Panel Members with Safer Recruiting: \_\_\_\_\_

Advert Date: \_\_\_\_\_

Advert Text agreed and passed to AP (date): \_\_\_\_\_

Closing Date: \_\_\_\_\_

Short listing date: \_\_\_\_\_

Names of candidates invited to interview: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interview Date: \_\_\_\_\_

Two references received (Y/N for each candidate):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of successful candidate: \_\_\_\_\_