The Billericay School

Safeguarding & Child Protection Policy

Date of Last Review: September 2018

Status: Statutory

Committee: Student Related Committee

Staff Lead: Karen Cooper

Review Process: Annually

Location: R:\SLT\Policies

Date of Next Review: September 2019
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This policy combines two former policies, ‘The Billericay School Child Protection Policy’ and ‘The Billericay School Safeguarding Policy’. There is a distinction between ‘safeguarding’ and ‘child protection’, as set out below, but the two are closely linked and incorporating them within one policy removes unnecessary duplication.

DIFFERENCE BETWEEN SAFEGUARDING & CHILD PROTECTION

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children.

PURPOSE

At The Billericay School we are committed to safeguarding our students and understand that it is the responsibility of ‘everyone’ [all staff in school] to share this commitment; taking all welfare concerns seriously and encouraging students to talk to us about anything that worries them. In order to fulfil this responsibility effectively, all staff will ensure their approach is child-centred; this means that they will consider, at all times, what is in the best interests of the child [this includes everyone under the age of 18].

This policy aims to provide staff with clear direction about expected behaviour when dealing with safeguarding and child protection issues and make explicit the school’s commitment to the development of good practice and sound procedures; our overriding aim is to ensure that safeguarding and child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the student.

AIMS

We aim to:

- Provide a safe environment in which our students feel, and are, safe at all times.
- Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty; students will be encouraged to talk and know that they will always be listened to.
• Ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first, without concern that there will be any negative consequences attached to their actions.
• Ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge.
• Ensure that all adults who have contact with children in school have been trained to undertake their safeguarding responsibilities effectively.
• Include in the curriculum, activities and opportunities for PD (Personal Development) that equip students with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
• Include in the curriculum, material that will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
• Include in the curriculum, activities and opportunities that promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
• Make parents/carers aware of the school policies and practice for safeguarding and child protection and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

LEGISLATION

The key legislation upon which this policy has been formed is:
‘Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges’ [September 2018]
This document is available on the school’s website [‘About’ tab / ‘Policies’ hyperlink] or at:

All staff are given a copy of:
‘Keeping Children Safe in Education: Part 1 – Information for all School and College Staff [September 2018]
This document is also available to staff via the school computer network:
Or at:

A list of all relevant legislation and guidance documents used to inform this policy has been compiled; see Appendix 1.
KEY CONTACTS WITHIN THE LOCAL AUTHORITY: MAKING A REFERRAL

**Children & Family Operations Hub** – This is the service through which the school reports a concern or accesses services for children and families. The school follows the referrals procedures set out by Essex Safeguarding Children Board.

**REPORTING A CONCERN**

If the school has **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours (8.45 a.m. – 5.30 p.m. Monday – Thursday, until 4.30 p.m. Friday), the referral will be made via -

Telephone **0345 603 7627** (Ask for the ‘Priority Line’)

If the referral is accepted, the referral will be followed-up in writing (within 48 hours) by the referring member of the Safeguarding Team using the ‘Children & Families Request for Support via the online portal [https://www.essexeffectivesupport.org.uk](https://www.essexeffectivesupport.org.uk)

To make **URGENT** referrals **OUT OF OFFICE HOURS** (5.30 p.m.- 9.00 a.m. Monday –Thursday, 4.30 p.m. Friday – 9.00 a.m. Monday & Bank Holidays), the referral will be made in the first instance, via -

Telephone **0345 606 1212**

E-Mail  **Emergency.DutyTeamOutOfHours@essex.gov.uk**

If there is considered to be an immediate risk of harm, the Police will be contacted via **999**
If the school has a concern that a child or young person is being harmed or neglected, or is at risk of this, but the threat is not immediate, then a ‘Children & Families Request for Support (RFS) form will be completed via the online portal https://www.essexeffectivesupport.org.uk

SEEKING ADVICE & GUIDANCE

If the school wishes to seek advice from the Children & Family Operations Hub about whether or not to proceed with a referral, advice will be sought by a member of the Safeguarding Team via –

Telephone 0345 603 7627 (Ask for the ‘Consultation Line’)

FRAMEWORK

The development of appropriate procedures and the monitoring of good practice in Essex schools are the responsibilities of the Essex Safeguarding Children Board (ESCB). This section of the policy is based on the Essex Safeguarding Children Board’s model ‘Child Protection Policy 2018’.

In accordance with ESCB guidance, we work with the Southend, Essex & Thurrock (SET) Child protection Procedures. (SET) Child Protection Procedures (ESCB, 2018).

Our school also works in accordance with:

Keeping Children Safe in Education (DfE, 2018)
Working Together to Safeguard Children (DfE, 2018)
Effective Support for Children & Families in Essex (ESCB, 2017)
What to do if you are worried a child is being abused (DfE 2015)
Information Sharing Guidance (DfE 2018)

There are three main elements to the child protection section of our policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to students.
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to students who may have been abused.

All staff in our school receive annual ‘Safeguarding and Child Protection Training’, with regular updates as required. The training is provided to ensure all staff have the following skills and understanding:

- They are aware of the signs of abuse (physical, emotional & sexual) and neglect so that they can identify students who may be in need of help or protection.
- They are aware of the possible indicators or wider safeguarding issues (Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence (so called), Children Missing Education, Extremism & Radicalisation and Special Educational Needs & Disabilities).
They are aware of their ‘Duty to Report’ in relation to FGM [Serious Crime Act 2015] and Prevent (Extremism & Anti-Radicalisation) [Counter-Terrorism & Security Act 2015].

They know what to do if a student tells them he/she is being abused or neglected.

They know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals, both in-school and out-of-school.

They understand that they should never promise a student that they will not tell anyone else about an allegation, as this may ultimately be in the best interests of the child.

TYPES OF ABUSE & NEGLECT

The school will use the definitions, signs and symptoms of the four kinds of abuse and neglect outlined in the following publications:

1. Keeping Children Safe in Education Appendix 1 [2018]
2. ESCB SET Procedures [2017]

The signs and symptoms of the four categories of abuse and neglect are detailed in Appendix 2:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

School staff can also access the most recent staff training materials via the school computer network:

Safeguarding & Child Protection Training for Staff September 2018

SIGNS & SYMPTOMS OF CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status.

The definition (DfE 2017), signs and symptoms of CSE are detailed in Appendix 3:

Mrs C Berry is the school’s trained ‘CSE Champion’

SO CALLED ‘HONOUR-BASED VIOLENCE’

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

SIGNS & SYMPTOMS OF FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.
All staff are aware that the Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police (via the school’s Designated Safeguarding Lead) cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children’s social care. The duty does not apply in relation to at risk or suspected cases.

The signs and symptoms of FGM are detailed in Appendix 4:

**CHILDREN MISSING EDUCATION (CME)**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

All teaching staff are aware of the need to keep accurate and timely records of student attendance for each of their classes; this means completion of the electronic register for each of their allocated classes for each lesson on the timetable; the register to be completed within 10 minutes of the start of the lesson as set out in the Attendance Policy.

All staff are aware of their duty to notify the Designated Safeguarding Lead if a student has been absent for more than two days without a reason recorded on the register.

The school’s practices & procedures in relation to CME are detailed in Appendix 5:

**EXTREMISM & ANTI-RADICALISATION – THE PREVENT DUTY**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’.

The school’s ‘Extremism & Anti-Radicalisation’ Policy outlines our approach to this aspect of safeguarding and child protection. The policy is available via the school’s website under the ['About’ tab / ‘Policies’ hyperlink].

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received WRAP Awareness Training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental ‘British Values’ supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

The school ensures that students are safe from terrorist and extremist material when accessing the internet by having suitable filtering is in place; details can be found in the E-Safety Policy.

A guide to recognising the early indicators of radicalisation or extremism is detailed in Appendix 6:
PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Staff are aware that the school has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Staff will report any arrangements they become aware of to the Designated Safeguarding Lead or the Teacher with Responsibility for Children Looked After [K. Cooper], who will investigate the concern and notify the local authority if required.

A guide to private fostering is detailed in Appendix 7:

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed above.

Designated Safeguarding Lead

It is the role (and responsibility) of the Designated Safeguarding Lead (DSL) to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Essex Children’s Social Care in accordance with SET procedures. If for any reason the Designated Safeguarding Lead is unavailable, one of the two Deputy Designated Safeguarding Leads will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure that all staff, including temporary staff, volunteers and contractors within the school, are aware of the school’s child protection procedures; to advise staff and to offer support to those requiring this.

The DSL is responsible for:

- Managing Referrals
  - Refer cases of suspected abuse to the local authority children’s social care as required and in line with SET procedures
  - Support staff who make referrals [via the Safeguarding Team or direct to the LA]
  - Refer cases to the Channel Programme where there is a radicalisation concern as required [and support staff who make referrals direct]
  - Support staff who notify the Police of any incidents of FGM they become aware of
  - Notify the LA of any private fostering arrangements they become aware of
  - Refer cases where a crime has been committed to the Police as required
  - Notify the ECSB LADO of any incidents involving allegations against staff (in liaison with the Headteacher]
  - Refer cases where a person dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required

- Working with Others
- Liaise with Headteacher to inform him of all on-going enquiries under Section 47 of the Children Act 1989 and police investigations
- Support members of the Safeguarding or Heads of House Team (or other member of staff) who are the ‘Lead Professional’ for individual students
- Liaise with ‘Lead Professionals’ as required and lead reviews of individual cases at Safeguarding Team meetings
- Liaise with outside agencies as required in cases relating to child protection or safeguarding concerns; ensuring the school are represented at all Child Protection or Child in Need Conferences
- Liaise with staff on matters of safety or safeguarding

**Undertaking Training**
- Complete ‘Designated Person Training’ every two years
- Ensure knowledge and understanding is regularly updated [via e-bulletins from Safeguarding Pro / ESCB / Essex Updates
- Complete Prevent (WRAP) Training and disseminate to all staff
- Having a working knowledge of local authority child protection case conferences, review conferences and core group meetings; attending these and contributing effectively as required
- Understand the assessment process for providing early help and intervention via the local authority agreed framework
- Ensure senior staff undertake regular ‘Safer Recruitment Training’ and keep a log of all trained staff available to conduct interviews
- Ensure all staff receive annual training, and regular updates, in relation to the school’s child protection and safeguarding procedures and responsibilities, supporting their understanding and assessing the same

**Raise Awareness**
- Ensure the school’s Safeguarding & Child Protection Policy is understood and used appropriately by all staff
- Review the Safeguarding and Child Protection Policy annually and ensure the procedures and implementation are updated and reviewed regularly; governing body to be made aware of all changes
- Ensure Safeguarding and Child Protection Policy is available publicly via the school’s website

**Keep Accurate Records**
- Ensure all child protection files are managed in accordance with Essex guidelines; this to include appropriate recording of key information, completion of an accurate chronology of the case, secure storage of files
- Ensure child protection files are kept for the appropriate time period
- Ensure that, where students change schools, any child protection files are transferred to the receiving schools separate to the main pupil file, using secure transit and obtaining a confirmation receipt

**Availability to Staff**
- Ensure at least one member of the Safeguarding Team is available at all times during the school day, and that a Deputy DSL is on site when the DSL in not.
Safeguarding Team

The Billericay School is a large community. To ensure that we are able to respond to child protection and safeguarding concerns without delay, a team of five, trained staff form the Safeguarding Team, and there is always at least one member of the team available and contactable at all times during the school day.

Team Members:

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<tr>
<td>Karen Cooper</td>
<td>Designated Safeguarding Lead (DSL)</td>
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<td>Shirley Smears</td>
<td>Deputy DSL</td>
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<tr>
<td>Charlotte Berry</td>
<td>Deputy DSL</td>
</tr>
<tr>
<td>Val Manchee</td>
<td>Level 2 CP Trained</td>
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Assistant Head (Additional Needs): Karen Cooper
Deputy Head (Outcomes): Shirley Smears
Assistant Head (Pastoral): Charlotte Berry
Student Support Team Leader: Val Manchee

Specific Areas of Expertise of Team Members:

- **K Cooper**
  - Team Leader
  - DSL (see role above)
  - Early Help Co-ordinator
  - Additional Needs [CLA, SEND, Medical, Attendance]
  - Designated Person – Children Looked After
  - Children Missing Education Lead
  - Private Fostering Lead
  - Risk Avert Programme
  - Respond to referrals to the Safeguarding Team e-mail

- **S Smears**
  - Deputy DSL
  - Designated Person – Pupil Premium / Vulnerable Pupils
  - Safer Recruitment / Single Central Record [with HR Team]
  - Allegations Against Staff [with Head Teacher]
  - Prevent Strategy / Extremism & Anti-Radicalisation Lead
  - FGM/Honour Based Violence Lead
  - Respond to referrals to the Safeguarding Team e-mail

- **C Berry**
  - Deputy DSL
  - Review/ appropriateness of personal development curriculum
  - CSE Champion
  - Sexting / e-safety
  - Risk Avert Programme
  - Wellbeing
  - Respond to referrals to the Safeguarding Team e-mail

- **V Manchee**
  - Respond to referrals to the Safeguarding Team e-mail
  - Act as first point of contact for students via Student Support Team
The Safeguarding Team meet every two weeks to:

- Discuss current cases / allocate new ones
- Review current Safeguarding Plans [completed by the Safeguarding or Head of House Teams]
- Share good practice / new guidance / new legislation
- Review current policies and procedures
- Plan staff training

The Safeguarding and Heads of House Team work to an agreed ‘Safeguarding Processes and Procedures’; these are reviewed regularly.

**School Staff**

All staff in school have the following responsibilities:

- Attend all training sessions provided in relation to child protection and safeguarding
- Read all updates / additional information sent by DSL or members of the Safeguarding Team during the year (often electronically); seek additional clarification if necessary
- Read the following documents:
  - ‘Keeping Children Safe in Education Part 1’ (DfE, 2018)
  - School Safeguarding & Child Protection Policy
  - School Staff Code of Conduct & Whistleblowing Policy
  - Any additional child protection or safeguarding information distributed to staff
- Complete the ‘Safeguarding Training Quiz 2018’ and return to T Salmons, indicating any areas of the training that they would like additional support with
- Ensure they are aware of:
  - Procedure for making a referral to the DSL / Safeguarding Team if they have a concern about a student:
    [see Appendix 8a – ‘What do I do if I am concerned about a child?’]
    [see Appendix 8b – Raising Safeguarding Concerns Flowchart]
  - Whistleblowing procedures [see Appendix 9 – Whistleblowing poster]
  - The need to record any concern or referral on the appropriate form, which should be handed to the DSL or Deputy DSL (urgent) or sent to the Safeguarding e-mail address (non-urgent) before the end of the school day. [see Appendix 10]

**Senior & Middle Managers**

In addition to the responsibilities outlined for all staff above, members of the Senior and Middle Leadership Teams have the following responsibilities:

- Senior and middle leaders who lead on, or are members of, a recruitment process must ensure that they follow the ‘Safer Recruitment Guidelines for Staff’ [See Appendix 11]

**Governing Body / Headteacher**

The governing body have the following responsibilities:
• The Governing Body are responsible (with the Senior Leadership Team) for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. As part of the school’s recruitment and vetting process, DBS checks that include a ‘barred list check’ and local intelligence checks will be sought on all staff involved in ‘regulated activity’.
• The Designated Governor for Safeguarding is to ensure there is an effective child protection policy in place and that this is updated annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
• The Headteacher and/or the Designated Safeguarding Lead will provide an annual ‘Safeguarding Report’ for the governing body detailing any changes to the policy and procedures, training undertaken by all staff and governors and other relevant issues.
• The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 and S.157 of the Education Act 2002. The ESCB Section 11 Safeguarding Audit Tool to be used.
• The school will publish its Safeguarding & Child Protection Policy on its school website alongside ‘Keeping Children Safe in Education’ (DfE, 2018).’
• The school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.

PROCEDURES

All action is taken in accordance with the following guidance;

• Essex Safeguarding Children Board Guidelines, the ‘SET (Southend, Essex and Thurrock Safeguarding & Child Protection Procedures’ (2017)
• ‘Keeping Children Safe in Education’ (DfE, 2018)
• ‘Working Together to Safeguard Children’ (DfE, 2018)
• ‘Effective Support for Children and Families in Essex’ (ESCB, 2017)

Induction Procedures for New Staff / Volunteers / Regular Visitors to the School

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school’s Safeguarding & Child Protection policy, told who our Designated Safeguarding Lead (and Deputies) is and is informed how to share concerns with the Designated Safeguarding Lead or Deputies.

Keeping Staff Informed about Safeguarding & Child Protection Issues

Staff are kept informed about safeguarding & child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However, the Headteacher will ensure they are aware of the school’s policy and the identity of the Designated Safeguarding Lead and Deputies.
Reporting Safeguarding & Child Protection Concerns [Adults in School]

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or in their absence, one of the Deputy Designated Safeguarding Leads. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. The process for reporting a concern is outlined in Appendices 8a and 8b.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for reconsideration.

In exceptional circumstances, such as an emergency, staff members can speak directly to children’s social care [see Appendix 8a].

Safeguarding contact details will be kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support; the ‘What do I do if I am concerned about a child’ poster will be displayed in the main staff room and all team bases [see Appendix 8a].

Reporting Safeguarding & Child Protection Concerns [DSL / Safeguarding Team]

The Designated Safeguarding Lead or one of the Deputies will immediately refer cases of suspected abuse or allegations to Essex Social Care Direct by telephone and in accordance with the procedures outlined in the SET procedures and in ‘Effective Support for Children and Families in Essex’ (ESCB, 2017). [Contact numbers are included on Page 5 of this policy document].

The telephone referral to Essex Social Care Direct will be confirmed in writing within 48 hours on the Children & Families Request for Support [RFS] Form. Essential information will include the student’s name, address, date of birth, family composition, the reason for the referral, whether the child’s parents are aware of the referral, the name of person who initially received the disclosure plus any advice given.

The school will always undertake to share our intention to refer a child to Children’s Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the Initial Response Team (IRT) and / or Essex Police.

TRAINING AND SUPPORT

The Designated Safeguarding Lead and Deputies will attend ESCB ‘Safeguarding Children Level 3 - Designated Person Training’ every two years.

The Student Support Team Leader will complete ESCB ‘Multi-Agency Safeguarding Children Level 2 Training’.

All members of the Heads of House Team, Student & Pastoral Support Teams & the Learning Support Team will complete NSPCC ‘Child Protection: An Introduction Course Level 1’.

The Headteacher, all staff members and governors will undergo in-school Safeguarding & Child Protection Training’ which is updated annually; this will be delivered by members of the Safeguarding Team. A record of all ‘Safeguarding & Child Protection’ training will be kept within the school’s Single Central Record. The completed ‘Safeguarding Training Quiz 2018’ response forms completed by
individual staff following annual training will be reviewed by the Safeguarding Team / HR Administrator and a record of completion kept; any staff requesting or indicating the need for additional support to understand and discharge their responsibilities, will be provided with additional training on an individual or small group basis.

The school will ensure that the Designated Safeguarding Lead (and Deputies) also undertakes training in inter-agency working and other matters as appropriate.

All staff will have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook / Code of Conduct & Whistleblowing Policy. This is available to staff via the school’s computer network.

**WHISTLE BLOWING**

All members of staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. They are responsible for the welfare and safety of those they care for on the school’s behalf and this comes above and before feelings of loyalty towards colleagues. It is a means whereby staff have the immediate opportunity to express their concerns regarding poor practice at work to the

Whistle blowing guidelines are written for staff to:

- Encourage them to take action if they have a reasonable suspicion of serious poor practice at work or have been informed about serious poor practice by students.
- Reassure them that they will be both protected and supported if they ‘whistle blow’ in line with these guidelines; they are written to reduce worries of reprisals.

The school ‘Code of Conduct & Whistleblowing Policy’ outlines our expectations and procedures for staff.

Senior staff member responsible for this policy: Ms J. Moore

Policy last reviewed: September 2018

**PROFESSIONAL CONFIDENTIALITY**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only. Any information shared with a member of staff in this way must be held treated confidentially.
RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible (and certainly before the end of the school day) noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. This should be recorded on the school’s ‘Child Protection Concern Recording Form’ [see Appendix 10]. All records will be dated and signed and will include the action taken. This should be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.

Any file notes are kept in a confidential file in chronological order (which is separate to student files) and stored in a secure place [K. Cooper Office – current cases]. All child protection records are stored securely and confidentially [Central Record Store in A Block – closed/historical cases] and will be retained for 25 years after the student’s date of birth, or until they transfer to another school or educational setting (in line with ESCB ‘Model Policy’ guidance 2017).

If a student transfers from the school, these files will be copied and forwarded to the student’s new educational setting by ‘Royal Mail 1st Class Signed-For’ mail, marked ‘Confidential’ and for the attention of the receiving school’s Designated Safeguarding Lead. A receipt will be requested.

ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Whichever member of the Safeguarding Team attends, they will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, welfare and presentation. If the school are part of a ‘Core Group’ then the Designated Safeguarding Lead will ensure that the school is represented at the meetings and contributes to the plan; a record of attendance and issues discussed will be kept. All concerns about the child protection plan and/or the child’s welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child’s key worker immediately and then record that they have done so and the actions agreed.
SECTION C
SAFEGUARDING: INFORMING & SUPPORTING STUDENTS

STAYING SAFE

The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Our Personal Development Programme provides students with the opportunity to consider all aspects of their own health and safety and what steps they can and should take to stay safe.

TEACHING STUDENTS HOW TO STAY SAFE

At The Billericay School students are taught to consider and recognise situations that may present a risk to their safety, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The PD curriculum was reviewed extensively by Mrs Berry (Deputy DSL) and Mr Beckett (Former Head of PD) during 2016-17. The curriculum plans for Years 7 – 11 are detailed in Appendix 12 and are also available on the school website (under ‘Subjects’ tab). Miss A. Frappell (Head of PD) will review the PD curriculum annually and ensure all new guidance and resources is included.

As part of the PD and Assembly curriculum, presentations and workshops are delivered to all year groups tackling ‘cyber-bullying;’ ‘sexting;’ and wider ‘sexual exploitation’ issues. Examples of the materials include:

- A Guide to Social-Networking for Students [Available to students via the school website – ‘Student’ tab / ‘E Safety’ hyperlink
- Assemblies: Sexting – There is a ‘Sexting’ assembly for each of Years 7-11, that members of SLT deliver, as well as PD lessons in Years 7-10.
- Child Sexual Exploitation is explored in as a separate issue within the sex and relationships education for Years 9-11; the resources used have been compiled by our CSE Champion and draw on the best advice and information sources available.

SUPPORTING STUDENTS AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

Our school may be the only stable, secure and safe element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

Our school will endeavour to support students through:

- A curriculum that encourages our students to stay safe, develop healthy relationships, self-esteem and self-motivation.
- A school ethos that promotes a positive, supportive and secure environment and that gives all students and adults a sense of being respected and valued.
- The implementation of the school’s behaviour management policies.
• A consistent approach agreed by all staff that will endeavour to ensure the student knows that some behaviour is unacceptable, but that he/she is valued.
• Regular liaison with other professionals and agencies that support the students and their families.
• A commitment to develop open, honest and supportive relationships with parents, with the child’s best interest as paramount.
• The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
• Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse.
• Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

EARLY HELP
All staff at our school are aware of the need to identify children who may benefit from early help; providing support as soon as a problem emerges.

The school will use ESCB’s ‘Effective Support for Children & Families in Essex’ guidance [particularly ‘The Essex Effective Support Windscreen’ & ‘Levels of Need Table’] when considering the most appropriate support for individual children and their families.

In the first instance, staff will discuss early help requirements with the DSL (or Deputy DSL in her absence), and thereafter may be required to contribute to an ‘early help assessment’.

Students identified as requiring ‘early help’ will be assigned a key person from one of the Safeguarding or Head of House Teams who will be responsible for liaising with the DSL and other agencies in relation to an assessment and intervention, and who will ensure the student’s wellbeing and progress are constantly monitored and reviewed; where the situation is judged not to be improving, the key person will refer to the DSL (or Deputy DSL) for consideration of a referral to social care or a Level 2-4 service.

If an ‘Early Help Plan’ or ‘Team Around the Family (TAF) Meeting’ is considered necessary, the DSL (or Deputy DSL) will assume management of the case. If appropriate, the DSL (or Deputy DSL) may accept the role of ‘Lead Professional’.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)
At The Billericay School we are aware that students with special educational needs and disabilities may need more support to be kept safe or to keep themselves safe.

The following will be considered in relation to any safeguarding or early help referral made in relation to a student with SEND:

• Indicators of possible abuse such as behaviour, mood and injury will not be assumed to relate to the child’s disability or additional need – investigation / exploration of the concerns raised will always take place:
  - The investigation will be led by the SENCO and DSL jointly
- The student’s voice will always be heard and adaptations to allow this will be put in place as required
- Personalised Learning staff and other adults who work with the student will be encouraged to share any changes they notice at weekly team meetings

- Students with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing (or being able to show) any signs:
  - Personalised Learning staff and other adults who work with the student will be encouraged to share any changes they notice at weekly team meetings
  - Parents will be encouraged to discuss any concerns they have with the SENCO
  - Friends will be encouraged to seek support from ‘Student to Student’

- Students with SEND may have communication barriers and difficulties in overcoming these barriers:
  - ‘Student to Student’ team members and ‘Social Club’ leaders will receive additional training in relation to the difficulties students with SEND may have sharing their concerns and worries
  - ‘Social & Communication Skills’ groups will be run to assist students with communication difficulties to develop these skills and to build resilience
  - ‘Student Profiles’ will be used to ensure staff are aware of the difficulties SEND students are facing and the solutions the students have identified as helpful in over-coming them
ALLEGATIONS INVOLVING ANOTHER STUDENT [PEER-ON-PEER ABUSE]

At The Billericay School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm, not only by adults, but also from other students. We recognise that some students may negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Behaviours Likely to Pose a Safeguarding Risk

We also recognise, however, that allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following will be found.

The allegation:

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other students in school
- Indicates that other students may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples might include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts
Sexting [Youth Produced Sexual Imagery]

Incidents of sexting are increasing. Staff are aware that when an incident of sexting is brought to their attention they should report it immediately to the Safeguarding Team; staff should not view images themselves.

The Safeguarding Team will use the UKCCIS [UK Council for Child Internet Safety] ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’ guidance when dealing with reported incidents of sexting.


Responding to an Allegation of Peer to Peer Abuse

The procedure for responding to an allegation of Peer to Peer abuse is the same as that for responding to a safeguarding concern:

- When an allegation is made by a student against another student, members of staff must inform the Designated Safeguarding Lead (or a Deputy DSL).
- A factual record of the allegation must be made by the member of staff who received the disclosure on the ‘Child Protection & Safeguarding Referral Form’ [Appendix 10].

The DSL will investigate the referral [in liaison with the Assistant Head Pastoral] and may then contact social services to discuss the case.

If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and the parents informed.

Where neither social services nor the police accept the complaint, a thorough school investigation will take place using the school’s usual disciplinary procedure. This may result in an exclusion from school.

ALLEGATIONS INVOLVING A MEMBER OF STAFF

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff is set out in the SET procedures (Section 7).

Where an allegation against a member of staff has been made, the Head Teacher or Deputy Head Teacher (Deputy DSL) will immediately telephone the Local Authority Designated Officer [LADO] on 03330 139 797 to seek advice and guidance. The LADO will advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to students and parents.

Where the allegation is against the Head Teacher, the Chair of Governors [Mr Colin Breathwick] will take this action.
USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

SAFER WORKING PRACTICE

Safe working practice ensures that students are safe and that all staff, volunteers and governors are:

- Responsible for their own actions and behaviour and should avoid any conduct that would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible, in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern. Record any incident or decisions made.
- Apply the same professional standards regardless of gender, race, disability or sexuality.
- Be aware of confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Are aware of, and adhere to the, ‘Safer Recruitment’ Policy.

SAFER RECRUITMENT

Part Three of ‘Keeping Children Safe in Education’ (2016) is dedicated to ‘Safer Recruitment’. Our Recruitment Policy sets out the practices and procedures we have put in place to ensure we are compliant with all aspects of the statutory guidance. The school ‘Recruitment Policy’ outlines our current procedures and principles.

Senior staff member responsible for this policy: Ms J. Moore
Policy last reviewed: February 2018

HEALTH AND SAFETY

The health and safety of students, staff and visitors is of paramount importance and the school has a range of policies and procedures in place to ensure that the school site and environment are safe.

The school ‘Health & Safety Policy’ outlines our current procedures and principles.

Senior staff member responsible for this policy: Mr P. Berry
Policy last reviewed: September 2017

The Headteacher, the senior leader with responsibility for health & safety, the Head of Facilities and a governor with responsibility for health and safety oversee the policy. Any concerns from staff, volunteers, governors or students are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

The senior member of staff with responsibility for health & safety in school is: Mr P. Berry
The Head of Facilities is: Mr P. James
Governor responsibility for health & safety is with Premises Committee (via Ms J. Moore)

There is a critical incidents plan that outlines our procedures in the case of a critical incident. The Headteacher, Mr A. Mohammed, is responsible for this plan.

**FIRE DRILL**

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual fire risk assessment.

The school ‘Fire Drill & Emergency Evacuation Procedures’ outlines our current procedures. The senior member of staff with responsibility for the fire drill procedures in school is: Mr P Berry/Mr Gooding

**FIRST AID**

The school has a medical room which is staffed during normal school hours by staff trained in first aid. There is a defibrillator available in the medical room.

The member of staff in charge of the medical room is: Mrs S. Wood

Other members of staff trained in first aid procedures include, all Pastoral Support Team members (with the exception of G. Josefson), PE staff (Water Safety) and all Duke of Edinburgh leaders. Additionally, some other members of staff have completed basic training: MOO holds the list.

When a student or adult is unwell or has suffered an accident in school or on the school grounds, the following steps are followed:

- A trained first aider is immediately called to provide assistance and advice.
- The incident/accident is logged in the incident/accident book.
- The parent / guardian / or other appropriate adult is notified of the incident/accident as soon as necessary.
- The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

There is a trained ‘First Aid at Work’ Officer.

**SITE SECURITY**

We aim to provide a secure school site but recognise that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. It is recognised that laxity can cause potential problems to safeguarding. Therefore, the school ensures that:

- All gates are locked during normal school hours. Visitors wishing to access the school site during school hours must seek permission from the main office via the electronic entry system attached to the main school gates.
• CCTV is in operation at various points around the school site.
• Visitors are requested to enter the school through the main entrance and must sign in at the Main Office.
• All visitors are asked to produce photo ID to confirm their identity.
• They are asked to record the name of the member of staff they are visiting in school.
• All visitors are given, and asked to wear, a visitor badge. There are 3 differently coloured badge lanyards [‘Blue’ for school staff and governors who have been DBS checked; ‘Yellow’ for supply staff, visitors and contractors who are known to be DBS checked by either the school or their employer and ‘Red’ for visitors and contractors who have not been DBS checked or have been unable to evidence a check].

**Blue Lanyards**
Billericay School Staff: Blue ‘Staff’ badge with name on
Billericay School Governors: Blue ‘Governor’ badge with name on [if DBS checked]

**Yellow Lanyards**
Supply staff: Blue ‘Supply Teacher’ badge
Visitors with DBS check: Yellow ‘Visitor’ badge
Contractors with DBS check: Yellow ‘Contractor’ badge

**Red Lanyards**
Visitors without DBS check: Red ‘Visitor’ badge
Contractors without DBS check: Red ‘Contractor’ badge
Parents: Red ‘Visitor’ badge

*NB: All visitors & contractors wearing a ‘Red’ lanyard and ‘Red’ badge will be accompanied by a member of Billericay School staff at all times whilst on site.*

• All visitors are given a copy of the school’s ‘Safeguarding Leaflet for Visitors’.
• All Billericay School staff and all Billericay School Sixth Form students wear an identity badge at all times during school hours.
• Members of staff are on duty at various points around the site during break and lunch times, in accordance with an agreed timetable.
• Students in Years 7-9 are only allowed to leave the school site with the permission of parents/carers with parental responsibility. They must sign out at Student Services before they leave and meet their parent/carer in Main Reception – unless other arrangements have been agreed in advance. They must sign back in at Student Services upon their return.
• Students in Years 10 & 11 are only allowed to leave the school site with the permission of parents/carers with parental responsibility or the Headteacher or Deputy Headteacher. They must sign out at Student Services before they leave and must sign back in at Student Services upon their return.
• Adults and 6th Form students are expected to sign out at the Main Reception before leaving and upon their return.
• If students in years 7-11 are found to have left the school site without permission, parents or an alternative adult contact are notified immediately by a member of Student Services.
ADDITIONAL NEEDS

The school ‘Intimate Care Policy’ outlines the principles and protocols that relate to supporting students with intimate care needs.
Senior staff member responsible for this policy: Mrs K. Cooper
Policy last reviewed: September 2018

The school ‘Students with Medical Needs Policy’ outlines the principles and protocols that relate to supporting students with specific medical needs that require intervention and care in school.
Senior staff member responsible for this policy: Mrs K. Cooper
Policy last reviewed: September 2018

ATTENDANCE

The school monitors the attendance of students closely.
The school ‘Attendance Policy’ outlines our current procedures and principles. Senior staff member responsible for this policy: Mrs K. Cooper
Policy last reviewed: July 2018

Electronic registers are taken by teaching staff at the beginning of every lesson, via SIMS Lesson Monitor. Absences are noted by the Attendance Office via the ‘Attendance Answerphone’ and the absence of all students, including ‘Child Looked After’ or any other student known to be vulnerable, for which we have received no notification, is followed-up by the administrative assistant responsible for attendance – Ms Corinne Woodgate– on a ‘First Day Call’ system. All reasons for absence received via the answerphone are recorded electronically via SIMS.

Reasons for absence are recorded on the SIMS system upon the student’s return via a parental / carer note in the school planner; the reason is logged in SIMS.

Student attendance is monitored regularly by those members of staff with responsibility for attendance and action taken where concerns are raised.

The school is fully compliant with the statutory guidance contained in ‘Children Missing Education: Statutory Guidance for Local Authorities [2016]’ – details are contained in our Attendance Policy.

The senior designated staff for attendance in school are: Mrs K. Cooper & Mrs S Smears
The School Attendance Officer is: Mrs D Griffiths

INTERNET / E- SAFETY

Children are encouraged to use the Internet for educational purposes in school, but at all times in a safe way. Parents are asked to give permission for their children to use the Internet on entry to the school. Parents, students and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff
become aware of inappropriate use of the Internet by a teacher, staff member, volunteer or student, the issue is reported to the Headteacher immediately; the Headteacher has overall responsibility for Internet safety within the school.

The ‘E-Safety Policy’ outlines our procedures for ensuring students are able to access the Internet safely in school. The policy also offers guidance to parents on e-safety at home.
Senior staff member responsible for this policy: Mrs C Berry
Policy last reviewed: June 2018

MOBILE PHONES

The school bans mobile phones and all Wi-Fi enabled devices (i.e. Apple i-Watch and other smart phones) on site for Years 7-11. The reason for this relates not only to the disruption that mobile electronic devices can cause to lessons, but also because of the risk of theft and the reduced incidence of cyber-bullying in a ‘phone-free’ environment. If a student is found in possession of a phone during registration or periods one to four, the phone is confiscated and locked in the safe in Student Services for collection at the end of the school day. Phones confiscated during lunchtimes or period 5 are confiscated and secured in the same way, but are not available for collection until the end of the following school day.

PHOTOGRAPHING AND VIDEOING OF STUDENTS IN SCHOOL

The school try to take a sensible and balanced approach to photographing and videoing children on the school site. The school obtains parental permission [via the signed Data Collection Sheet] to use photographs and videos of students, taken in school and on school trips, in promotional materials and in-school displays. Where a parent (or Corporate Parent) requests photographs of their child not be used in this way, then a note is added to the child’s SIMS record; this is particularly the case for a Child Looked After, as many Social Services departments have strict policies in this regard.

Photographs or videos of students taken by a third party for their promotional use require additional parental permission to be gained by the third party themselves.

Visitors to the school are made aware, via our ‘Safeguarding Leaflet for Visitors’, that the taking or uploading of any photographs or other digital media is strictly prohibited.

ANTI-BULLYING AND TOLERANCE

The school’s response to this is unequivocal; action will be taken immediately any form of bullying or harassment is reported or noted. Although bullying in the school is rare, the school always acts swiftly with a process of investigation, communication and action.

All students are made aware of the forms that bullying and inappropriate behaviour can take through the PD curriculum and have a hierarchy of adults within the school that they are able to approach if they are suffering any form of bullying, intolerance or harassment of any kind. The PD curriculum is explicit in its coverage of prejudice (gender, sexual, racial, disability etc.) and human rights and encourages students to actively consider and debate these issues. The topics are also considered both explicitly and implicitly as part of the citizenship schemes of work in other subject areas.
The school ‘Anti-Bullying Policy’ outlines our current procedures and principles.  
Senior staff member responsible for this policy: Mrs C. Berry  
Policy last reviewed: September 2018

The school ‘Behaviour Policy’ outlines our current procedures and principles.  
Senior staff member responsible for this policy: Mrs C. Berry  
Policy last reviewed: September 2018

The school ‘E Safety Policy’ outlines our current procedures and principles, including those relating to ‘Cyber-bullying’ and ‘Sexting’. Senior staff member responsible for this policy: Mrs C Berry  
Policy last reviewed: June 2018

We have also produced two information leaflets – one for staff and one for students

The school ‘Single Equalities Policy 2016-2019’ outlines our current procedures and principles.  
Senior staff member responsible for this policy: Mr J. Pead  
Policy last reviewed: June 2017

**BEHAVIOUR**

The school has high expectations in relation to student behaviour in and around school. There are clear expectations of the behaviour required in lessons, during social times and when travelling to and from school.

The school ‘Behaviour Policy’ outlines our current procedures and principles.  
Senior staff member responsible for this policy: Mrs C. Berry  
Policy last reviewed: September 2018

The school ‘Use of Physical Intervention or Reasonable Force Policy’ outlines the specific procedures and protocols that relate to the use of physical intervention.  
Senior staff member responsible for this policy: Mrs C. Berry  
Policy last reviewed: September 2018

The school also has high expectations in relation to uniform.

The school ‘Uniform Policy’ outlines our current procedures and principles.  
Senior staff member responsible for this policy: Mrs C. Berry  
Policy last reviewed: July 2018
SECTION F
APPENDICES

APPENDIX 1

LEGISLATION & GUIDANCE USED

‘Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges’ [September 2018]

Available at: Working together to Safeguard Children ‘Information Sharing
Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents & Carers’
Available at:
[Bill-sto-002\admin_resources\1 Old Administration\Child Protection & Safeguarding\Resources for Staff\Information_sharing_advice_practitioners_safeguarding_services.pdf]

Available at: http://www.escb.co.uk/Portals/67/Professionals/SET%20Procedures

Available at: http://www.escb.co.uk/Portals/67/Documents/professionals/EffectiveSupportBooklet2017v5-FINAL.pdf

‘Are you concerned about an adult working or volunteering with children?’ [ESCB, November 2015]

‘The Prevent Duty: Departmental Advice for Schools & Childcare Providers’ [June 2015]

‘How Social Media Is Used to Encourage Travel to Syria and Iraq Briefing Note for Schools’ [July 2015]
Available at:

‘Mandatory Reporting of Female Genital Mutilation – Procedural Information’ [October 2015]
Available at:

‘Guidance - Female Genital Mutilation: Resource Pack’ [May 2016]
Available at:

‘Children Missing Education: Statutory guidance for Local Authorities’ [September 2016]
Available at:

‘Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People’
Available at:

‘Child Sexual Exploitation: Definition and a Guide for Practitioners, Local Leaders and Decision Makers Working to Protect Children from Child Sexual Exploitation’ [February 2017]
Available at:
APPENDIX 2

THE SIGNS AND SYMPTOMS OF THE FOUR CATEGORIES OF ABUSE & NEGLECT

Abuse

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

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs; it is likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 12 clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
APPENDIX 3
DEFINITION, SIGNS & SYMPTOMS OF CHILD SEXUAL EXPLOITATION (CSE)

The information and guidance set out below is taken from Section A of the non-statutory guidance document issued by the DfE in February 2017, ‘Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation’ [DfE 2017].

The document is available at:
Child Sexual Exploitation DfE Guidance Document 2017

WHAT IS CHILD SEXUAL EXPLOITATION?

Child sexual exploitation is a form of child sexual abuse. It may involve physical contact, including assault by penetration (e.g. rape or oral sex), or non-penetrative acts (e.g. masturbation, kissing, rubbing or touching outside clothing). It may include non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

DEFINITION

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

CSE is typified by some form of power imbalance in favour of those perpetrating the abuse. Age is the most obvious power imbalance, it can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

CSE can:

- Affect any child or young person (male or female) under the age of 18, including 16 & 17 year olds who can legally consent to have sex
- Still be abuse even if sexual activity appears consensual
- Include both contact and non-contact activity
- Take place in person or via technology, or a combination of both
- Involve force and/or enticement based methods of compliance and may or may not be accompanied by violence or threats of violence
- Occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- Be perpetrated by individuals or groups, males or females, and children or adults.
- Be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex or organised abuse
SIGNS & SYMPTOMS

Staff receive CSE training at least annually and will be alert to the key indicators that a child is being sexually exploited as set out in the DfE guidance outlined above.

Children rarely self-report CSE so it is important to be aware and alert to potential indicators of risk, including:

- Acquisition of money/clothes, mobile pones etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

Staff will also be aware that some young people who are being sexually exploited do not exhibit any external signs of this abuse; CSE can occur without any of these risk indicators being present.

Staff will also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Staff will also be aware that CSE can be difficult to identify because the indicators can sometimes be mistaken for ‘normal adolescent behaviours’.

The school use the Essex Safeguarding Children Board [ESCB] CSE Toolkit Risk & Vulnerability Assessment Tool to guide decision making [http://cse-toolbox.uk/].

WHO IS MOST VULNERABLE TO CSE?

Any child in any community is vulnerable to child sexual exploitation, but CSE appears to be more prevalent in the following groups:

- Children aged 12 – 15 years of age [although this can drop to age 8 in relation to online CSE]
- Females [although boys can also be victims and are less likely to disclose the abuse]

The following life experiences also increase vulnerability:

- Having prior experience of neglect, physical and/or sexual abuse
- Lack of stable home environment [e.g. domestic violence, parental substance abuse or mental-health issues or criminality]
- Economic vulnerability [e.g. homelessness]
- Sexual identity issues / absence of safe environment to explore sexuality
- Being in care [particularly those in residential care or with interrupted care histories]
- Having a physical or learning disability
APPENDIX 4

SIGNS & SYMPTOMS OF FEMALE GENITAL EXPLOITATION

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a ‘special’ procedure to become a woman

Symptoms of impending FGM include:

- FGM may be likely if there is a visiting female elder
- There is talk of a special procedure or celebration to become a woman
- Parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the summer holidays)
- Parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl’s return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs.
APPENDIX 5
PROCEDURES & PRACTICES IN RELATION TO CME

We monitor attendance carefully and address poor or irregular attendance without delay. In response to the guidance in Keeping Children Safe in Education (2018) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - Leave school to be home educated
  - Move away from the school’s location
  - Remain medically unfit beyond compulsory school age
  - Are in custody for four months or more (and will not return to school afterwards)
  - Are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil’s new school and their expected start date.
APPENDIX 6
INDICATORS OF RADICALISATION OR EXTREMISM

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others
APPENDIX 7
A GUIDE TO PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.
APPENDIX 8

WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD

What do I do if I am concerned about a child?

The Designated Teacher for Child Protection is Karen Cooper (Assistant Head). If a concern is urgent, please speak to her in person or via a phone call or e-mail as soon as possible. If unavailable and the referral is of an urgent nature, her deputies Shirley Smears (Deputy Head) and Charlotte Berry (Assistant Head) or Val Manchee (Student Services) will offer advice. You can email all of these people at safeguarding@billericay.essex.sch.uk and your urgent concern will be investigated. Non urgent child protection concerns should be recorded on an internal ‘Child Protection Concern Form’ (these are available from Val Manchee in Student Services and in R:\Old Administration\Child Protection & Safeguarding\Resources for Staff\Child Protection Documents & Information for Staff\Child Protection Concern Recording Form.doc) Other concerns should be discussed with the child’s form tutor or Head of House. You can also report urgent concerns direct to Social Care or the NSPCC via Essex Social Services on 0345 603 7627 (or in emergencies, 999). The NSPCC number is 0808 800 5000.

What to do if a child discloses:

Listen carefully – don’t interrupt
Clarity the facts but don’t interrogate
Don’t use leading questions
Reassure the child that they have done the right thing by telling you
Don’t promise confidentiality but do reassure that we will be able to help
Make accurate notes using the child’s own words
Don’t investigate yourself

Inform the designated person for child protection

who will decide whether to discuss with parents and/or social care
RAISING SAFEGUARDING CONCERNS FLOWCHART

FLOWCHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead(s):
- Karen Cooper (Ext. 127)
- Deputies/DSLs
- Shirley Swens (Ext. 129)
- Charlotte Berry (Ext. 160)
- Link Governor:
  - Doreen Knight
dknight@billericay.essex.sch.uk

Concern put in writing on a Student Welfare/Safety Concern form

Hand concern form to:
Karen Cooper
Or email to:
safeguarding@billericay.essex.sch.uk

The local authority
Designated Officer for concerns about adults:
Michelle de Kock
[Essex South LADO]

Contact details
09930 139 797

Decision made to monitor the concern.

Monitor

Head of House/Class teachers asked to monitor child and feedback to the
Designated Safeguarding Lead within an agreed timescale

Decision made to discuss the concern informally with the parents/carers

Discuss

Once discussed with parents Designated Safeguarding Lead decides to monitor or refer to social care

Refer

Designated Safeguarding Lead discusses decision with a Deputy/DSL or the head and agrees to refer to social care

Record

In exceptional circumstances, concerns may be referred directly to children’s social care

Decision made to refer the concern to social care

Refer

Contact Details
Social Care referrals:
0345 603 7527 ‘Priority Line’
0845 505 1212 [Out-of-Hours]
Social Care Advice:
0845 603 7527 ‘Consultation Line’
Prevent/Channel Referrals:
020 7840 7264 [CCE Advice Line]

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file

Safeguarding Flowchart v.3.4.docx www.safeguardingschools.co.uk © 2013 Andrew Hall

This is also available to staff via the school’s computer network:

Reporting Safeguarding & Child Protection Concerns Flowchart
APPENDIX 9
WHISTLEBLOWING POSTER

Staff can also contact the following with any whistleblowing concerns:
ESCB LADO on 03330 139 797 or NSPCC Whistleblowing Advice Line on 0800 028 0285
APPENDIX 10

CHILD PROTECTION OR SAFEGUARDING RECORDING FORM

This document is also available to staff in the following area of the school computer network:

Child Protection Concern Recording Form

The Billericay School

Student Welfare/Safety Concern Recording Form

Please use this form to record any concerns you have in relation to an individual student’s welfare or safety. Where the concern is based on a conversation with the student, please ensure the student’s comments are recorded as accurately as possible and the time and date of the conversation are recorded. If a student’s safety is in doubt, please ensure this form is handed directly to Karen Cooper, Shirley Smears or Charlotte Berry immediately.

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Year/Form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name/code:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Reason for concern:

| Date: | Time: | (of conversation with student) |

Have you discussed your concerns with any of the following?

- Student
- Head of House
- Form tutor
- Other member of staff
- Parents

Signed:

Please pass this form to Karen Cooper Shirley Smears or Charlotte Berry immediately. Should any of the above staff be unavailable please pass to Val Manchee.
APPENDIX 11
SAFER RECRUITMENT GUIDELINES FOR STAFF

The ‘Keeping Children Safe in Education’ legislation has, since first published, included guidance for schools on Safer Recruitment practices. The 2018 version of the document has added some additional aspects to this.

Jan Brinkman & Tracy Salmons manage the process from the HR side, but Senior & Middle Leaders have a crucial role to play in this aspect of Safeguarding. The following guidance MUST be followed for all interviews.

Advertising the Vacancy

The SLT member of staff who line manages the faculty advertising the vacancy must submit the following to Jan Brinkman before any post can be advertised:

1. Job Description
2. Person Specification

Short-Listing for Interview

Jan Brinkman will provide the SLT member responsible for the advert with copies of each application received. Attached to this will be a photocopy of the person specification submitted with the request to advertise.

The SLT member and 1 other member of staff [usually another SLT member or MT member] must do the following before candidates are called for interview:

1. Indicate for each individual where they meet the criteria outlined on the person specification [highlighting any criteria met is the easiest]. Additional comments can be written on the forms; these will not be shared with candidates or other staff.
2. The highlighted person specifications should be returned to Jan with a written note of which candidates you wish to be called for interview and when.
3. At the same time, a list of the interview questions you plan to ask must also be submitted to Jan; there must be at least one question which tests the candidate’s understanding of safeguarding & child protection issues.

Interviews

- All interviews MUST be conducted by at least 2 members of staff.
- For external applicants, at least one member of the interview panel must have completed the accredited ‘Safer Recruitment’ training. A current list is available from Tracy Salmons or Shirley Smears and a copy is included at the bottom of this guidance.
- The interview questions submitted at the short-listing stage should be used during the interview; the safeguarding question MUST be asked and a note of the response recorded on the application form or a copy of the question sheet which in then attached to the application form.
- Jan Brinkman will advise you whether or not 2 references have been received prior to the interview. If they have not, and you wish to offer the post to the candidate, you must make them aware that the offer will not be finalised until we have received both references.
• Finally, although not safeguarding related, please ensure that you are clear about the contractual terms of any offer of employment [hours/pay/pro-rata details] – these should be agreed with MDA/SMS prior to the interview.

Post Interview

All documentation for each candidate must be returned to N. Efreme the same day please. This must include:

• An indication of the candidate’s response to the safeguarding question (s) asked.

Safer Recruitment Trained Staff

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Chair of MAT Board
Colin Breathwick

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# APPENDIX 12

## PERSONAL DEVELOPMENT CURRICULUM PLANS

### Year 7 Curriculum Plan

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<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
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<td>First things first</td>
<td>Win Win</td>
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<td>Seek to understand</td>
<td>Synergise</td>
<td>Sharpen the saw</td>
<td>Eating like a dog</td>
<td>Keeping healthy</td>
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<td>competency: problem solving, research and team work skills</td>
<td>Students aim to run a successful fete and raise money for their House charity</td>
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<td>Autumn 2</td>
<td>Spring 1</td>
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<td>Summer term 1</td>
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### Year 8 Curriculum Plan

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<td></td>
<td>Healthy and</td>
<td>Poor pressure</td>
<td>Healthy relationships</td>
<td>Addiction</td>
<td>Healthy relationships</td>
<td>Values and the wider world</td>
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<tr>
<td></td>
<td>unhealthy coping</td>
<td>Alcohol</td>
<td>Issues and advice</td>
<td>Friends on social media</td>
<td>Evaluation</td>
<td>Discrimination and Prejudice</td>
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<tr>
<td></td>
<td>strategies</td>
<td>Tobacco and drugs</td>
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<td>Bullying and tolerance</td>
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<td></td>
<td>Addiction</td>
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<td></td>
<td>Keeping safe</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>competency: discussion skills</td>
<td>competency: oral presentation skills</td>
<td>competency: research skills</td>
<td>competency: oral presentation</td>
<td>competency: discussion, research</td>
<td>competency: discussion skills</td>
</tr>
<tr>
<td><strong>Assessment Window</strong></td>
<td>Autumn 1</td>
<td>Autumn 2</td>
<td>Spring 1</td>
<td>Spring 2</td>
<td>Summer term 1</td>
<td>Summer term 2</td>
</tr>
<tr>
<td><strong>Independent Study/ Homework Required</strong></td>
<td>Students are to talk to parents about the issues and topics studied this term</td>
<td>Students are to talk to parents about the issues and topics studied this term</td>
<td>Students are to talk to parents about the issues and topics studied this term</td>
<td>Students are to talk to parents about the issues and topics studied this term</td>
<td>Students are to put assertiveness into practise and put into practise the skills need to keep themselves safe</td>
<td>Students are to put assertiveness into practise and put into practise the skills need to keep themselves safe</td>
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</table>
### Year 9 Curriculum Plan (KS3) Personal Development

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Sex and relationships education</td>
<td>Sex and relationships education</td>
<td>Democracy law and justice</td>
<td>Cont.</td>
<td>Democracy law and justice</td>
<td>Cont.</td>
</tr>
<tr>
<td><strong>Key Topics</strong></td>
<td>Identity and sexuality</td>
<td>Sexting and the law</td>
<td>Extremism</td>
<td>Cont.</td>
<td>Criminal justice system</td>
<td>Cont.</td>
</tr>
<tr>
<td></td>
<td>Sexual Exploitation</td>
<td>Child Sexual Exploitation</td>
<td>Why do we have laws</td>
<td></td>
<td>What do we do with criminals?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Law making</td>
<td></td>
<td>Corporal punishment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Who commits crimes</td>
<td></td>
<td>Misconceptions of justice</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Choices and consequences</td>
<td></td>
<td></td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Competency: discussion skills</td>
<td>Competency: discussion skills</td>
<td>Competency: research skills</td>
<td>Cont.</td>
<td>Competency: oral presentation skills</td>
<td>Cont.</td>
</tr>
<tr>
<td><strong>Assessment Window</strong></td>
<td>Autumn 1</td>
<td>Autumn 2</td>
<td>Spring 1</td>
<td>Spring 2</td>
<td>Summer term 1</td>
<td>Summer term 2</td>
</tr>
<tr>
<td><strong>Independent Study/ Homework Required</strong></td>
<td>Students are to talk to parents about the issues and topics studied this term</td>
<td>Students are to develop their risk undertakes and put into practice the skills need to keep themselves safe</td>
<td>Students are to develop their knowledge and understanding of the topics being studied through further research</td>
<td>Cont.</td>
<td>Students to organise information for a oral presentation</td>
<td>Cont.</td>
</tr>
</tbody>
</table>

### Year 10 Curriculum Plan (KS4)

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Sex and Relationships Education—body image and the media; healthy relationships</td>
<td>Sex and Relationships Education—CSE, contraception, STDs, parenting</td>
<td>Health and wellbeing—mental health, risky behaviours (drugs and alcohol), illness, and grief</td>
<td>British Values—democracy, individual liberty, rule of law, respect and tolerance</td>
<td>Exam stress and revision skills</td>
<td>Finance and Life Skills</td>
</tr>
<tr>
<td><strong>Key Assessment Tasks</strong></td>
<td>Discussion and self review</td>
<td>Discussion and self review</td>
<td>Discussion and self review</td>
<td>Discussion and self review</td>
<td>Discussion and self review</td>
<td>Discussion and self review</td>
</tr>
<tr>
<td></td>
<td>Self assessment</td>
<td>End of topic assessment</td>
<td>Self assessment</td>
<td>End of topic assessment</td>
<td>Self assessment</td>
<td>End of topic assessment</td>
</tr>
<tr>
<td><strong>Assessment Window</strong></td>
<td>Autumn 1</td>
<td>Autumn 2</td>
<td>Spring 1</td>
<td>Spring 2</td>
<td>Summer 1</td>
<td>Summer 2</td>
</tr>
<tr>
<td><strong>Independent Study Homework Required</strong></td>
<td>To talk to parents about the issues and topics studied this term</td>
<td>To talk to parents about the issues and topics studied this term</td>
<td>To talk to parents about the issues and topics studied this term</td>
<td>To apply exam stress reduction strategies and use revision techniques</td>
<td>To talk to parents about the issues and topics studied this term</td>
<td></td>
</tr>
</tbody>
</table>
# Year 11 Curriculum Plan

## Year 11 Curriculum (KS4)

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Assessment Tasks</td>
<td>Completion of CV, personal statement, application forms</td>
<td>Completion of CV, personal statement, application forms</td>
<td>Self review</td>
<td>Discussion and self review</td>
<td>Discussion and self review</td>
</tr>
<tr>
<td>Assessment</td>
<td>Ongoing feedback on CV, personal statement, applications</td>
<td>Mock interview</td>
<td>Self review and analysis of PPE results</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Assessment Window</td>
<td>Autumn 1</td>
<td>Autumn 2</td>
<td>Spring 1</td>
<td>Spring 2</td>
<td>Summer 1</td>
</tr>
<tr>
<td>Independent Study/Homework Required</td>
<td>Completion of CV, personal statement, post 16 applications</td>
<td>Completion of CV, personal statement, post 16 applications</td>
<td>Application of revision techniques</td>
<td>Application of revision techniques</td>
<td>Application of revision techniques</td>
</tr>
</tbody>
</table>