Safeguarding policies approved by the Board of Directors on 7 July 2016

Tudor Park Education Trust oversees the following policies but the local governing body of each academy or school within the Trust is responsible for the implementation of the policies.

The following policies are attached in this document:

- TPET Staff Code of Conduct — Page 1 - 7
- TPET Allegations of Abuse Against Staff Policy (nb includes allegations of abuse made against another pupil) — Page 8 - 14
- TPET Safer Recruitment Policy — Page 15 - 17
- TPET Visiting Speakers Policy — Page 18 - 21
- TPET Whistle Blowing Policy — Page 22 - 26

Each school within the MAT will have their own Safeguarding Policy and Behaviour Policy.

Also attached are the following documents for Springwest:

- Springwest Safeguarding Policy — Page 27 – 39
- Springwest Behaviour Policy — Page 40 – 52

TUDOR PARK EDUCATION TRUST	Staff Code of Conduct A Safeguarding Document
Person(s) responsible for updating the policy:	Chief Executive Officer
Date Approved:	7 July 2016 (Board of Directors)
Date of Review:	Annually
Status:	Non Statutory

Tudor Park Education Trust oversees this policy but the local governing body of each academy or school within the Trust is responsible for the implementation of the policy.

Introduction

The welfare of our students is paramount. Staff should understand their responsibilities to safeguard and promote the welfare of students. Staff are responsible for their own actions and behaviours and must avoid any conduct which would lead any reasonable person to question their motivation.

Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded. Staff should discuss with their line manage if they have acted in a way which may give rise to concern. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation. Staff should not consume alcohol or any substance include prescribed medication, which may affect their ability to care for students.

Staff must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including the Disclosure and Barring Service (DBS) form working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching and Leadership (NCTL).

Staff must be aware of and understand the Safeguarding and Child Protection Policy, Allegations against Staff and allegations by a student against another child/children, Behaviour Policy, Whistle Blowing Policy and Hounslow Safeguarding Children Board procedures.

Responsibilities

All staff have responsibility to keep students safe and protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Students have the right to be treated with respect and dignity. Trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

In making professional judgements Staff should always consider whether their actions are warranted, proportionate, safe and applied equitably.

Positions of Power and Trust:

- Don't use your position to gain access to information for your own advantage or to a student's or family's detriment.
- Do not use your position of trust to take advantage of a student in any way
- Don't use your power to intimidate**,** threaten, coerce or undermine students.
- Don't engage in sexual activity with any student, **6th Form included**, or cause or invite a student to engage in or watch any kind of sexual activity. Their consent is irrelevant. The Sexual Offences Act 2003 makes it clear that it is a criminal offence for a person aged 18 or over (eg teacher) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children aged under 18 in the same establishment as the child, even if s/he does not teach the child.
- Be aware how your action may be viewed by others. Do not be seen to be paying special attention to a particular student. Always ask yourself, 'Are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?'

Propriety and Sexual Conduct

- Don't behave in such a manner that would lead any reasonable person to question your suitability to work with children or to act as a role model. This can also include out of school activities. Ref: Teacher Standards 2012.
- Do not have any form of sexual contact with a student from the school.
- Don't make sexual remarks to a student (including e-mail, text messages, Social Networks, phone and letter), or behave in any way, which could be interpreted as sexually suggestive or provocative.
- Do not make sexual remarks to or about a student
- Don't discuss your own sexual preferences or sexual relationships with or in the presence of students.
- Don't discuss a student's individual sexual relationships in full class or in other inappropriate contexts or settings.
- Don't make unprofessional personal comments that scapegoat, demean or humiliate students.

Infatuations

Report immediately to a senior member of staff any indications (verbal, written or physical) that suggest a student may be infatuated with you, or with a colleague. Always maintain professional boundaries.

Dress

A person's dress & appearance are a matter of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role. This may be different from that adopted in their personal life.

Staff should dress professionally, decently, safely and appropriately. Your dress should not be viewed as

offensive, revealing or sexually provocative. It should not distract, cause embarrassment or give rise to misunderstanding. It should be absent of any political or otherwise contentious slogans and should not be deemed as discriminatory.

Gifts, rewards, favouritism and exclusion

- Be aware of and understand the behaviour policy
- Don't accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment.
- Small 'thank yous' are OK, but don't receive gifts on a regular basis or of any significant value. Refer to SLT if this is happening.
- Generally only give gifts to a student as part of our agreed reward systems.
- In any other context, ensure that any gifts given are of insignificant value and given to all children equally (e.g. chocolate bars to all in an end of term tutor period).

Social Contact outside of the workplace

- Always approve any planned social contact with pupils or parents with a Senior Leader, for example when it is part of a reward scheme.
- Advise a Senior Leader of any regular social contact you have with a student which could give rise to concern.
- Refrain from sending personal communication to students or parents unless agreed with senior mangers
- Inform Senior Leaders of any requests or arrangements where parents wish to use your services outside of the workplace eg babysitting, tutoring

Communication with students including Social Media

- Don't try to establish social contact with students for friendships or a relationship either physically or on the internet eg Facebook, Instagram, Whatsapp or any other application.
- Don't give personal details to students, e.g. home / mobile phone numbers, home e-mail address, unless checked with and agreed by senior staff. Ref e-Safety Policy.
- Any contact with parents or students by e-mail must be by **your school e-mail**.
- Any telephone contact with parents or students must be by using school telephone system or work mobile phones.
- Any unwelcome communications to staff, be they written or visual, from students or parents should be reported immediately.

Physical Contact

- As a general rule, do not touch students –**see Behaviour Policy for appropriate contact**
- Physical contact should never be secretive or for personal gratification or of a type which may be considered indecent.
- There are occasions when it is appropriate and proper for staff to have physical contact with students, but you should **only** touch when it is appropriate and proper to do so in your professional

judgement. Physical contact should be in response to a child's needs at the time, of limited duration, and appropriate given their age, stage of development, gender, ethnicity and background.

- Some staff (e.g. PE, Technology, Music, Drama & SEN staff) may need to initiate physical contact, e.g. in order to support a child so they can perform a task safely, to demonstrate a particular piece of equipment / instrument or assist them with an exercise. This should be done with the student's understanding of the reason and their consent, and in an 'open' environment.
- Don't indulge in horseplay, tickling or fun fights.
- Use extra caution when it is known that a student has suffered previous abuse or neglect.
- Be aware of cultural or religious views about touching and be sensitive to issues of gender.
- Report immediately any physical contact which concerns you or which you believe may have been misconstrued.

Intimate / personal care

- Physical contact that occurs regularly with an individual child or young person, e.g. with physical or medical needs should follow the agreed plan and be subject to review. Where feasible, staff should seek the child's permission before initiating contact and explain what is happening before a care procedure begins. Staff should listen, observe and take note of the child's reaction and/or feelings and, so far as is possible, use a level of contact that is acceptable to the child and for the minimum time necessary.

Showers and Changing

- Don't touch a student in a state of undress. (see comments above relating to physically disabled students)
- Re changing rooms, students are of course entitled to privacy and therefore –
  - Announce your intention of entering.
  - Avoid visually intrusive behaviour.
  - Don't remain there unless student needs require it.
  - Don't change or shower in the same place.
- Be particularly careful about gender issues.

One to One Situations

- Avoid meeting in remote, secluded areas of the College.
- Ensure there is visual access and / or an open door wherever possible.
- Try to ensure that there are other staff around or at least aware of the meeting.
- Don't use 'engaged' or equivalent signs.
- If you have reason to be concerned about a one to one meeting in advance, because of a student's previous behaviour or vulnerability, arrange for a colleague to be present, especially where there is a gender difference.
- Don't pre-arrange meetings with students away from the school premises, except (exceptionally) with the approval of the parent and the Principal.

Home visits

- Always agree the purpose of any home visit with your line manager
- Adhere to agreed risk management strategies, other than in an emergency never enter a home if the parent/carer is absent
- Avoid unannounced visits wherever possible
- Ensure there is visual access and/or open door in one to one situations
- Always make detailed records including time of arrival and time of departure and discuss any concerns with your line manager

Overnight Supervision during Exam Periods

- This should never be undertaken without prior arrangement with the exam board and with senior staff.
- Only staff **volunteers** would be used and they would be fully briefed about appropriate and safe practice (see Section 20 of IRSC).

Transporting Students

- You should not transport students in your own vehicle, especially one to one, without the consent of the student, parent and a senior manager.
- You must always have a valid licence and business insurance for this purpose. Your vehicle must be roadworthy and you must be fit to drive. All passengers must wear seatbelts.
- Wherever possible it is advisable to take an additional adult. You must be aware that the safety and welfare of the students /s is your responsibility until this is safely passed over to the parent/carer.
- You should report the nature of the journey, the route and expected time of arrival to your line manager and parent/carer
- Never transport a student to hospital in your own vehicle following an accident. Always call an ambulance.

Educational Visits and after College Activities

- Observe all aspects of the College policy on educational visits. (Refer to the Diary and Staff Handbook).
- Always have another adult present in out of College activities, unless otherwise agreed by a senior manager.
- Check with students that there is parental consent to the activity.
- Remember that in these less formal contexts you are still in a legal position of trust and need to ensure that your behaviour is professional at all times and cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

- Never share beds or bedrooms on residentials

First Aid and the Administration of Medicines

- No medicine should be given by staff without **written parental consent**. This includes aspirin, ibuprofen etc.
- Staff are not expected to administer or to supervise the taking of medicines unless specifically authorised and trained to do so.
- Students needing medication regularly should have a health care plan in place.
- Wherever possible, first aid should only be given by our trained staff and by staff of the same gender if possible. Try to ensure that another adult is present, or at least aware, when first aid is administered. In exceptional emergency circumstances it may be necessary for an untrained member of staff to intervene. If so, do the minimum required whilst awaiting specialist support.
- **Always report** any accident or first aid administration to the Medical Room Welfare Officer, as parents must be informed.
- A member of staff should **always** accompany a child taken to hospital by ambulance, and should stay until the parent arrives.

Curriculum

- Care should be taken that resource materials are appropriate and relate to the planned learning objectives.
- Sensitive issues (e.g. relating to sex, race, religion, gender, disability) should be handled with care, especially where unplanned discussion arises.
- Never undermine fundamental British values
- Ensure planned lessons and extra-curricular activities will be free from Partisan, political and religious view. Where political issues are discussed, a balanced view is always presented.
- Do not enter into or encourage inappropriate or offensive discussion about sexual activity.
- Remember that parents have a legal right to withdraw children from all or any part of sex education (but **not** from the biological aspects of human growth and reproduction integral to the science curriculum).
- Don't show visual material that is inappropriate for the age of the students concerned, taking special care over the use of videos and DVDs.

Photographic or Video Images

- It is very good practice at times to record photographic and video images of students, or to allow students to record such images of each other, e.g. to assist teaching and learning, to celebrate achievement, for publicity. It is advisable to use college equipment, not your own for this purpose. All images should be disposed of when no longer in use, including class photos lists.
- Because of the potential for images of children to be misused for pornographic or grooming purposes, staff should follow this policy –
    - Only record images when there is a justifiable need. Never store images on home equipment.

- Avoid making images in one to one situations
- Be clear to students about why the images are being recorded and what will happen to them.
- Ensure that a more senior colleague is aware that you are recording images.
- Ensure that all images recorded are available for scrutiny, in order to screen for acceptability.
- Avoid making images in one to one situations.
- Images of students should not be displayed on websites, in publications or in a public place without the consent of the student and parent / carer.
- Existing parents are consulted to allow them to indicate that they do **not** wish their child to be photographed. Unless they so indicate, we will deem that it is acceptable to record images for legitimate purposes. In future, parents of new intakes / new admissions will routinely be asked to give such general consent.

You should NOT do the following:

- Take images of pupils for your personal use
- Take images of students using personal equipment
- Take images of a student in a state of undress or semi-undress
- Take images of a student which could be considered as indecent or sexual
    1) If a photo is used, **don't** name the student, unless you have direct parental consent.
    2) If a student is named, **don't** use the photo, unless you have direct parental consent.
    3) Where the college has decided that images should be retained for further use, they should be securely stored and used only by those authorised to do so.

Staff should report to SLT any concerns they have relating to adults or students taking inappropriate photos or making videos of students around the College or at College events.

Exposure to inappropriate images

- Staff must follow the College policy on the use of IT equipment and the Internet (see Staff Handbook).
- Accessing child pornography, or making, storing or disseminating such materials is illegal and, if proven, will lead to a bar from teaching / working with children.
- Staff must not use college IT equipment to access adult pornography, on or off site.
- Staff should ensure that any films or material shown to children are age appropriate

This section of the policy has been written to support staff and students by being as clear as possible about safe conduct. Inevitably, situations will arise that the Policy does not cover, and staff should feel free to seek further advice from the SLT in such circumstances

TUDOR PARK EDUCATION TRUST	Allegations Against Staff & Volunteers Policy Allegation of child abuse made against another student
Person(s) responsible for updating the policy:	Chief Executive Officer
Date Approved:	7 July 2016 (Board of Directors)
Date of Review:	Annually
Status:	Non Statutory

Tudor Park Education Trust oversees this policy but the local governing body of each academy or school within the Trust is responsible for the implementation of the policy.

Background

Given their contact with young people, members of staff can be vulnerable to allegations of abuse and therefore it is particularly important that staff remain continually aware of behaviour that is acceptable and behaviour that may leave them vulnerable. Such matters are addressed within the school's safeguarding policy and included within the school's induction and training programmes.
The Trust recognises its collective responsibility to safeguard and protect the welfare of children and young people in accordance with its statutory responsibility under section 175 of the Education Act 2002 and, where appropriate, under the Children Act 1989.

This policy provides details of the procedures to be followed in circumstances where an allegation has been made against a member of staff working at the school, whether in a paid or voluntary position, including a member of staff who works with pupils on a temporary or supply basis.
Procedures will be conducted in accordance with the statutory guidance from the DFE www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse, the guidance provided by the Hounslow Safeguarding Children Board and with regard to the appropriate legislation.

Reporting an allegation, safeguarding responsibilities and general principles

An allegation should be reported immediately to the school's child protection officer, Hazel Hughes, the Principal or, where the Principal is the subject of the allegation, the chair of governors. An allegation may relate to a concern that a member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Where an allegation of abuse towards a pupil has been made against a member of staff, the governing body must recognise the requirement for the sharing of information in accordance with DFE guidance, because the need to promote the welfare and protect the safety of the pupils is paramount. The Hounslow Safeguarding Children Board holds statutory functions which include developing local safeguarding policy and procedures, scrutinising local arrangements and the investigation of allegations concerning persons who work with children.

Should an allegation be made against a member of staff, the school should immediately notify Hounslow's DO for child protection. The allegation must be reported in accordance with the procedures identified below and the initial contact with the DO will be made by the school's child protection officer, the Principal or the chair of governors.

The DO will provide oversight of the individual case, advising and providing guidance to the school in specific matters, including liaising with the police where necessary. The DO should be informed within one working day of all allegations which have come to the school's attention or which have been made directly to the police, and which relate to the criteria above.

Safeguarding advice and allegations management (SAAM)
A new Safeguarding Advice and Allegations Management duty service has been set up for all general safeguarding advice and issues related to the conduct of members of staff. Although formal investigations will still be dealt with by a Designated Officer (the new title for the LADO) the SAAM Duty Desk is the first point of contact for the Local Authority Designated Officer (DO).

This is for general safeguarding advice (ie not about a specific child or family), to discuss a concern about the conduct of a person working with children and young people or to report a safeguarding allegation in respect of a person working with children and young people contact the SAAM Duty Desk: SAAM Duty Desk: 0208 583 5730.

Determining the outcome of an investigation into an allegation

In determining the outcome of an investigation into an allegation, the following definitions will be used in accordance with DFE guidance.

- Substantiated: there is sufficient identifiable evidence to prove the allegation.
- False: there is sufficient evidence to disprove the allegation.
- Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.
- Unfounded: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances.
- Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Full details of a substantiated allegation, how it was followed up and resolved, and a summary of the action taken and decisions reached will be retained on the confidential personnel file of the member of staff, and s/he will be provided with a copy.

The procedure

The governing body takes seriously its responsibilities of duty of care towards its employees. The process will be managed in such a way as to minimise the stress inherent in such circumstances, and appropriate levels of support will be discussed and agreed with any member of staff who is the subject of an allegation, and her/his representative where applicable.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school is dealt with very quickly, in a fair and consistent way, so that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. In the event that an allegation against a member of staff is made, priority will be given to ensuring that a resolution to the allegation is reached as soon as possible. The procedures will be applied in a fair and consistent manner and in such a way as to protect the pupil.

The timeframe for bringing the matter to a conclusion will depend upon the nature, seriousness and complexity of the allegation, however the school will aim to reach a resolution within one month where this is possible.

Initial considerations

The procedures adopted in relation to allegations made will be applied using common sense, reasonableness and judgement. It is recognised by the DFE that many cases 'may not meet the criteria (set out above), or may do so without warranting consideration of either a police investigation or enquiries by local authority (LA) children's social care services'. Under such circumstances, the governing body will adopt the appropriate procedures set out within its disciplinary policy in order to bring the matter to a conclusion as soon as possible.

In circumstances where the allegations made are serious, they will require immediate intervention by the police. The DO will be informed immediately and advice will be sought regarding contact with the appropriate local agencies.

The school will immediately appoint a case officer, normally the child protection officer, to handle matters in connection with the investigation into the allegation. There will be relevant consideration as to who should carry out the investigation and this may, on occasion, necessitate the appointment of an external investigator.

Following the initial contact with the DO, the case officer will liaise with the DO regarding the nature and context of the allegation in order to agree on the appropriate course of action. The DO may seek additional information from the LA regarding previous history, for example whether a child or her/his family have made similar allegations and the individual's current contact with children in other roles. During such a process, the DO may recommend the involvement of the police. Contact with the member of staff accused must be made as soon as reasonably practicable following consultation with the DO.

In response to an allegation, the governing body will consider all alternative options before taking any decision to suspend a member of staff. Suspension is not considered the default option and such action will only be taken only if there is no reasonable alternative. Reasonable alternatives may include the following, however any decision will be based on assessment of risk and the school's ability to reasonably accommodate an alternative arrangement:

- Redeployment within the school so that the member of staff does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the member of staff has contact with children.
- Redeploying to alternative work in the school so the member of staff does not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the member of staff, making clear this is not a punishment and parents have been consulted.

- Temporarily redeploying the member of staff to another role in a different location.

The individual is advised to contact her/his trade union representative, if they have one, or a colleague who can provide support.

Action will be taken in response to the allegation with due regard to the procedures identified within the school's disciplinary policy. The member of staff against which the allegation is made will be provided with details in writing of the action taken, including suspension if deemed appropriate, and setting out the reasons and justification for the decision.

No case to answer

The process of sharing information and its evaluation may lead the school, in consultation with the DO, to the decision that there is no case to answer and therefore no further action will be taken against the member of staff facing the allegation or concern. In such circumstances, the decision and associated reasons will be recorded by the case officer and the DO, who will agree on the content of a letter to the member of staff, setting out the relevant details. Details of the action to be taken with regard to the member of staff, for example appropriate support, and in respect of the individual/s who made the initial allegation will also be discussed and agreed in accordance with the confidentiality provisions referred to below.

Where it is clear an allegation is unfounded or malicious, the school will aim to resolve the matter within one week.

The investigation process

Where the process of information sharing as specified above leads to a conclusion that there is a case to answer, an investigation process will be required.

The case officer will inform the member of staff regarding the allegations against her/him as soon as possible and following consultation with the DO.

The member of staff will be provided with as much information as possible at that time. Advice should be sought from the DO on what information the school is permitted to disclose to the member of staff, based on the agreement of any other agencies involved. Individuals should be given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.

If the allegation is 'not demonstrably false or unfounded', and the school has cause to suspect a child is suffering or is likely to suffer significant harm, the case officer, in consultation with the DO will convene a 'strategy discussion' involving the appropriate agencies. Where an allegation concerns physical contact, the agencies will take into account the staff member's entitlement to use reasonable force to control or restrain pupils in certain circumstances.

Where it is clear that an investigation by the police or the children's social care services is unnecessary, or the strategy discussion (see above) agrees that is the case, the case officer will agree with the DO the appropriate way forward. In most cases this will involve the application of the investigation process within the school's disciplinary procedures (please see the school's disciplinary policy for further details).

Keeping the member of staff informed and support

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is key to fulfilling this duty. During the investigation, a process will be adopted to ensure that the member of staff who is the subject of the allegations is kept informed. In cases of suspension, this will include the provision of a named contact at the school, appointed by the case officer, in order to facilitate communication throughout the investigation. Contact with the suspended employee will take place according to the timescales to be set out at the start of the investigation and this must include relevant updates on work-related issues.

Similar arrangements will be made by the case officer to appoint a contact to liaise with a member of staff who has remained in the workplace during the investigation.

The named contact will keep the member of staff informed of progress in relation to the case and will monitor the support arrangements in place and recommend additional or alternative support as necessary.

The member of staff who is the subject of the allegations will not be prevented from having social contact with colleagues and friends, unless there is evidence to suggest that such contact may be prejudicial to the investigation process.

Support will be offered by way of occupational health or local welfare arrangements as appropriate.

Supporting parents and the child affected

Parents or carers of a child or children involved will be notified regarding the allegation as soon as possible where they are not already aware of the matter. However, due regard is given to the need for a strategy discussion as appropriate (please see above), or the agreed involvement of other agencies, because the level of disclosure of details must be in accordance with DFE statutory guidance.

Parents or carers will be kept informed, through an agreed named contact, regarding the progress of the investigation, any relevant decisions made regarding the process and, in confidence, the outcome where there is no criminal prosecution. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed and careful consideration must be given to the relevant provisions of the Human Rights Act 1998 and the Data Protection Act 1998.

The named contact will make parents and carers aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. Should parents or carers wish to apply to the court for the removal of reporting restrictions, they will be advised to obtain legal advice.

In circumstances where it is believed that a child may have suffered significant harm, or there may be a criminal prosecution, the DO will liaise with the appropriate agencies to consider what support the child or children involved may need. This need will also be highlighted to the DO by the school's case officer.

Malicious allegations

Details of allegations that are investigated and found to be malicious or unsubstantiated will be removed from personnel records and no reference will be made to the matter in employer references. Pupils who are found to have made malicious allegations will be considered in breach of the school's behaviour policy. This will be treated as a serious matter and the appropriate sanctions will be applied.

Confidentiality

The school will make every effort to maintain confidentiality and to guard against unwanted publicity during an investigation or while an allegation is considered. Legislation regarding reporting restrictions will be adhered to at all times, in particular the reporting restrictions under the Education Act 2011 preventing the publication of material that may lead to the accused teacher being identified until the accused is charged with an offence. The legislation imposing restrictions makes clear that 'publication' of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. 'Publication' includes 'any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public'.

However the reporting restrictions cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

The case officer will take advice from the DO and the police in order to agree who needs to be informed and what information can be shared. Advice will also be sought on appropriate sharing of information with the wider community in order to reduce speculation and the management of any press interest, breaches of confidentiality or gossip.

Resignation during the investigation

Should an employee resign during an investigation following an allegation, the school will continue with the investigation process and every effort will be made to reach a conclusion, even in circumstances where the employee refuses to co-operate. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to co-operate with the process. However, the employee will be given the opportunity to remain fully involved in the process and to answer the allegation against them.

Settlement agreements

Settlement agreements will not be used in circumstances where an allegation relates to abuse of a pupil. Such an agreement will not prevent a thorough police investigation where that is appropriate and it cannot override the governing body's statutory duty to make a referral to the disclosure and barring service (DBS) where this is required.

Employer references

Should an allegation or allegations prove false, unsubstantiated, unfounded or malicious it/they will not be referred to in employer references. Additionally, the history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. should also not be included in any reference.

Allegations leading to a criminal investigation or a prosecution

The police or the crown prosecution service (CPS) should inform the school and the DO immediately when a criminal investigation and any subsequent trial is complete, if an investigation is closed without charge, or if there will be no prosecution after the person has been charged. In such circumstances, the case officer will discuss with the DO whether any further action, including disciplinary action, is required and agreement will be reached as to how to proceed. Information received by the police and/or children's social care services will be relied upon in order to inform the decision.

Action on conclusion of a case

Should the allegation be substantiated and the employee is dismissed, or s/he resigns, the DO, the case officer and the school's HR adviser will discuss and agree whether to refer the case to the DBS for consideration of inclusion on the barred lists, or to refer the matter to the Teaching Agency.
The governing body has a legal duty to notify the DBS of relevant information, so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups.
If the school dismisses a member of staff or volunteer because they have harmed a pupil, or because they pose a risk of harm to children or young people, the DBS will be informed. Professional misconduct cases should be referred to the relevant regulatory body and the referral will be made as soon as possible after the removal, or the resignation, of the member of staff involved.

Returning to work

Where a member of staff has been suspended and the conclusion of the investigation is that s/he can return to work, the case officer, in consultation with the Principal, will consider how best to facilitate the return to work. A meeting will be arranged with the member of staff concerned to agree how best this can be achieved and to understand what support will assist her/him in returning to the workplace following this stressful experience.

An allegation of child abuse made against another student or students

You must bring to the attention of the school Child Protection Officer any such allegation made by a student that they have been abused by another student or students.

Students may be harmed by other students, children or young people. Indeed, research suggests that up to 30% of child sexual abuse is committed by someone under the age of 18. Staff are aware of the harm cause by bullying and use the school's anti-bullying procedures where necessary. However, on occasion's a student's behaviour may warrant a response under Child Protection, rather than anti-bullying procedures? When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm the school will reports its concerns to the Local Authority.???

The management of children and young people with sexually harmful behaviour is complex and the Principal and Child Protection Officer will work with other relevamt agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the Child Portection procedure will be followed for both victim and perpetrator.

TUDOR PARK EDUCATION TRUST	Safe Recruitment and Selection Policy Safeguarding Document
Person(s) responsible for updating the policy:	Chief Executive Officer
Date Approved:	7 July 2016 (Board of Directors)
Period of Review:	Annually
Status:	Non Statutory

Tudor Park Education Trust oversees this policy but the local governing body of each academy or school within the Trust is responsible for the implementation of the policy.

Safe Recruitment and Selection

The Disclosure and Barring Services (DBS) was established under the Protection of Freedoms Act 2012 and merges the functions previously carried out by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA)

Safe recruitment, selection and employment procedures apply to every person who works in our college – paid, direct or indirect contact with our young people.

Where the school sub contracts out work or uses external agencies we require the contractor to adopt and implement the measures described in our policy and government guidance. Contractor's compliance will be monitored by the school.

Volunteers – if unknown to the college will go through the same recruitment measures as paid staff. If known to the college and offering one off type support with a member of college staff present a more streamlined process will be adopted.

Statement of Intent

The Trust fully adopts recruitment and selection procedures and other HR management processes that aim to deter, reject or identify people who might abuse children, or are otherwise unsuited to working with them. All members of our staff will have a DBS & Criminal Record Check carried out under the Child Workforce Procedures Sept. 2013 prior to appointment.

Any other adult who has unsupervised contact with students, whether in a voluntary or paid capacity, will have a DBS check. In such circumstances, until the DBS check is received they will be supervised by a member of staff who has received their DBS check.

Safe Practice in recruitment

The Chair of Governors, an additional named Governor and members of SLT have all taken the 'Safer Recruitment' training and assessment.

Child protection and safeguarding issues will be promoted at every stage of the recruitment process from the planning, advertisement, collection and checking of information gathered.

- Advertisements will include our Statement of Intent (see above)
- Job descriptions and person specifications will make reference to the responsibility for safeguarding, promoting the welfare of young people and suitability to work with young people.
- The Academy/School Application Form will be used for all applicants and comprehensive information from candidates scrutinised. Any gaps or inconsistencies will be followed up with the candidate.
- Two references will be taken up prior to the interview after short listing. A specific safeguarding and child protection reference will be used.
- At interview questions will be designed to explore the candidate's suitability to work with children as well as their suitability for the post. Candidates will be required to bring to the interview original proof of their identity, the necessary qualification original certificates. These will be checked and a photocopy taken.
- The successful candidate will be required to complete a DBS disclosure form and provide the necessary documentation. An offer of appointment will be conditional upon:
  - receipt of two satisfactory references
  - verification of identity
  - a satisfactory DBS disclosure
  - a separate barred list check if waiting for completion of DBS disclosure
  - verification of the candidates medical fitness
  - verification of qualifications and professional status if not verified at the interview, including external verification check
  - verification of successful completion of statutory induction period for teachers who obtained QTS after 7th May 1999
  - for non teaching posts verification of completion of the probationary period
  - for overseas candidates List 99 and DBS Disclosures must be completed
  - prohibition from teaching check
  - a section 128 check for any leadership position
  - satisfactory completion of the disqualification by association form for teachers.

Where the school has any concerns about an applicant's suitability to work with children, the facts must be reported to the police and / or the DFE's Children's Safeguarding Operations Unit

Post Appointment Induction

There is an induction programme for all staff newly appointed to the schools within the Trust, including teaching staff with previous experience. All new members of staff have an Induction Handbook and have an allocated Line Manager and/or Mentor.

Maintaining a Safer Culture

All staff will have appropriate training so that they understand their roles and responsibilities and are confident in carrying them out.

Procedures and a clear reporting system for students, staff, parents to raise concerns will be shared and publicised. All members of our community must feel they can raise any concerns about the safety and welfare of our members and that they will be listened to.

Monitoring

The Recruitment process and Induction arrangements will be monitored yearly to ensure future best practice. Staff turnover and reasons for leaving will be monitored and exit interviews carried out. Attendance at child protection training will be tracked for all staff.

Safeguarding Procedures for Supply Staff

- The agency sends through their compliance and vetting summary for the member of staff for the first time that they are booked. This includes DBS number and a summary of checks that have been carried out, including eligibility to work in the UK. Some will include a photograph.
- In the rare circumstances that the member of staff has disclose able information The Principal decides if they are willing for them to come to FCC on supply for the day.
- When the agency staff arrive at reception they sign in and have a visitors pass. Photo ID is copied and attached to the Daily Supply Vetting Summary of checks form. The ID must be either a passport or driving license. The agency photo ID card is not sufficient.
- The ID is checked to make sure that the name and details tie up with the agency summary of who we are expecting.
- A copy of the summary of the agency vetting is kept in the Data Manager's office and reception also have a copy with the ID seen and the completed Daily Supply Vetting Form. The Daily Supply Vetting form is signed by the Data Manger who will personally meet staff.
- Once identity has been confirmed and checks completed only then can the agency staff go to in to the Main School. They are given a booklet with our key procedures and priorities to help them throughout the day.
- These procedures apply to daily and long term supply on their first visit. For subsequent visits they need to sign in and if reception has any doubts to identity they can verify by checking the file with the summary.
- If the agency staff has their DBS renewed then the agency will send through an updated summary.

TUDOR PARK EDUCATION TRUST	Visiting Speakers Policy Safeguarding Document
Person(s) responsible for updating the policy:	Chief Executive Officer
Date Approved:	7 July 2016 (Board of Directors)
Period of Review:	Annually
Status:	Non Statutory

Tudor Park Education Trust oversees this policy but the local governing body of each academy or school within the Trust is responsible for the implementation of the policy.

Purpose

To safeguard and promote the welfare of children and young people and the expectation that all staff, teaching and non-teaching (including temporary and supply staff), governors and volunteers to share this commitment.

Responsibility

Executive Principal, Prinicpal of FCC and Deputy Head/Designated Safeguarding Lead and all staff.

Procedure to be followed prior to day of visit

1. The Principal must be informed at least three weeks in advance, where possible, that a visiting speaker is to be invited to the school.

2. The member of staff requesting the visit must complete the request form (Appendix 1) and pass to the Principal.

   The Principal can then give outline authorisation for the speaker to be booked.

3. Following the Principal giving provisional permission, the name of the intended speaker and details of any organisation represented must be forwarded to Penny Davies.

4. Once this information is passed on to Penny Davies, the process of vetting will begin.

5. Penny Davies will advise the Principal of the vetting outcome. Final clearance for the visiting speaker can then be granted by the Principal. If the school has any concerns during the vetting process, Penny Davies advise Hazel Hughes (Designated Safeguarding Lead) who will pass any relevant information to the Local Authority Prevent officers.

6. The member of staff responsible for booking the speaker must ensure the Visiting Speaker agreement form (Appendix 2) is read and signed. This needs to be completed, signed and

returned to Penny Davies before the presentation can begin.

The form indicates a commitment to the following:

- The speaker must not incite hatred, violence or call for the breaking of the law.
- The speaker is not permitted to encourage, glority or promote any acts of terrorism including individuals, groups or organisations that support such acts.
- The speaker must not spread intolerance in the community and thus aid in disrupting social and community harmony.
- The speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- The speaker must adhere to the school's equal opportunities and safeguarding policies.
- The speaker is not permitted to raise or gather funds for any external organisation or cause without express permission of the Principal.
- The speaker should be advised that they will be required to sign an agreement before speaking. If requested, a copy of the agreement will be sent to the speaker in advance of the presentation.

Procedure to be followed on the day of the visit

7. On arrival, the visiting speaker should be met in Reception, an ID badge issued and a member of school staff should remain with the speaker during the entire duration of their time in school.

8. Prior to the speech / presentation the Visiting Speaker Agreement form must be read and signed by the visiting speaker and returned to a member of the school staff.

9. During the speech / presentation at least one member of staff will be present at all times.

10. Following the address / assembly the guest should be accompanied by a member of staff to Reception where they should sign out and leave the premises.

11. The member of staff organising the visiting speaker should review / evaluate the address by the guest speaker and report any concerns to the Designated Safeguarding Lead immediately.

12. If concerns are raised, the Designated Safeguarding Lead will take action to address the concern in line wth the school's Safeguarding policy.

13. Records of Visiting Speakers will be maintained by Penny Davies.

APPENDIX 1: REQUEST FOR PRIOR APPROVAL FOR VISITING SPEAKER

Name of member of staff making request:

Proposed date of event / visiting speaker:

Brief description of event / reason for visit:

Target audience (teaching group / year groups etc):

Approximate audience number:

Details of the visiting speaker (brief biography): Topic of the proposed presentation and short summary of content to be covered:

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

CIRCULATION: Please sign and pass on n the order shown below:

To be seen by	Principal	Principal's PA
Initials		
Date		

Prior approval granted (please delete / highlight as necessary) Yes / No

If denied, reasons for not granting approval:

APPENDIX 2: AGREEMENT AND GUIDELINES FOR FOR VISITING SPEAKERS

Tudor Park Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, teaching and non-teaching (including temporary and supply staff), governors and volunteers to share this commitment.

Tudor Park Education Trust takes seriously its responsibility under section 175 of the Education Act 2002 and existing documentation including 'Keeping Children Safe in Education' July 2015 relating to Child Protection to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support students.

Name of visiting speaker: Organisation (if applicable):

The visiting speaker agrees to the following terms and conditions:

1. The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language and behaviour are required at all times.

2. The presentation must not incite hatred, violence or call for the breaking of the law.

3. The visiting speaker is not permitted to encourage, glority or promote any acts of extremist behaviour including individuals, groups or organisations that support such acts.

4. The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.

5. Visiting speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Principal.

6. Compliance with the school's Equal Opportunities and Safeguarding Policy.

7. School staff have the right and responsibility to interrupt and / or stop the presentation for any violation of this agreement.

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

Visiting speaker's signature: _____ Date: _____

TUDOR PARK EDUCATION TRUST	Whistle Blowing Policy
Person(s) responsible for updating the policy:	Chief Executive Officer
Date Approved:	7 July 2016 (Board of Directors)
Date of Review:	Annually
Status:	Non statutory

Tudor Park Education Trust oversees this policy but the local governing body of each academy or school within the Trust is responsible for the implementation of the policy.

Introduction

Tudor Park Education Trust seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. If members of school staff, parents, governors or the school community at large become aware of activities which give cause for concern, we have this whistle blowing policy. This acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the school's disciplinary procedure.

We are committed to tackling fraud and other forms of malpractice and treat these issues seriously. We recognise that some concerns may be extremely sensitive. We have therefore developed a system which allows for the confidential raising of concerns within the school environment but which also has recourse to an external party outside the management structure of the school.

Appropriate circumstances for whistle blowing

Individuals are encouraged to come forward with genuine concerns, knowing that they will be taken seriously. A whistle blower should ask themselves a few questions about their concern before taking action:

- Is it in the public interest?
- Is it, or do you believe it to be, illegal?
- Is it a criminal offence?
- Is the environment damaged or likely to be damaged?
- Is it, or do you believe it to be, against codes of practice issued by the school, the local authority (LA), the DFE or a professional body?
- Does it contradict what the employee has been taught, or should have been taught?
- Is it about an individual's behaviour or is it about general working practices?

- Has the whistle blower witnessed the incident?
- Does it constitute the covering up of wrongdoing?

If any individual raises malicious unfounded concerns or attempts to make mischief, this will also be taken seriously and may constitute a disciplinary offence or require some other form of penalty appropriate to the circumstances. The Principal will consider whether any disciplinary action is appropriate against the individual who made it. The police may be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil or employee.

Examples of issues include:

- Manipulation of accounting records and finances.
- Inappropriate use of school assets or funds.
- Gross mismanagement of funds.
- Decision making for personal gain.
- Any criminal activity.
- Damage to the environment of the school, to property belonging to the school or to a member of the school community.
- Dangerous practices.
- Child protection issues including sexual, emotional or physical abuse of pupils or others.
- Abuse of position.
- Serious misuse or abuse of authority.
- A miscarriage of justice
- Fraud and deceit or corrupt practices.
- Serious breaches of school procedures which may advantage a particular party (for example, tampering with tender documentation, failure to register a personal interest).
- Other unethical conduct, including the circulation of inappropriate e-mails.
- A breach of any legal obligation.
- Suppressing information about anything listed above.

Whistle blowers are encouraged to put their name to an allegation. If confidentiality is requested, the governing board will do its best to protect the identity of any member of staff who raises concerns. It will not disclose the identity of the whistle blower to the person who is the subject of the disclosure or to others not involved in the investigation unless it is absolutely necessary to do so and only with the prior consent of the individual concerned.

There are, however, circumstances under which complete confidentiality may be difficult for the governors to maintain. For example:

- If the matter leads to a legal procedure and evidence is required by the court.

- If the issue raised comes within the remit of another school procedure and the whistle blower is asked to provide a signed statement as part of the evidence, thus revealing their identity.
- When the safeguarding of children is the issue.

Anonymous allegations will only be considered if the issues raised are:

- Very serious.
- The credibility of the allegation is considered to be high.
- The likelihood of confirming the allegation is high.

Procedure

Stage 1

- As the first step, you should raise the matter with an appropriate level of line management which would normally be your own line manager or the member of staff designated to deal with initial whistle blowing. Much depends, however, on the seriousness and sensitivity of the issues involved and who is suspected of malpractice. If you believe that your immediate manager(s) is involved, the Principal or chair of governors should be approached. If you work at small primary or special school, you would probably go straight to the Principal.
- Concerns may be raised orally or in writing, but it is preferable for an allegation to be set out in writing. An allegation may also be made by phone or email. It is important, however, that when the concern is raised, you make it clear that the issue is being raised under the whistle blowing policy.
- You will be asked to demonstrate to the person that you contact that there are sufficient grounds for concern.
- If the allegation is written, the background and history should be set out, giving names, dates and places wherever possible, and the reasons why the situation is a cause for concern. You should date and sign this statement.
- If the allegation is made orally, you can invite a friend or representative of a trade union/professional association to be present. It is also permissible for a trade union or professional association representative to raise the matter on your behalf.
- If you wish to raise the concern confidentially, this must be made clear to the person who is initially contacted.
- If you have raised the issue orally, you will be asked to put your concerns into writing, which you should date and sign.
- You will be told what steps the line manager intends to take to address the concern. He/she may be able to take the appropriate steps to investigate the matter raised. Alternatively, he/she may refer the matter to a member of the senior leadership team, the Principal or to the chair of governors.
- Once the issue has been raised, you will be contacted within five working days by the Principal or the chair of governors who will arrange to meet to discuss the matter. Again, a friend or trade union/professional association representative may accompany you for the purposes of giving support.
- Notes will be taken of the details of the concern and you will be asked to sign a copy of these notes.

- Depending on the gravity of the allegation, the Principal will consult with the appropriate body. It is at this point that it may become impossible to retain complete confidentiality, should the matter become an issue, for example for the school's disciplinary policy or even a matter for the police. The Principal should always inform the Chief Executive Officer.
- An initial response will be given within five working days. You will be informed of the progress of the investigation and if continued confidentiality is an issue.
- When the matter has been fully investigated and a conclusion reached, a formal written response will be sent to you.
- The line manager/Principal will also notify the person who is the subject of the disclosure within five working days of the meeting. Upon receipt of the information, the individual will be able to appeal against any decisions by writing to the Principal or governing board.

Stage 2

- If you are dissatisfied with the school's response, you can raise the matter within 10 working days of the date of the school's response by writing to the Principal or chair of governors.
- The Principal/chair of governors will then write to you within five working days of receiving the letter to arrange a meeting to discuss the continuing concerns and why you are dissatisfied with stage 1. This meeting should take place promptly. Again, you may be accompanied by a friend or representative of your trade union/professional association.
- The Principal/chair of governors may then decide to investigate further and will need to decide what action to take. You will be updated with the outcome of the meeting within five working days.

Stage 3

- If you are dissatisfied with the outcome of stage 2, you may opt to take the matter to stage 3, by raising the matter externally within 10 working days of the date of the decision letter at stage 2, with any of the prescribed people or bodies recommended in the government publication 'Blowing the whistle to a prescribed person: a list of prescribed people and bodies' available from www.gov.uk.

In taking your concern outside the school, you should ensure that, as far as possible, the matter is raised without confidential information being divulged.

You are protected by law from dismissal, harassment, bullying or other detriment by your employer or other members of staff with whom you work. If this occurs, you have the right to take your case to an employment tribunal.

Allegations against the Principal

If an employee is concerned that the Principal is the wrongdoer or involved in the wrongdoing, has failed to make a proper investigation or has failed to report the outcome of the investigation, this should be reported to the chair of governors. The governors may investigate the allegation themselves in the first instance but are recommended to involve the Chief Executive Officer. If the employee feels that the governors have not dealt appropriately with the issue then he/she may wish to appeal directly to the Chief Executive Officer. Employees who feel unable to follow this route have the option of contacting one of the prescribed persons as in stage 3 above or one of the following government departments as appropriate:

- HM Revenue and Customs.
- The Financial Services Authority.
- The Office of Fair Trading.
- The Health and Safety Executive.
- The Environment Agency.
- The Director of Public Prosecutions.
- The Serious Fraud Office.
- The Education Funding Agency.
- The Department for Education.
- The National College for Teaching and Leadership.

Safeguarding and Child Protection Policy

February 2016

Springwest Academy	**SAFEGUARDING CHILDREN** • **CHILD PROTECTION** • **CHILD SEXUAL EXPLOITATION** • **RADICALISATION** • **FGM**
Person(s) Responsible:	Principal
Status:	Statutory
Date Approved at SWA: Date taken to Directors:	23 February 2016 7 July 2016
Date of Review:	Annually

This policy has been drawn up as a response to:
DFE guidance 'Keeping Children Safe in Education' - July 2015,'Working Together' – March 2015, Counter-Terrorism and Security Act - July 2015, Prevent and Channel duty guidance - June 2015, IRSC's Document 'Guidance for Safe Working Practice for the Protection of Children & Staff in Education Settings.', The Children Act 1989 defines a child as anyone who has not reached their 18th birthday

Safeguarding and Child Protection Lead:	**Hazel Hughes**
Safeguarding and Child Protection Deputy:	**Victoria Eadie**
Prevent Leads:	**Hazel Hughes and Mariella Wilson**
Safeguarding Governor:	**Sue Stone**

INTRODUCTION

Our policy applies to all staff, governors and volunteers working in the school. Safeguarding young people is the legal responsibility of us all. Springwest Academy is determined to ensure that all necessary steps are taken to protect the young people in our community.

There are four main elements to our policy for Safeguarding and promoting the welfare of all young people in our community:

1. Child Protection policy and procedures
2. Child Sexual Exploitation Policy
3. Radicalisation, Extremism and Prevent policy and procedures
4. FGM and Forced Marriages policy and procedures

The overarching aims of this Policy are:

- to provide the safest possible environment for young people to enjoy their learning and develop safe practices
- to create a culture which recognises and understands the importance of safeguarding; including listening to and discussing with young people
- to ensure that young people who are suffering or likely to suffer significant harm are identified and appropriate action is taken to make sure they are kept safe.
- to prevent unsuitable people from working with our young people
- to ensure that safe practice is rigorously promoted and any poor practice is investigated and challenged
- to identify instances in which there are grounds for concern about a child's welfare and initiating or taking appropriate actions to keep them safe
- to contribute to effective partnership working between all those involved with providing safeguarding services for young people

Springwest Academy will ensure that:

- The welfare of the child remains paramount
- All our students, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm.
- **All** staff (paid or unpaid) have a duty to keep students safe and to protect them from physical and emotional harm.
- All staff have a duty to report **without delay** any concerns about a person's safety to Hazel Hughes who is the designated person for child protection or the CEO (Victoria Eadie) who is the deputy designated person for child protection. Staff also have a duty to take care of themselves. (Health & Safety At Work Act 1974).
- Where no specific guidance exists, staff make professional judgements about their behaviour in order to secure the best interests and welfare of students and, in so doing, will be deemed to be acting **REASONABLY**.

Safeguarding and promoting the welfare of all young people in our community Confidentiality:

- We recognise that all matters relating to child protection are confidential.
- The Deputy Principal named as Safeguarding and Child Protection Lead and/or the Principal will disclose any information about a student to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people.
- All staff must be aware that they **cannot promise a child to keep secrets.**

Supporting Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The college may be the only stable, secure and predictable element in the lives of children at

risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The School will endeavour to support the student through;

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- Personalised learning provision;
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student such as Children's Services, Child and Adolescent Mental Health Service (CAMHS), education welfare service and educational psychology service and those agencies involved in the safeguarding of children;
- Notifying Children's Social Care immediately there is a significant concern;
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school.

Child Protection Policy and Procedures

All staff should be alert to the signs of abuse and neglect and know to whom they should report concerns or suspicions.

This policy is to be read in conjunction with the general duty – section 175 of the Education Act 2002

The School follows the London Child Protection Procedures latest edition 2015.

The policy outlines those procedures for this School.
As part of this Policy the School will

- ensure that it has a designated senior person for child protection who has received appropriate training and support for the role
- ensure that there is a nominated governor responsible for child protection
- ensure every member of staff and governor knows the name of the designated senior person for child protection and their role

Definition

The term 'abuse' is intended to include any situation where there is grave concern regarding the well-being of a student, including neglect as well as physical, sexual and emotional abuse.

School's Responsibility

It is part of the School's responsibility of care to be alert to signs of abuse. This may include:

- sudden changes in behaviour
- withdrawal from social relationships
- sudden change in attendance patterns and other causes of concern about
- change in attendance
- change in working patterns
- loss of concentration
- lack of homework
- lack of motivation
- tearfulness, listlessness
- physical bruising

Procedures

Staff should be receptive to any attempt a student may make to report that s/he, or another student is being or has been abused.

- They should also be observant.
- If someone discloses to you that they are being abused either physically, emotionally or sexually you should:
    - React calmly
    - Reassure the child that they were right to tell and that they are not to blame and take what the child say seriously.
    - Be careful not to be deemed as putting words into their mouths. It is better not to ask questions – leave that to the child protection team.
    - REMEMBER not to promise confidentiality right from the beginning. You should advise the child that you will have to pass information on if there is any suggestion of harm to themselves or somebody else.
    - Inform the child what you will do next
    - Make a full and written record of what has been said as soon as possible and do not delay in passing on the information.
- All suspicious observations of staff should be immediately reported to the Designated Person Responsible for Child Protection (Hazel Hughes) or in her absence to the Principal.
- The Designated Person for Child Protection will, if student does not dispel suspicions, refer the student to the Child Protection Team. **It is not our responsibility to decide whether abuse has taken place or not, however it is our responsibility to pass on any concerns to the appropriate authority immediately.**
- The Designated Person for Child Protection will inform the parents or guardians, if appropriate, and record responses, statements and observations in connection with the alleged abuse.
- The Education Welfare Officer will also be informed.
- Staff, if appropriate, will be informed of the need to monitor a student in his/her tutor group.

- Emergency action – In some cases you may need to protect a child immediately – in these situations dial 999. The police are the only agency with statutory powers for the immediate protection of children.
- The London Child Protection Procedure Handbook is available in the SENCO's office and the Principal's Secretary's office.

Monitoring

The Achievement Co-ordinator for each year group will keep an 'at risk register' for students in their year and with the help of the Form Tutor will monitor the progress and well-being of the student within the college. They will discuss students "at risk" regularly during line management meetings with the member of SLT responsible for the year.

The Achievement Co-ordinator or Form Tutor may be asked to attend case conferences. The designated Teacher for Child Protection will hold a whole college register of students "at risk" and students will be discussed at Student in Need Meetings as appropriate to assist the monitoring of their well-being.

Staff Issues

Staff involved cannot promise confidentiality and a student should always be warned that the information will need to be shared with the designated Teacher for Child Protection.
Although staff will feel considerable sympathy for students when disclosing sensitive information, it is inadvisable to touch a student at any time.
Staff will receive training during their Induction programme and through follow up INSED as a part of the College's twilight CPD offer. Staff can up-skill their understanding through accessing an online training programme on annual basis, which covers all forms of safeguarding including radicalisation and FGM.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Child Protection Officer and to seek further support as appropriate

Responsibilities

Staff must report to a member of the Senior Leadership Team any behaviour by colleagues that gives cause for concern in relation to safeguarding the wellbeing of students.
If any incident occurs which may result in an action being misinterpreted and / or an allegation being made against a member of staff, then the relevant information should be recorded promptly and reported to senior staff. See separate safeguarding policy 'Allegations against Staff'.

Parents

Parents will be informed of the College Policy via the website and hard copies will be available on request from the Principal's PA or your child's Pastoral Mentor.

Children Missing from Education

A pupil missing from education for 10 sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the Attendance Officer will inform Safeguarding Lead, Hazel Hughes, and contact the Education Welfare Service. The Safeguarding Lead will consider further actions / support should it be required.

Child Sexual Exploitation Policy

Child sexual exploitation [CSE] is child sexual abuse and child protection procedures should be followed when there are concerns that a child is at risk of CSE or is already the victim of CSE.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where the young person (or third person/s) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

• Child sexual exploitation (CSE) can occur through the use of technology without the child's immediate recognition; for example being persuaded to post images on the internet / mobile phones without immediate payment or gain.

• Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised by the child's or young person's limited availability of choice as a result of their social, economic or emotional vulnerability.

• A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation.

Grooming

Sexual exploitation is commonly characterised by the grooming of young people. This process is carried out by perpetrators to gain their trust. Perpetrators often target children who are already vulnerable – who may have troubled family histories and/or be bullied outside of the home and socially isolated. Once the young people are thought to be sufficiently emotionally involved, violence and intimidation is often used to ensure compliance. In addition, perpetrators may give drugs and alcohol to victims and encourage addiction in order to ensure they become dependent on them for the supply of these substances.

Vulnerability

Sexually exploited children come from a range of backgrounds and may have no additional risk factors or vulnerabilities, therefore, professionals should always keep an open mind to the possibility that a child may be at risk of exploitation. However, children can be at increased risk of sexual exploitation if they have any additional vulnerabilities, as perpetrators may target them and try to exploit these vulnerabilities. The following are examples of factors that can make a young person more vulnerable to exploitation:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- A history of abuse (including familial child sexual abuse, physical and emotional abuse and neglect).
- Learning disabilities.
- Bereavement or loss.
- Being lesbian, gay, bisexual or transgender.
- Boys and girls whose gender identity differs from the sex they were given at birth6 or who question their gender identity [someone who is or feels they may be trans or trans-gender7]

- Having temporary leave to remain or being in the UK illegally.
- There are indications that the child has been trafficked into the UK8.
- Homelessness, including living in a hostel, bed and breakfast accommodation or a foyer.
- Being a young carer.
- Living in residential care.
- Lacking friends from the same age group.
- Having low self-esteem or self-confidence.

Never giving up on a child

The provision of consistent, non-judgemental support will give more confidence to victims to disclose and give evidence. Victims talk about the importance of having a professional who listened and showed that they cared. Students at FCC have very trusting and important relationships with staff who are there to support them. There is an ethos and culture of listening to our students

Disclosure

It is important to be aware that children might disclose indirectly – it is quite common for children to say that the abuse is happening to a friend or someone they know when in fact it is they themselves who are being abused.

If you have any concerns, however vague, you should alert the Safeguarding and Child Protection Lead – Hazel Hughes or in her absence Victoria Eadie

Female Genital Mutilation (FGM) Policy and Procedure

Female Genital Mutilations is child abuse and is illegal. It is the personal duty of staff who identifies FGM or receives a disclosure to make a crime report to the police.

If a staff member has either been told by a girl that she has had FGM or has observed a physical sign appearing to show that a girl has had FGM, s/he should personally report the matter to the police by calling 101.

If the girl informs you she is at imminent risk or has been recently cut, you should take immediate action which may include calling 999.

If a parent /carer disclose that a girl has had FGM or if you consider the girls to be at risk of FGM take immediate advice from the Safeguarding Lead (Hazel Hughes) or Victoria Eadie.

If you in are ever in any doubt about any form of abuse always ask the Safeguarding Lead.

Information on FGM

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she is clearly not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

Forced marriage

Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen to be in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear that the proposed holiday will result in a forced marriage may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is descripted in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community'.

Extremism/ Radicalisation / PREVENT Policy and Procedure

Definition of extremism

The government has defined extremism as:
Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

The Prevent strategy

Terrorist groups seek to radicalise and recruit people to their cause. The aim of Prevent is to stop people becoming or supporting terrorists by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions.

The Prevent Strategy sets out the following responsibilities for staff. They should:

- Understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it.
- Be aware of what the government means by the term 'extremism' and the relationship between extremism and terrorism.
- Know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it.
- Understand how to obtain support for people who may be being exploited by radicalising influences.

The school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We actively challenge prejudice, and discrimination. We do not tolerate the expression or promotion of extremist views of any kind from any member of the school community (students, staff, parents/carers or governors), or from external the external community, such as external agencies or visitors to the school.

We recognise that extremism and exposure to extremist materials and influences can lead to poor educational outcomes and life chances and can involve serious risks for young people. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. We therefore address such issues as a safeguarding concern as set out in this policy. If we fail to challenge extremist views we are failing to protect our students.

Our Approach

We aim to protect our students from being vulnerable to extremist views and radicalisation by:

- Building a cohesive community. The ethos of FCC is one of mutual respect and consideration. Our ethos and curriculum promotes respect, tolerance and diversity.
- Equipping young people with the knowledge, skills to challenge and debate in an informed way. Through our focus on developing speaking and listening students are encouraged to share their views in a respectful, considered way.
- Encouraging students to be inquisitive, explore their identities and express their views through our Culture and Society Programmes. Teachers provide a safe space for students to be able to take place in discussions which may include controversial issues.
- Valuing and promoting diversity and equal opportunities. We encourage students to understand and show empathy for others. We aim to ensure that students feel a sense of belonging in a community and wider society in which the diversity of people's backgrounds and circumstances is appreciated and valued in which strong and positive relationships.
- Supporting students' character development through our Feltham Learner Skills in order to develop resilience – independence, inquisitiveness, reflection and collaboration. Our core values underpin all that we do: courage and determination, excellence and inspiration, friendship and equality.
- Ensuring that students are taught in a way that is consistent with the UK law and the British values of tolerance, democracy and liberty. We take extremely seriously our key role in preparing all our young people for life in modern Britain and the wider

world. We promote awareness of human rights and the responsibility to uphold and defend them, to develop the skills of participation and responsible action.

- Enabling students to explore issues like terrorism and the use of violence in a considered and informed way, facilitating understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. Students see the school as a safe place where they can explore controversial issues safely.
- Making it clear that violent extremism is not part of any faith. Our RE and Cultural Studies curriculum prepares students to live and work in a diverse society. It supports students in gaining knowledge and understanding of a range of religious beliefs and encourages them to understand and respect the cultures, faith and backgrounds of others.
- Ensuring that staff have an awareness of students' circumstances and backgrounds, including an understanding of the local context.
- Training staff to identify children who are at risk and to know where and how to refer children at risk. Assessing whether any students are at risk of being drawn into terrorism.
- Checking that visiting speakers are suitable (and seeing presentations ahead of time).
- Teaching students about E-safety, how to protect themselves online and having a robust E-Safety Policy.
- Protecting all students from harm through the implementation of a rigorous Safeguarding Policy.

Responsibilities of Staff

It is not the responsibility of staff to investigate concerns, disclosures or allegations of potential extremism or radicalisation. Staff have a duty to recognise concerns and maintain an open mind. Any concerns matter, concerns about extremist views or radicalisation should be recorded and reported immediately to the Prevent Leads Hazel Hughes or Mariella Wilson, or in their absence, a member of SLT.

Where a student is thought to be vulnerable or at risk of significant harm, and/or where investigations need to be carried out, the Safeguarding Lead will make a referral to Channel. Social services may also be contacted in line with the School's Child Protection Policy.

If a staff member becomes aware that a parent/carer or visitors to the Academy has expressed extremist views, he/she must report it immediately to the Prevent Lead.

At the point of referral, agencies such as PREVENT (part of the government's counter-terrorism strategy) may become involved.

Procedures

Procedures to follow if a member of staff has concerns about a student being vulnerable to extremist views/radicalisation:
The member of staff should:
a) Write up an objective account of the concern. Any notes taken should be kept safe and confidential
b) Contact the Prevent Lead

c) Pass your written notes to the Prevent Lead
d) Maintain confidentiality and do not discuss the issue further with other members of staff or outside of the Academy

The Prevent Lead will make a referral to Channel and/or contact and take advice from the Prevent Officer for Hounslow, depending on the level of concern.
If there concerns about imminent danger to life then 999 should be called.

Channel Referral
Email the Prevent Engagement Officer Angela Rusby PC 165so
Email: angela.rusby@met.pnn.police.uk putting Channel Referral as the subject
Angela's mobile 07769 934659
The Counter Terrorism Officer is Gary McGinn Constable
Email: gary.McGinn@met.pnn.police.uk
Gary's mobile 07879 493035

Local Authority Prevent Lead: Mrs Joan Conlon
Email: joan.conlan-GCSX@hounslow.gscx.gov.uk
Joan's mobile 07817 079190

Complaints or Concerns expressed by Students, Parents, Staff or Volunteers

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

Behaviour Policy

February 2016

Springwest Academy	
Person(s) Responsible:	Assistant Principal
Status:	Statutory
Date Approved:	23 February 2016 (LGB) 7 July 2016 (Board of Directors)
Date of Review:	Annually

Background

Our Behaviour Policy gives a positive framework for all members of our school community to work within. Its rationale is clear: **optimum teaching and learning can take place when behaviour is positive, and inappropriate behaviour is effectively managed as part of a relevant and enjoyable learning process.**

Our students behave well and want to learn. They value praise and reward, and respond to high quality teaching and learning experiences. Good learning behaviours are essential for our students to achieve to the best of their ability.

The key to a successful approach to our Behaviour Policy is **consistency**. Staff must put the core principles of this policy at the forefront of their management of learning and this will assist all colleagues.

The foundations are based on praise and reward; a punitive system that focuses on persistent punishment for the minority of students who do not engage with our systems, will disenfranchise the majority. The majority are well motivated and hard working. It is this student body who may not get the daily recognition they deserve for their positive attitude to learning.

The Behaviour Policy, consistently applied by all who work at the school, will continue to support our ongoing drive for excellence in all we offer. Building on excellent lesson planning and use of assessment for learning, to ensure that every student succeeds. A strong collegiate approach benefits our whole community; embedding ambition and raising aspirations

Our Vision

Springwest Academy is a vibrant, dynamic, energetic school. We are a centre of excellence for innovative pedagogical development with every member of our community engaging in purposeful teaching for learning. We ensure all of our students are equipped for success by focusing on the four 'Feltham Learner' skills of Independence, Inquisitiveness, Reflection and Collaboration. We promise rich diversity of creative opportunities in each year to underpin our core purpose of maximising student progress

We provide, working in partnerships, powerful support and guidance for all our community to ensure that disadvantage does not create a barrier to future economic health, well-being and achievement.
By the time our students leave the school they will embody the school values of Determination & Courage, Excellence & Inspiration and Friendship & Equality. All our students will move onto further education or training that realises their full potential. SPRINGWEST ACADEMY students will leave us as well rounded and aspirant individuals proud of their achievements and fully prepared for the modern world.

Governors' Behaviour Statement

Our Behaviour Policy is based on the following premises:

- Every student has the right to learn
- Every teacher has the right to teach without interruption
- Every parent/carer has the right to information about their child's progress and to work in partnership with the school to ensure the highest standards

All stakeholders must play their part if we are to realise our values and develop an outstanding learning community. This is best achieved by:

1. Students – knowing how they are expected to behave and knowing the consequences of their behaviour
2. Staff – presenting good role models of behaviour and managing behaviour in a fair and consistent manner
3. Parents – agreeing to the Behaviour Policy and actively supporting it with the school
4. Governors – monitoring and supporting the policy and evaluating its impact

The following principles support our aims and rationale:

- All staff and pupils have a responsibility to create good order in the school and maintain high standards of behaviour
- Every member of staff has the authority to reprimand and discipline pupils for actions that the teacher considers to be anti-social, dangerous and disruptive. Ignorance of the school rules on the part of the student is not an excuse for poor behaviour
- Everyone at Springwest Academy has the right to be treated in a courteous and considerate way. Bullying, racism, sexual harassment or any other forms of unkind and upsetting behaviour will not be tolerated
- Individual staff are responsible for ensuring a stimulating, challenging and purposeful learning environment for the students. Heads of Departments (HOD), Achievement Co-ordinators (ACO) and Senior Leadership Team (SLT) will support staff in this
- It is more constructive to praise and reward than merely punish. Sanctions must always be fair and must be consistently applied. The lowest level of sanction appropriate to the misdemeanour, in order to bring about change, should always be set
- It is important that parents/carers share the responsibility for their children's behaviour and they have the right to be kept informed and involved. By sending their child to Springwest Academy they have undertaken a commitment to support the school

- When challenging or sanctioning a student, it is the action/behaviour which should be criticised and not the individual
- Staff must always seek to model appropriate behaviour, and ways of speaking to and engaging with students

Legal Framework

Section 88 of the Education and Inspections Act 2006 says that every school must have a behaviour policy, which must include the school rules. Governing bodies are required to make a written statement of general principles (as set out above) determining measures to promote good behaviour and discipline among students. This statement must be published on the school website available for all stakeholders especially parents.

The Education Act 2011 strengthened the authority to school staff when handling matters of discipline. The main statutory guidance on student behaviour in schools was issued in July 2013, which:

- Increases the authority of teachers in all schools by strengthening their powers to search pupils without their consent for any dangerous or banned item
- States that schools no longer need to give 24 hours written notice to parents for detentions
- Confirms the guidance to all schools on the use of reasonable force on pupils. School staff have legal powers to use force on pupils without parental consent
- Grants anonymity to teachers when accused by pupils and enables schools to speed up investigation. Teachers should not be subject to automatic suspension while an investigation is conducted, although suspension may be used if these on reasonable alternative.
- Strengthens the Principal's responsibility to maintain discipline beyond the school gates
- Expects schools to take a stronger stand against bullying

In September 2015 the guidance was further revised and lays even greater emphasis on the following principles which must be clearly stated in a behaviour policy: Screening and searching students, the power to use reasonable force or make other physical contact, power to discipline beyond the school gate, pastoral care for staff accused of misconduct, when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Screening and searching pupils -
School staff can search students with their consent, for any item of concern. School staff are not required to carry out a search if they are uncomfortable with doing so.

Banned items in school which may be searched for:
Mobile technologies if seen or heard
Loom bands
Laser lights
Chewing gum
High energy drinks

The Principal and staff authorised by the Principal have the power to search students or their possessions, **without consent**, where they have reasonable grounds for suspecting that the student has a **prohibited item** eg:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, lighters or matches and e-cigarettes
- Fireworks
- Pornographic images
- Threatening or bullying messages
- Any article that the member of staff reasonably suspects has been, or is likely to be , used to commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the student).

The Principal and authorised staff can also search for any items banned by the school which has been identified in the rules as an item which may be searched for.

When a student is being searched without consent the member of staff must be the same sex as the student and there must be a witness (also a member of staff) and, if at all possible, they should be the same sex as the student being searched. The only exception to this rule is if the member of staff believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

During the search, the person conducting the search may not require the pupil to remove any clothing other than outer clothing. Outer clothing being clothing that is not warn directly against the skin but does not include hats gloves boots shoes and scarves.

It is not recommended that staff use force but they can use force as is reasonable given the circumstances when conducting a search for an item on the prohibited item list. They cannot use any force to search for a school banned item

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Members of staff can use their discretion as to whether to retain and/or destroy any item found as a result of a '**with consent'** search so long as it is reasonable in the circumstances. Where any item is thought to be a weapon it must be passed to the police.

What the law says should be done with items found as a result of a '**without consent search'**.

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this should not include returning it to the pupil.

- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

- F**ireworks** found as a result of a search may be retained or disposed of but should not be returned to the pupil.

- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

- Where a member of staff finds **an item which is banned under the school rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search although the school considers it good practice to record such an incident on PARS, the behaviour tracking system.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

The power to use reasonable force or make other physical contact.

Key Points:

- School staff have a power to use force and lawful use of power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force
- Senior leaders should support their staff when they use this power

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Reasonable force is usually used either to control or restrain.

- guiding a pupil to safety by the arm,
- removing a disruptive students from the classroom where they have refused to follow instructions to do so, preventing a student from leaving the room where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour and/or safety of others.

- breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Such control would only be used if, in the member of staff's judgement, the student was likely to cause further serious disruption or posed a threat to another students or member of staff.

Restraint means to hold back physically or to bring a pupil under control. It would be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention or when a student has lost control of their emotions and is likely to hurt themselves or another person.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of staff have the right to use reasonable force. *They have the power not the duty*. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances of the case. Reasonable adjustments must be made for disabled children and children with special educational needs.

No member of staff would be allowed to use force as punishment. It is always unlawful to use force as a punishment.

A panel of experts have identified that **certain restraint techniques presented an unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Telling parents when force has been used.

It is good practice to speak to parents about serious incidents that have occurred in school and this would also apply to any situation in which force had to be used in a serious incident. Such an incident would be recorded on the schools behavioural database PARS.

Other physical contact with students.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

- When comforting a distressed student
- When a student is being congratulated or praised
- To demonstrate how to use an instrument or exercise routine in PE
- To give first aid
- To assist in correct wearing of uniform

The power to discipline beyond the school gates

'Disciplining beyond the school gates' covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises, and which is witnessed by a member of staff or reported to the school.
The Principal will follow up and discipline students for bad behaviour.

- Any bad behaviour when a child is on a school trip, or travelling to and from school, or wearing school uniform or in some way identifiable as a member of the school.
- Misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all such circumstances, the Principal will consider whether to notify the police. This will always be the case if the behaviour is criminal or poses a threat to the public.

If the misbehaviour may be linked to the child suffering harm or being at risk of suffering harm the school will follow the safeguarding policy.

Pastoral care for school staff

KEY POINTS

- If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays will be eradicated.

- In response to an allegation staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the staff member will be notified of the reasons.

- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have

been committed).

All allegations will be reported **straight away**, normally to the Chief Executive Officer or Principal, the Chair of the Local Governing Body will be reported to in the absence of the Principals or in cases where the Chief Executive Officer is the subject of the allegation or concern.

The contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases:

Sally Gregg or Hetsie Van-Rooyen – 020 8583 3066

For additional information refer to our Safeguarding Policy

When a multi-agency assessment will be considered for students who display continuous disruptive behaviour.

- Ongoing behavioural concerns picked up through monitoring of incidences. Intervention or small group work put in place but little improvement made.
- Deemed at high risk of permanent exclusion or managed transfer due to level of ongoing concern and numbers of fixed term exclusions and/or respite provision.
- Number of incidences of dangerous behaviours have continued despite monitoring, support and parental engagement.

Rewards and Sanctions

Rewards

The powers of affirmation and reward have a greater impact than sanctions on improving a student's attitude towards learning. All learners are encouraged to value and take pride in their work and to respect and value the achievements of others. Every member of staff is expected to use praise more frequently than to impose sanctions.

Rewards are essential to our policy. They will:

- Provide encouragement for learners
- Reinforce good and positive behaviour
- Highlight and celebrate learners achievement

Students will be rewarded for:

- Positive behaviour using our six values
- Attendance to lesson (as a default)
- Good uniform
- Literacy
- Numeracy
- Prep work and extra-curricular.

Students will be rewarded by issuing the following:

- Merit
- Good news card
- Phone call home
- HOF/HOD Award
- ACO Group Award
- SLT Award
- Principal's Award
- Governors' Award
- Student or Sport leadership
- Friday Focus
- Celebrations Assemblies – certificates etc.
- Celebration notice boards /Plasma Screen displays
- School website – news and celebrations
- Jack Petchey

All rewards that are issued will carry positive points. When students have accumulated a certain number of points they will be awarded the following status:

Bronze Award	200	points
Silver Award	800	points
Gold Award	1500	points
Olympian Status	2000	points

Badges are attached to all awards, gold awards gain an additional prize.

All Olympians will receive a cheque for £100 for their house to spend on improving the school facilities.

Sanctions and Consequences

The vast majority of our students behave well and want to learn. However, at times it is necessary to impose a sanction on a student who has not followed the classroom code of conduct, or who has behaved in an antisocial manner.

School Rules

The following rules support the aims and ethos of the school:

1. Students must remain on the school site between 8.30-2.50 pm Monday and Friday and 8.30 and 3.30 Tuesday, Wednesday and Thursday.
2. Students must wear the correct uniform as per our uniform policy
3. Students must sit according to the seating plan for that lesson and settle quickly to the starter activity without needing a reminder
4. Students should be prepared to work independently and co-operate with others in group, or team activities allowing everybody to achieve and enjoy their learning
5. Abide by the Mobile Phone Policy
6. Students need to have a 'teacher pass card' to be out of classrooms
7. The school site is legally a smoke free zone

8. Students should move around the school in a purposeful and calm manner, suing the correct direction on the staircases, keeping to the left at busy times
9. Students must respect the school environment keeping it tidy, litter, chewing gum and graffiti free
10. Any dangerous, or illegal items/substances are strictly prohibited
11. Be respectful of our neighbours and the wider community on their travel to and from school

Our community does not tolerate bullying or any form of harassment. If you have any concerns 'Tell Someone' (see our 'Safe to Learn' policy)

Consequences Ladder:

1. A verbal warning
2. A second warning, noted on the board, as a last chance to improve.
3. Set a class teacher detention of up to 10 minutes – this must be set for break or end of the day. Students must **not** be kept back in between lessons
4. School detention for 30 minutes for the same day
5. A yellow card is issued and the student will be sent to another identified member of staff in the department. A one hour detention will be issued as a result of this.
   N.B If a member of staff issues a yellow card they must visit the student during the 1 hour detention in order to move the situation forward.

All detentions must be logged on PARs with a full explanation.

Remember, the majority of students behave the majority of the time. For most students, a calm warning and a reminder of the consequences is all that is required to put them 'back on track'. It is usually better to comment on and highlight the positive behaviours.

Students should only be placed outside a classroom for 2-3 minutes, to allow you to set up the class with work before speaking to that student, or as a cooling off period. Students should be given a teachers green permission card while outside. Students should not be sent out of class and told not to return. Only one student should be allowed to leave the class at any one time.

Any student who is out of class without a teacher's green permission card will be issued a 30 minute School Detention.

In a case of emergency, when a member of staff needs immediate support, a sensible student should be sent to the nearest teacher. Another sensible student could be sent to Student Services. Such a unique situation would be immediately followed up by the ACO or member of SLT.

30 minutes School Detention:

School detention is the most serious consequence for inappropriate behaviour that can be issued by class teachers. It should **only** be used after the 'Consequences Ladder' has been followed. ***Remember, inconsistency makes life difficult for your colleagues.***

School detention is run every night from 2.50 pm until 3.50 pm Mondays and Fridays and 3.30pm until 4.30 pm Tuesday, Wednesday and Thursdays in the canteen. Pastoral Mentors and ACOs are responsible for reminding and where possible escorting the student to detention. Detentions will be officially staffed by an ACO, and additional supporting adults. The SLT line manager will assist with the setting up of detentions. They must complete a full record of student's attendance and give to Terri Reid. Students who have a detention should be given the opportunity to phone home if needed, to inform their parent/carer they will be late home. All students in detention are expected to complete work.

If you set a school detention you must follow the agreed procedures, as outlined below:

- School detention should be set only after all individual consequences have been applied
- The student should be given an explanation as to what behaviours led to a detention being issued. This must be logged on PARs in detail
- Students must be informed if the detention is logged for a different day
- If staff have issued a school detention every effort must be made to see the student before they next teach them, to try to resolve matters and ensure positive future outcomes
- If a student has been Yellow carded they must go the canteen during the 1 hour detention to speak to the student to resolve matters and ensure positive future outcomes.
- Teachers may request that a KS4 student may complete additional work supervised by them.

All Prep Tutors must notify students they have a detention.

Remember:

- **School detention is the last, not the first, resort for class teachers**
- **A detention without an explanation to the student is worthless**
- **Setting a detention alone will not modify behaviour**

If a teacher is having ongoing issues with a student, or group of students, which is impacting on successful learning outcomes for all, they should consult with their Head of Department. Class teachers will need to provide evidence of the following before referral:

1. The setting of their own detention
2. The setting of a school detention
3. Parental contact
4. Evidence of changes made in the classroom where appropriate e.g. change of seating plan, differentiated work etc.

This information should be logged on PARs. A meeting can be arranged between the student, classroom teacher and Head of Department to facilitate a resolution and agree a way forward.

On the rare occasion that a student accumulates a number of sanctions in 1 day they will be picked up by the pastoral team and the appropriate action taken.

Regular analysis of detentions informs the Behaviour Intervention meeting (BI meeting) where patterns of behaviour are highlighted and intervention strategies are discussed.

One hour School Detention:

Students who fail to attend a 30 minute school detention will be issued a 1 hour school detention for the following day.

SLT Detention:

If students fail to attend any 1 hour school detention they will be issued a SLT detention. The ACO Administrator Terri Reid will inform the Principal and a letter/phone call home will be made. SLT detention will take place on a Saturday morning and will be for two hours 9-11 am.

Internal Exclusion 8.30am – 4.30pm:

Students who fail to attend a SLT detention will be immediately set an internal exclusion. Students should not be on site until 8.30 am where they report to the Pastoral Mentors' Office. Their mobile phone will be handed in at the start of the day and will be kept until the end of the internal exclusion. All mobile technologies are banned from the exclusion room.

A letter will be sent home informing parents/carers when the internal exclusion will take place.
This form of exclusion will also be used at the discretion of the Principal for more serious offences or as part of the overall 'Consequences Ladder' for ongoing issues of unacceptable behaviour that threaten the discipline and good ordered running of the school.

Fixed Term External Exclusion:

The school will use alternative options to exclusion wherever possible. Pastoral Mentors work with students to try and resolve conflict using a range of strategies including: restorative justice, mediation, circle time.
However, the Principal will use a fixed term exclusion as part of the 'Consequences Ladder' to managing behaviour and to signal to our community that certain behaviours will not be tolerated. It may also be used in response to more serious incidents:

- Persistent and defiant behaviour
- Bullying
- Sexual or racial harassment
- Possession of illegal substances
- Threatening / intimidation of others
- Theft
- Extreme verbal or physical abuse
- Health and safety issues – e.g. posing a danger to themselves or others, or leaving the site without permission

Parents/carers will be informed of the reason for the exclusion, the number of days and work to be completed. There will be a return to exclusion meeting set up on the return of the

student with either the ACO, SLT member, or the Principal. A contract or Pastoral Support Plan maybe set up.

The number of days given will depend on prior history, of any exclusions, and will increase accordingly. In exceptional circumstances where the exclusion warrants more than 5 days there is alternative educational provision put in place on the 6th day. This is provided by the IEC (Interim Education Centre) which is located in Brentford Football Club.

Governors' Disciplinary Panel:

The Principal may organise an interview with the Governors Disciplinary Panel if there have been a number of exclusions and/or the student has become at risk of Permanent Exclusion. This panel will also be convened to consider the circumstances of such an exclusion if it is more than 15 days in any one term or brings the total over 15 days.

Permanent Exclusion or Managed Transfer:

Permanent exclusion will be used in most cases as a last resort, after a range of measures have been used to improve the student's behaviour. The decision will usually be the final step in a process for dealing with disciplinary offences after following a wide range of strategies which have been tried without success. A permanent exclusion is a clear acknowledgement that the school has exhausted all available strategies for dealing with the student.

The Chief Executive Officer and or Principal reserves the right to permanently exclude a student from school:

a) in response to serious breaches of the school's Condition for Learning Policy; and

b) if allowing the pupil to remain in school would seriously harm the education, welfare of the pupil, or others in the school.

There will however, be exceptional circumstances where, in the Chief Executive Officer or Principal's judgement, it is appropriate to permanently exclude a child for a first time, or 'one off' offence. This offence may have been carried out inside or outside of the school community.
Examples include, but are not limited to:

- Serious actual or threatened violence against a student, or a member of staff
- Sexual abuse or assault
- Supply of illegal drug
- Carrying or using an offensive weapon

It is a legal requirement that parents/carers supervise their children and ensure that they are not in a public place during school hours if they are excluded.