

SAFEGUARDING ♦ HHS ♦ ATTENDANCE

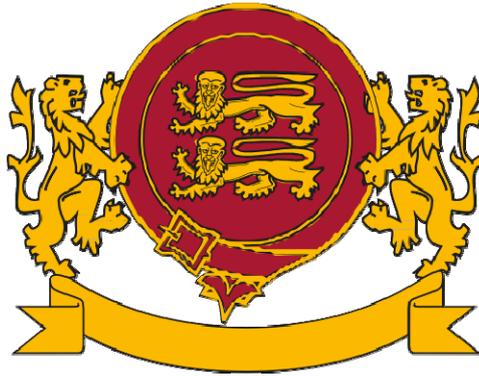
WELLBEING

HUB BUCKSWOOD

CONTACT - 01424 813813 EXT: 244 & 245



Safeguarding Handbook 2018/19



BUCKSWOOD SCHOOL

STAFF SAFEGUARDING HANDBOOK 2018-2019

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Introduction

Working In a school is a very responsible job that requires all staff to be positive role models that act and behave in a way that supports, nurtures and develops the needs of the students.

Our role at Buckswood School is broad and varied and each of us have a responsibility to ensure we educate ourselves and the students in all matters relating to Safeguarding and Child Protection.

What is Safeguarding?

Safeguarding young people is the action we take to promote the welfare of children and protect them from harm. The school must have a procedure in place to guarantee that any concern around a students safety is in place and all staff are trained face-to-face in safeguarding.

The wellbeing hub is central to safeguarding our students and staff and it is here you can seek advice, training and support around all safeguarding and child protection matters.

If you have a concern, the first thing to do is to fill in a welfare concern form, these are printed on green paper for easier identification. Please complete this form with as much detail as possible and hand it to the DSL (Brendan Commene) or the Deputy DSL (Anne Jeffery). This form may contribute to a wider picture of a student or, it could simply be a one-off incident but reporting concerns supports protecting our students from harm and keeps them safe.

Later this academic year we will be moving away from the 'green form' paper based system and will be using an electronic recording system known as 'My Concern'. All staff will eventually have access to this system and will be able to report any welfare concerns directly using their laptop or PC. This is by far a more effective means of recording and will give staff a greater understanding of each child's needs and support in place.

Good, positive safeguarding practice helps students to develop and grow healthily with a positive attitude to behaviour, emotional intelligence, mental wellbeing and supports the students growing into active able citizens who make a positive contribution to society and the environment in which they live.

Safeguarding and promoting the wellbeing of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding children and promoting their wellbeing. In order to fulfil this responsibility effectively, all professionals should make sure that their approach is child-centred. This means that they should consider, at all times, what is determined to be in the best interests of the child.

It is a legal obligation to read and understand Keeping Children Safe in Education 2018 Part 1 (including annex A) as well as having your safeguarding and general staff induction with the Safeguarding Team and HR Officer. You will find all of the relevant induction forms on www.buckswood.co.uk/administration/policies/new-staff/

Buckswood School strives to ensure that its students are safe, emotionally secure and stimulated. Our students' needs must be central to everything that we do. We must strive to ensure that all of our students form open, harmonious and trusting relationships that enable them to express their feelings, opinions and concerns. To promote the highest standards in safeguarding provision and the fostering of wellbeing we have created the Wellbeing Hub, which is a centre of excellence in all matters pertaining to safeguarding; a place that any student or employee can use as a base, to visit for advice and to use as a resource and support centre. Safeguarding is an ongoing learning experience for all, so don't hesitate to ask questions and visit the Wellbeing Hub to find out more about safeguarding and child protection and to seek advice in handling safeguarding issues as and when they arise. It is, however, imperative that all employees are familiar with and adhere to, all safeguarding procedures as laid out in the relevant policies.

Wellbeing Hub Team

The Wellbeing Hub comprises of :

- ❖❖ Designated Safeguarding Lead – Mr Brendan Commane, he can be contacted by email on DSL@buckswood.co.uk or on 01424 813813 x 245
- ❖❖ Safeguarding Officer and Deputy DSL – Ms Anne Jeffery, she can be contacted by email on admin2@buckswood.co.uk or on 01424 813813 x244
- ❖❖ Deputy Principal and Deputy DSL – Mrs Di Durrant, she can be contacted by email on ddurrant@buckswood.co.uk or on 01424 813813 x216
- ❖❖ Attendance Officer – Ms Samantha Cheshire, she can be contacted by email on attendance@buckswood.co.uk or on 01424 813813 x231
- ❖❖ Other Deputy DSL's – Ms Jenny O'Shea jenny@buckswood.co.uk
Mr Angelo Miccoli angelo@buckswood.co.uk
Mr Gary Morris gmorris@buckswood.co.uk

Our students' wellbeing is our paramount concern. Buckswood will ensure that our School will safeguard and promote the wellbeing of all our students and we will work together with all relevant agencies to ensure that our School has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm. Our Child Protection and Safeguarding Policy is available along with all our school policies on our website. The Safeguarding and Child Protection Policy is part of this booklet.

Staff Expectations

All staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by :

- Treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a professional position.
- Having regard for the need to safeguarding students' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and upholding tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways, which exploit students' vulnerability or might lead them to break the law.
- Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work.
- Staff must have an understanding of and always act within, the statutory framework, which set out their professional duties and responsibilities.
- Staff must ensure they protect themselves and the students in their care in using all IT equipment appropriately and stay safe on line.

If you would like this booklet in another language please speak to the Safeguarding Team and we will arrange for it to be translated.

If you have any concerns or questions please see the Safeguarding Team in the Hub who will be happy to help.





Department
for Education

Keeping children safe in education

**Statutory guidance for schools and
colleges**

**Part 1: Information for all school and
college staff**

September 2018

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Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early

help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

8. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33. Staff should expect to support social workers and other agencies following any referral.

9. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

10. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

12. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the behaviour policy;³
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

¹ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

² The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

³ All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

13. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of their local early help⁴ process and understand their role in it.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁵

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

⁴ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁵ More information on statutory assessments is included at paragraph 28. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- has returned home to their family from care
- is a privately fostered child

18. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 41-51.

19. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

20. Staff working with children are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

22. If staff have **any concerns** about a child’s welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

23. If staff have a concern, they should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

24. Options will then include:

- managing any support for the child internally via the school’s or college’s own pastoral support processes;
- an early help assessment;⁶ or

⁶ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

- a referral for statutory services,⁷ for example as the child might be in need, is in need or suffering or likely to suffer harm.

25. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

26. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early help

27. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

⁷ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47.

Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

Statutory assessments

28. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

29. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children’s social care contact number.

What will the local authority do?

30. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

31. The referrer should follow up if this information is not forthcoming.

32. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

33. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

34. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**.⁸ If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

Record keeping

35. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

36. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.⁹ Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

⁸ Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

⁹ An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

37. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

38. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

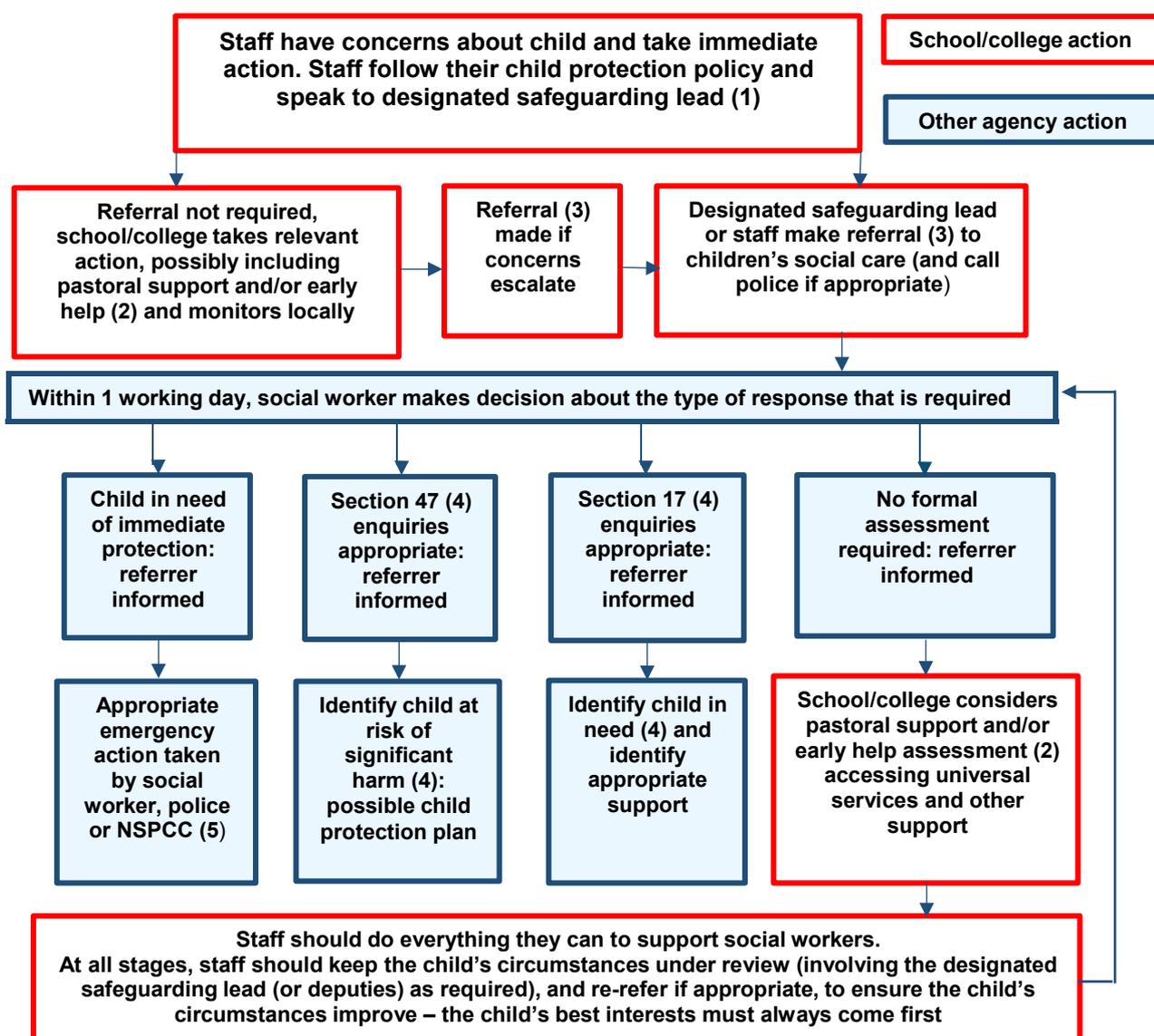
39. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

40. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
- The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk¹⁰

¹⁰ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Indicators of abuse and neglect

41. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
42. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
43. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
44. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
45. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

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

Specific safeguarding issues

47. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

48. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

49. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

50. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

51. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation

does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of

transporting drugs and a referral to the National Referral Mechanism¹¹ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

¹¹ [national crime agency human-trafficking](#)

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a

wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹² that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

¹² Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹³ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

[Extremism](#)¹⁴ 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. This also includes calling for the death of members of the

¹³ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

¹⁴ As defined in the Government's Counter Extremism Strategy.

armed forces. [Radicalisation](#)¹⁵ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard"¹⁶ to the need to prevent people from being drawn into terrorism".¹⁷ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

¹⁵ As defined in the Revised Prevent Duty Guidance for England and Wales.

¹⁶ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁷ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the

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

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁸ as described below:

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

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

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

¹⁸ [Legislation.gov.uk](https://www.legislation.gov.uk)

What is consent?¹⁹ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²⁰

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²¹ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

¹⁹ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#)

²⁰ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

²¹ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy



Department
for Education

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Child Protection and Safeguarding Policy And Procedure

Buckswood School

This policy was adopted on 3rd September 2018

This policy is due for review in September 2019

Key contacts

Role	Name	Contact details
Designated Safeguarding Lead and member of the SLT	Brendan Commane	01424 813813 x 245
Additional Designated Safeguarding Lead	Anne Jeffery	01424 813813 x 244
Additional Designated Safeguarding Lead	Di Durrant	01424 813813
Additional Designated Safeguarding Lead	Angelo Miccoli	01424 813813
Additional Designated Safeguarding Lead	Gary Morris	01424 813813
Additional Designated Safeguarding Lead	Jenny O'Shea	01424 813813
Chair of Advisory Governing body	Stuart Whorlow	chairofgovernors@buckswood.co.uk
Safeguarding Governor	Julie Reece	safeguardinggovernor@buckswood.co.uk
Nominated Advisor for Safeguarding and Child Protection – James Wilding	Consultancy for External Review	Via 01424813813
Local Authority Designated Officer (LADO)	Amanda Glover	07825 782793
Referrals into Early Help and Social Care	Single Point of Advice	01323 464222 0-19.SPoA@eastsussex.gov.uk
	Emergency Duty Service – after hours, weekends and public	01273 335906 01273 335905

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Child Protection and Safeguarding Policy

1 INTRODUCTION

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.2. At Buckswood our pupils' welfare is our paramount concern. The Proprietor will ensure that Buckswood School will safeguard and promote the welfare of pupils and work together with other agencies and an external reviewer of Safeguarding and Child Protection to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.3. Buckswood is a community and all those directly connected, staff members, parents, families and pupils, have an essential role to play in making it safe and secure.
- 1.4. Parents are welcome to approach the DSL or any Additional DSL if they have concerns of a Safeguarding or Child Protection nature. Our pupils' welfare is our paramount concern. The advisory governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has robust arrangements to identify, assess and support those children who are suffering or likely to suffer harm
- 1.5. Any member of staff is able to report to SPOA (East Sussex County Council Single Point of Advice) if they feel unable to talk to anyone at school. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.
- 1.6 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

2 OUR ETHOS

- 2.1 We believe that Buckswood School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child .Every child has the right to feel safe and protected, but we know that this is not always the case. Many children suffer harm either through deliberate abuse or because those taking care of them fail to protect them or provide them with the care that is needed. At Buckswood we recognise our duty to respond to safeguarding children and we take it very seriously by ensuring everyone understand that they have a shared responsibility to protect our students. This is reinforced through appropriate training that is ongoing, bulletins, information to staff from the DSL and the Hub. Safeguarding is a top priority for the school. Buckswood School is a multi -national community with students from all parts of the world. Buckswood respects diversity and equality and aims to ensure that all the students show the values that are important to live in peace and harmony with each

other. Our School motto is Ad Vitam Paramus- We prepare for life. With this in mind our aim is to support the students being the best they can be and in doing so promote respect, tolerance and understanding of the world that they live in.

- 2.2 We recognise the importance of providing an environment within Buckswood that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.
- 2.3 We recognise that all adults within Buckswood, including permanent and temporary staff, and volunteers, have a full and active part to play in protecting our pupils from harm.
- 2.4 We will work with parents to build an understanding of Buckswood's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 SCOPE

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years.
- 3.2 This policy applies to all members of staff in Buckswood, including all permanent, temporary and support staff, volunteers, contractors and external service or activity providers.
- 3.3 If pupils are 18 years or above as learners, we refer to the Sussex Safeguarding Adults Policy and Procedures available at:
<https://new.eastsussex.gov.uk/socialcare/worried/safeguarding/what/>
At Buckswood we follow the key principles informing the policy: **Empowerment**- allowing clear systems for adult views to be heard, **Prevention**- Raising public awareness of safeguarding, **Proportionality**-, The adult is at the centre of all responses to the safeguarding concern and any action taken is based on their best interests. **Protection**-Having effective processes to be able to identify and respond to concerns. **Partnership**- Information is shared between appropriate organisations in a way that reflects the personal and sensitive nature of some concerns. **Accountability**-The roles and responsibilities of the organisation are clear, so that staff can understand what is expected of them.

4 THE LEGAL FRAMEWORK

- 4.1 Section 175 of the Education Act 2002 places a duty on Headteachers of maintained educational establishments to make arrangements for ensuring that their functions relating to the conduct of the School are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools.
- 4.2 Under section 10 of the Children Act 2004, we recognise that all independent schools are required to cooperate with the local authority to improve the well-being of children in the local authority area.

- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure has been developed in accordance with the following statutory guidance and local safeguarding procedures:
- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018.*
 - *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2018*
 - *Prevent 2015*
 - *Childrens social care act 2017*
 - [Pan-Sussex Child Protection and Safeguarding Procedures - https://sussexchildprotection.procedures.org.uk/page/contents](https://sussexchildprotection.procedures.org.uk/page/contents)
 - *Protecting children from radicalisation: the prevent duty (DfE, August 2015) – see www.gov.uk/government/publications/protecting-children-from-radicalisation-the-preventduty (see Appendix B, 3.9 (Further information on Preventing Radicalisation) for further details*

5 ROLES AND RESPONSIBILITIES

5.1 The Local Safeguarding Children Board is East Sussex Safeguarding Children Board (01273 481544 / lscbcontact@eastsussex.gov.uk / www.eastsussexlscb.org.uk). The school will operate in line with its locally-agreed inter-agency procedures.

5.2 The School's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead, Mr. Brendan Commane known as DSL**. We have five Additional DSL's to ensure there is appropriate cover for this role at all times. The DSL's responsibilities are described in Appendix A.

In addition, the Proprietor has also had Governor training for Safeguarding and Child Protection.

The DSL is on our School's leadership team and their role of DSL is explicit in their job description. The DSL should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL's lead responsibility will not be delegated.

5.3 The Designated Teacher who is responsible for looked after children is Mrs Di Durrant. She is responsible for promoting the educational achievement of that child and who would work with the Virtual Educational Establishment Head to discuss how available funding could be best used to support progress and meet the needs identified in the child's personal education plan.

5.4 The case manager for dealing with allegations of abuse against Buckswood staff members is the Co-Principal, who may refer the safeguarding issue to the DSL (Designated Safeguarding Lead). In cases where the child's needs meet the threshold for being classed as level 4 in accordance with the safeguarding continuum of need, the co-principals or DSL as agreed will contact SPOA for Further advice and the LADO will be informed.

The case manager for dealing with allegations against the DSL is the Co-Principal who may take advice from the chair of the Advisory Governing Body. The allegation will be referred to the LADO (Local Authority Designated Officer).

The case manager for dealing with allegations against a Co-Principal is the Chair of Advisory Governing Body. This will be referred to the LADO (Local Authority Designated Officer).

The case manager for dealing with allegations against the Proprietor is the Chair of advisory Governing body who may work with the DSL (Designated Safeguarding Lead). This will be referred to the LADO (Local Authority Designated Officer).

The procedure for managing allegations is detailed in Appendix B.

- 5.5 The DSL will ensure that the policies and procedures adopted by the school are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. This action will be overseen by the Proprietor and the Governor in charge of Safeguarding/Nominated External Advisor. The DSL will produce a termly report on the effectiveness of Safeguarding and this will highlight any patterns or trends and monitor efficiency of practice.
- 5.6 The Proprietor and the Governor in charge of safeguarding are responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and is reflected in the day-to-day practice. The Nominated External Advisor for Safeguarding and Child Protection will be used for oversight.
- 5.7 All staff members, volunteers and external providers, via the training given, know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

6 SUPPORTING CHILDREN

- 6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth and fully trust adults. They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives. With this in mind, Buckswood will aim to support all its students by: ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
 - Filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material,
 - ensuring that safeguarding is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
 - providing pupils with a number of appropriate adults to approach if they are in difficulties;
 - supporting the child's development in ways that will foster security, confidence and independence;

- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- ensuring that all staff understand the additional safeguarding vulnerabilities for certain groups of children or characteristics, and how to address them.

6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. These students may have additional vulnerabilities and characteristics, which may include:

- Care leavers
- Children with special educational needs or disabilities
- Young carers
- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Children frequently go missing from care or from home
- Children misusing drugs or alcohol themselves;
- Children at risk of modern slavery, trafficking or exploitation;
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Children who have returned home to their family from care;
- Children showing early signs of abuse and/or neglect;
- Children at risk of being radicalised or exploited;

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our school will ensure that these children receive additional monitoring and pastoral support. Through the Welfare and behaviour committee, regular meetings with HOD, discussions at SMT and teachers meetings. In addition, we will be aiming to ensure that all students benefit from lessons which will;

- ensure the content of the curriculum includes social and emotional aspects of learning;

- ensure a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensure that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- provide pupils with a number of appropriate adults to approach if they are in difficulties;
- support the child's development in ways that will foster security, confidence and independence;
- encourage development of self-esteem and self-assertiveness while not condoning aggression, banter or bullying;
- ensure repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaise and work together with other support services and those agencies involved in safeguarding children; and
- monitor children who have been identified as having welfare or protection concerns and providing appropriate support.
- ensure that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- ensure that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them
- monitor attendance patterns and reviewing and responding to them as part of welfare and protection procedures
- Staff are aware that pupils with SEND or with very limited English language may be particularly vulnerable to safeguarding and child protection issues and any concerns are highlighted at the weekly welfare meetings chaired by the DSL.

7 CHILD PROTECTION AND SAFEGUARDING PROCEDURE

- 7.1 We have developed a structured procedure in line with *Pan-Sussex Child Protection and Safeguarding Procedures* - <https://sussexchildprotection.procedures.org.uk/page/contents> which will be followed by all members of the School community in cases of suspected abuse. This is detailed in Appendix B.
- 7.2 In line with the procedures, the Children's Social Care Single Point (SPoA) of Advice will be notified as soon as there is a significant concern.
- 7.3 The name of the DSL, Brendan Commane , the wellbeing hub and the other fully trained DSL's within the school are clearly advertised in the school, via a set of posters, which are on display within all communal areas within the school, including boarding houses .The posters are in 8 different languages and include the opening hours for the medical centre, BHS, the name and number of our independent listener, the number for child line, the name of the attendance officer and the members of The Well-Being Hub.
- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing the policy and procedures on our website and by referring to them in our introductory materials.

8 RECORD KEEPING

- 8.1 All child protection and welfare concerns, discussions and decisions made will be recorded in writing and kept in line with the East Sussex Local Safeguarding Children Board guidance [Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges July 2017](#) This will include Hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are reported, recorded and considered under safeguarding arrangements.
- 8.2 We will continue to support any pupil leaving the School about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil's new educational establishment as a matter of priority. This will be transferred by secure email or in person if possible. and within 5 working days. (ESCC best practice is that this should be actioned within five working days).
- 8.3 When a pupil is due to transfer to another school the DSL will consider if it would be appropriate to share any information with the new school or college in advance of the pupil leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- 8.4 When a new pupil joins our school, and there is a record of safeguarding or welfare concerns, we will ensure that this information is shared appropriately with the DSL, the Special Education Needs Coordinator (SENCO) and the Designated Teacher for LAC, as necessary.

9 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- 9.1 We will prevent people who pose risks to children from working in our School by ensuring that all individuals working in any capacity at Buckswood have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2018*
- 9.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our School. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.
- 9.3 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- 9.4 We will ensure that at least one member of every interview panel has completed safer recruitment training.
- 9.5 We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2018*. This procedure is detailed in Appendix B

10 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 10.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given an induction which includes the following:
- Issue and explain the safeguarding and child protection policy
 - Issue and explain the behaviour policy
 - Issue and explain the staff behaviour policy/code of conduct
 - Issue and explain the policy/guidance which includes the safeguarding response to children who go missing from education
 - Explain the role of the DSL and share the identities of the DSL and all DDSLs
 - Issue Part One and Annex A of Keeping Children Safe in Education September 2018
 - Child protection and safeguarding training (including online safety)
 - All new members of staff are expected to read the above mentioned documents and to sign an acknowledgement of this.
- 10.2 The induction and ongoing training of staff will include the following key aspects:
- Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
 - Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
 - When concerned about the welfare of a child, staff should always act in the best interests of the child.
 - If staff are unsure, they should always speak to the DSL or deputy DSL.
 - If staff have any concerns about a child's welfare, they should act on them immediately.
 - Staff should not assume a colleague or another professional will take action. The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from SPoA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible
- 10.3 The DSL will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly, and at least annually, to keep up with developments relevant to the role.
- 10.4 All staff members of Buckswood School will receive appropriate safeguarding and child protection training (whole-educational establishment training) which is regularly updated. The DSL will provide briefings to the School on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required, but at least annually. The Proprietor must undergo specific online awareness training at least every two years. The Nominated External Advisor will undergo at least DSL and online training every two years.
- 10.5 Staff members who miss whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another School's whole-school

training or by completing the Educare module and further training with the DSL. Some staff may need additional support with completing these courses. This may require 1:1 support and the DSL will arrange this if necessary.

- 10.6 The Proprietor and Safeguarding Governor will attend Governor Services training prior to or soon after appointment to the role; this training will be updated every three years.
- 10.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the School.
- 10.8 On the first occasion which staff members provided by other agencies and third parties, e.g. supply teachers and contractors come to our school to work; they will be provided with details of the safeguarding arrangements at our school, which will include identifying the DSL and the process for reporting welfare concerns. After signing in at reception and receiving a visitors badge, visitors are given a brochure titled " Visitor Information and Safeguarding Procedures at Buckswood School" This includes a map of the school, expected standards of behaviour and details and information about the child protection team and The Well-Being Hub.
- 10.9 The School will maintain accurate records of staff induction and training.

11 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- 11.1 We recognise that all matters relating to child protection are confidential.
- 11.2 The Co-Principals or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.
- 11.3 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- 11.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 11.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 11.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix B.

12 INTER-AGENCY WORKING

- 12.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care.

- 12.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 12.3 We will participate in serious case reviews, other reviews and file audits as and when required to do so by the East Sussex Local Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

13 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

- 13.1 We will ensure that contractors and providers are aware of our School's safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 13.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2018*. If assurance is not obtained, permission to work with our children or use our School's premises may be refused.
- 13.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.
- 13.4 When the school place a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

14 WHISTLE-BLOWING AND COMPLAINTS

- 14.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
- 14.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the DSL or directly with the Local Authority Designated Officer via SPOA.
Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.
- 14.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
- 14.4 We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

15 SITE SECURITY

- 15.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 15.2 We check the identity of all visitors and volunteers coming into Buckswood School. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the School site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. Staff at the school wear a lanyard which shows their individual role and responsibility within the school. Students are also expected to wear a lanyard, which proves their identity. Photos of the individual are on the lanyard to ensure that they cannot be swapped. The school has a code system for entrance to the grounds, it is clearly signposted at the entrance that a visitor needs to go to School House and sign in and receive a visitors badge. The person that the visitor is seeing is contacted and that person will collect them from School House.
- 15.3 The School will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to Buckswood's site.

16 QUALITY ASSURANCE

- 16.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL and the Nominated Advisor for Safeguarding..
- 16.2 We will complete an audit of the School's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board and using the audit tool provided by them for this purpose.
- 16.3 The School's senior management will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

17 POLICY REVIEW

- 17.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 17.2 The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

18 LINKED POLICES AND PROCEDURES

- 18.1 The following policies and procedures are relevant for the child protection and safeguarding policy and procedure:
- Administration of Medicines Policy
 - Anti-Bullying Policy
 - Attendance Policy
 - Behaviour Policy
 - Missing Student Policy (CME)

- Complaints procedure
- Drug and Alcohol Education Policy
- E-safety Policy
- Equalities Policy
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Positive Handling and Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- Preventing Extremism and Radicalisation Safeguarding Policy
- PSHE Policy
- Recruitment and Selection Policy and procedures
- Teachers' Standards, Department for Education guidance available on [GOV.UK website](https://www.gov.uk)
- Sex and Relationship Education Policy
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of Conduct/Behaviour Policy

APPENDIX A

The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS

- 1.1 Refer all cases of suspected abuse to East Sussex Children's Social Care and to the Police if a crime may have been committed.
- 1.2 Liaise with the Co-Principals about safeguarding issues relating to Individual children, especially ongoing enquiries under section 47 of the Children Act 1989. Advice from the Nominated External Safeguarding Advisor should be sought in this instance.
- 1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 1.4 Liaise with agencies providing early help services and coordinate referrals from the School to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's services where the situation does not improve. The DSL will use the Continuum of Need published by East Sussex County Council to help inform decisions.
- 1.5 Refer cases to the Channel Programme where there is a radicalisation concern as required.

2 RECORD KEEPING

- 2.1 Keep written records of child protection and welfare concerns in line with East Sussex Local Safeguarding Board guidance [Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and College July 2017](#)
- 2.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- 2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns.
- 2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.
- 2.5 When a child leaves our School, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the School roll to home educate, the School will make arrangements to pass any safeguarding concerns to ISEND – Teaching and Learning Provision.
Files may be transferred in person to the receiving school and electronic copies should be transferred by secure mail.

3 INTER-AGENCY WORKING AND INFORMATION SHARING

- 3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- 3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments, this may include support staff, boarding staff, school nurse, IT services and the SENCO

4 TRAINING

- 4.1 Undertake appropriate training, **updated every two years**, and update knowledge and skills at least annually in order to :
 - be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness (see chapter 8 of the *Pan-Sussex Child Protection and Safeguarding Procedures* - <https://sussexchildprotection.procedures.org.uk/page/contents>)
 - be aware of responsibilities under the Prevent Duty
 - understand the assessment process for providing early help and intervention, e.g. the East Sussex Safeguarding Children Continuum of Need guidance and tools and the early help planning processes;
 - have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these;
 - be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.
- 4.2 Ensure each member of staff has access to and understands the School's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.
- 4.3 Organise whole-school child protection training for all staff members regularly, and provide updates at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another educational establishment's training.
- 4.4 Link with East Sussex Local Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.
- 4.5 Ensure the School allocates time and resources every year for relevant staff members to attend training.
- 4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
- 4.7 Maintain accurate records of staff induction and training.
- 4.8 Keep detailed, accurate and secure records of concerns and referrals.

5 AWARENESS RAISING

- 5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the Nominated External Safeguarding Advisor/ Safeguarding Governor to update and implement them.
- 5.2 Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the School in any investigations that ensue.
- 5.3 Provide updates to the School on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually.
- 5.4 Where children leave the school the DSL will ensure their safeguarding and child protection file is transferred to the school as soon as possible (ESCC best practice is that this should be actioned within five working days). This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

6 QUALITY ASSURANCE

- 6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year) with the Nominated External Advisor/ Safeguarding Governor.
- 6.2 Complete an audit of the School's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board.
- 6.3 Provide termly reports, to the Governors/ (on a need to know basis) /Nominated External Safeguarding Advisor detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- 6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

Child Protection and Safeguarding Procedure

1 DEFINITIONS

- 1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect all children who are suffering, or likely to suffer, significant harm.
- 1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- 1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children July 2018* as:
- protecting children from maltreatment;
 - preventing impairment of children's health and development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- 1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'
- 1.8 For more definitions, see *Pan-Sussex Child Protection and Safeguarding Procedures* - <https://sussexchildprotection.procedures.org.uk/page/contents>

2 CATEGORIES OF ABUSE

- 2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
- making a child feel worthless, unloved or inadequate
 - only there to meet another's needs
 - inappropriate age or developmental expectations

- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyberbullying)
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. It impacts on the child's education, their intellectual development, lack of stimulation and sense of isolation. It may have both negative physical and mental effects. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Any type of abuse will have a serious impact on the victim and may take various forms including, social isolation and interaction, disruptive behaviour, substance misuse and self harming.

3 SPECIFIC SAFEGUARDING ISSUES

3.1 Buckswood School staff members need to be aware of specific safeguarding issues and be alert to any risks. Chapter 8 of the *Pan-Sussex Child Protection and Safeguarding Procedures* - <https://sussexchildprotection.procedures.org.uk/page/contents> has detailed

information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, children who harm other children, private fostering, etc, and the local procedures to respond to risks.

Buckswood School has put together a programme of activities designed to help pupils understand how to keep themselves safe in everyday life and on line. This is delivered through assemblies, by outside speakers, through discussion groups and within form and House time. A full description can be found in the Curriculum policy under SMSC and PSHEE.

3.2 The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and the *Pan-Sussex Procedures* for advice on other issues.

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying and banter
- domestic violence
- drugs
- e-safety
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- “honour-based” violence
- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- self-harm and suicidal behaviour
- sexting
- teenage relationship abuse
- trafficking

3.3 **Further Information on Children Missing from Education**
See also Missing Student Policy (CME), Attendance Policy and Missing Boarders Policy.

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

Buckswood school has put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the School’s permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. Attendance of day pupils which fall below 95% are referred to the local authority.

See also Missing Student Policy/Attendance for information regarding children missing in the school day.

Refer to Keeping Children Safe in Education September 2018 Annex A for further guidance and Children Missing Education

3.4 Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology' in the East Sussex Local Safeguarding Children's Board guidance. A chronology is a document that details by date and time the sequence of events around any safeguarding or CP issue. Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years, Educational establishments and Colleges – will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

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

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss educational establishment

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Staff should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

[Link to LSCB Child Sexual Exploitation procedures;](#)

Pan-Sussex Child Protection and Safeguarding Procedures -
<https://sussexchildprotection.procedures.org.uk/page/contents>

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance -

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation -

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Attention is drawn to: The WISE project: A specialist project working with and supporting young people at risk of or experiencing sexual exploitation in East Sussex. Contact the WISE Project on: 07793 325649 or email:

wise@sussexcentralymca.org.uk

3.5 Further Information on Domestic Violence

The definition of “domestic violence and abuse” was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

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

- Psychological
- Physical
- Sexual
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult “Domestic Violence and Abuse” -

<https://www.gov.uk/domestic-violence-and-abuse> and the East Sussex Domestic Violence and Abuse Protocol for Educational establishments May 2016.

3.6 Further Information on On-line-Safety (use of ICT, the internet, mobile technology and social media)

The school has an On-line-Safety policy which includes guidance for all pupils in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL should contact the Single Point of Advice for advice on how to proceed with regards to talking to parents carers about On-line-Safety. In some extreme cases the Police

may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently staff must report concerns in a timely way so that advice and support can be sought.

Buckwood School uses Smooth Wall to block any sites that may be seen as offensive or inappropriate for an educational setting. It is designed to reduce the risks around any students and young people being exposed to potentially harmful or unpleasant on line traffic. If for any reason, you have been blocked by smooth wall, report this immediately to IT services at the school. It is very important that this procedure is followed to avoid a staff allegation. If staff are found viewing inappropriate content on-line at the school, it will be treated as mis-conduct and the rules within the acceptable use of IT policy will be applied. This could be a written warning or a termination of contract.

A programme of awareness around online safety is delivered through the PSHE and SMSC curriculum and can be found described in more detail in the curriculum policy.

For further information see Keeping Children Safe in Education Annex C.

3.7 Further information on Female Genital Mutilation (FGM)

Staff at Buckwood are expected to do the online training for FGM and are vigilant at all times to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-Agency Practice Guidelines referred to below. E.learning for all professionals, developed by the Home Office, is available at www.fgmelearning.co.uk

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage. A flowchart/risk assessment tool is available at: <https://sussexchildprotection.procedures.org.uk/tktq/children-in-specific-circumstances/female-genital-mutilation/#s318>

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>. Staff should be aware of new mandatory reporting

requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2018

3.8 Further Information on Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

Further information on the role of educational establishments can be found on pages 32-36 of [Multi-agency Guidelines: Handling cases of Forced Marriage . Educational establishment staff can contact the Forced Marriage Unit on 020 7008 0151 or email \[fm@fco.gov.uk\]\(mailto:fm@fco.gov.uk\) for advice or information.](#)

3.9 Further information on Preventing Radicalisation

At Buckswood school all staff are expected to do Prevent training as part of their induction.

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine a school's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area. An East Sussex Channel Panel has been set and links to information and training can be found here;

<http://intranet.escc.gov.uk/sites/ASC/StaffInfo/subject/SAAR/Pages/PREVENT.aspx>

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Prevent is the Pan-Sussex strategy for preventing vulnerable people from being radicalised into violent extremism: The Pan-Sussex Prevent describes the school's role in the Prevent agenda:

Sharing with colleagues:

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
- Indicators of terrorist activity

Link to East Sussex Violent extremism prevent guidance and Operational guidance for Adult Social Care and Children's Services:

<http://intranet.escc.gov.uk/sites/ASC/StaffInfo/subject/SAAR/Pages/PREVENT.aspx>

The Department for education has published The Prevent duty

Departmental advice for educational establishments and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Czone link to the Prevent Toolkit for Educational establishments and Childcare Providers and new **East Sussex Learning Portal e-learning** [East Sussex CPD Online](#)

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/ThePreventDuty.aspx>

East Sussex LSCB; Preventing Extremism and Radicalisation Safeguarding Policy for educational establishments is available on Czone at.

<https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/Pages/main.aspx>

3.10 Further Information on Self-harm and suicidal behaviour

Definition - Self harm, self mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. Any student exhibiting these types of behaviours will be given support from the school. This may include counselling, help from the school nurse and if seen as appropriate referral to an external agency such as CAMHS or

The Woodland Centre, which is part of the mental health support team based at The Conquest Hospital. Students who display this behaviour will be risk assessed, monitored and reviewed.

Refer to the Pan-Sussex Child Protection and Safeguarding Procedures for guidance on recognition, reporting and a child presenting at educational establishment. Pan-Sussex Child Protection and Safeguarding Procedures - <https://sussexchildprotection.procedures.org.uk/page/>

3.11 Further Information on Sexting

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

3.12 Further information on Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was a privately fostered child.

Private Fostering Definition

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such

as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored

4 RECOGNITION – WHAT TO LOOK FOR

- 4.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators in the <https://sussexchildprotection.procedures.org.uk/page> for further guidance.
- 4.2 In an abusive relationship, the child may:
- appear frightened of their parent(s)
 - act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups
- 4.3 In an abusive relationship, the parent or carer may:
- persistently avoid child health services and treatment of the child's illnesses
 - have unrealistic expectations of the child
 - frequently complain about or to the child and fail to provide attention or praise
 - be absent
 - be misusing substances
 - persistently refuse to allow access on home visits by professionals
 - be involved in domestic violence and abuse
 - be socially isolated
- 4.4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.
- 4.5 Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
 - children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
 - communication issues can be a barrier to effective safeguarding

5 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

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

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

5.2 Peer on Peer abuse

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

5.3 Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation
- banter
- bullying-leading to self-harm and threats of suicide

Sexual Abuse

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

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

5.4 Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding. Contact is made with the feeder school for information prior to commencing at Buckswood School.

5.5 What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact Single Point of Advice to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

In the case of Boarding pupils from overseas, an effort must be made to trace the previous school of that child and ascertain if any repeating pattern of behaviour exists. The boarding house staff will be informed and appropriate risk assessments made as well as behaviour support plans for both the perpetrator and the victim. In extreme cases, it may be necessary to move the pupil into another boarding house.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

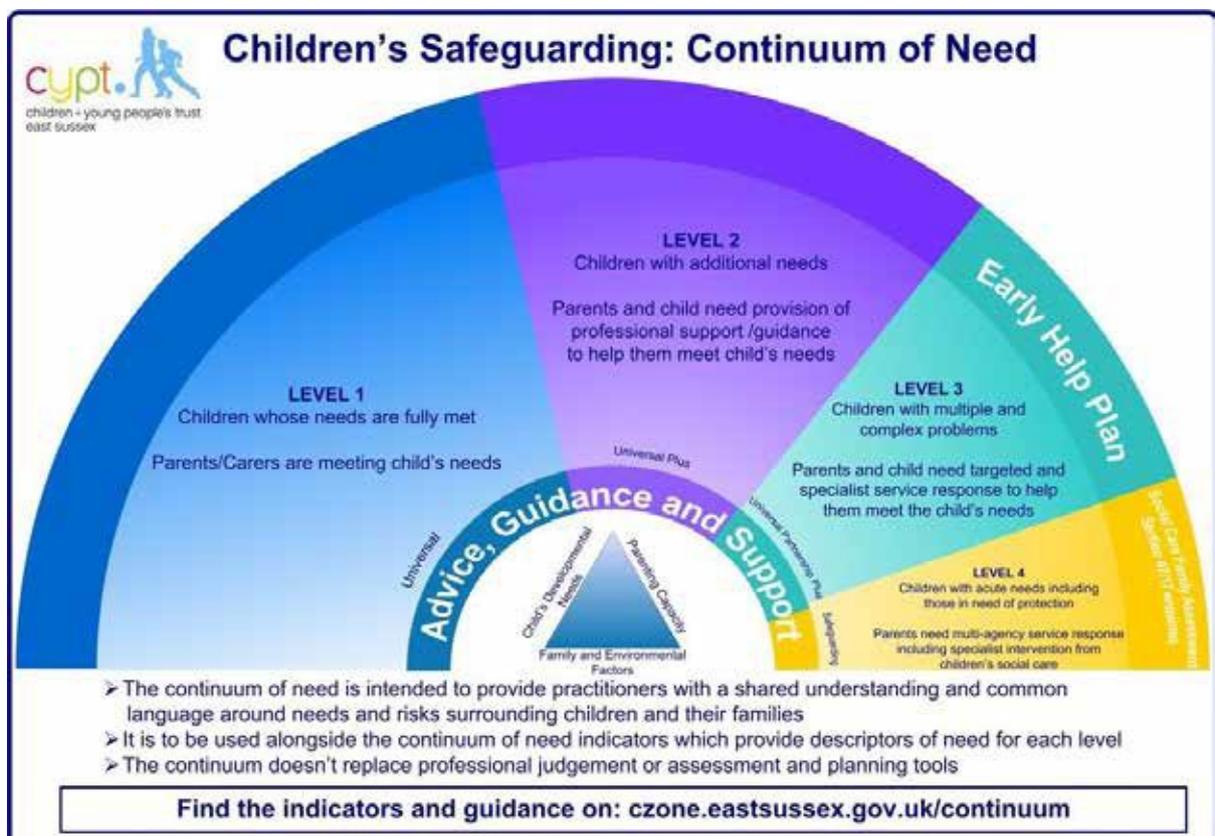
Where neither Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

6 SAFEGUARDING CHILDREN CONTINUUM OF NEED

- 6.1 The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families.
- 6.2 For example, if the school has concerns about a child and needs advice or support from a Single Point of Advice social worker, they will use the Continuum of Need as a guide to understand the school's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.
- 6.3 It is important that staff members are familiar with the Continuum of Need tool. It comes in two parts – a windscreen tool showing levels of need (see below) and an indicator tool describing a range of conditions about the child and family that the educational establishment (and other practitioners the educational establishment has discussions with) can use to identify their level of need. At Buckswood, staff are familiarised with this on induction.
- 6.4 The Continuum of Need tool, including the windscreen and indicators, and detailed guidance are available on [Czone](#).
- 6.5 The Continuum of Need shows that a child's or family's additional needs can be on a range from none to very high, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



6.6 The Continuum of Need identifies four levels of need.

Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or NHS community services such as Health Visiting

Level 3:

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

6.7 By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

7 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

Staff member	What action to take if you have concerns
Any member of staff, volunteer, contractor or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns with the DSL, Mr Brendan Commene or in his absence, Additional DSL Mrs Di Durrant, Additional DSL Anne Jeffery, Additional DSL Mr Garry Morris, Additional DSL Mr Angelo Miccoli, or Additional DSL Miss Jenny O'Shea, as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action. In the case of Boarders then the Boarding Additional DSL will take the lead and appropriate house staff will be informed and action taken. 2. Complete the child protection incident/welfare concern form and pass it to the DSL. These are available in the Hub, Nurse's quarters, Admin block or in the staff room. The DSL can help you to fill in this form if necessary, 3. If the DSL or their deputy is not available, you should contact the Children's Social Care Single Point of Advice yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.
	<ol style="list-style-type: none"> 1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need)

Designated Safeguarding Lead	<p>You may wish to discuss the concerns with the Co-Principal, Proprietor and/or Safeguarding Governor/Nominated Advisor for Safeguarding and Child Protection</p> <p>1.1 Contact the Children’s Social Care Single Point of Advice immediately.</p> <p>1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.</p> <p>1.3 If the Single Point of Advice accepts your contact as a referral, send them a completed statement of referral (available from the Pan-Sussex Child Protection and Safeguarding Procedures website) within 24 hours.</p> <p>1.4 The Single Point of Advice may decide, in discussion with you, that the child’s needs are at Level 2 or 3 of the Continuum of Need and the school is better placed to provide support. See points 2.5 and 2.6 below for further action.</p> <p>1.6 Record all your discussions and decision-making on the child protection incident/welfare concern form sent by the staff member who contacted you originally. Add it and a copy of the statement of referral to the child’s file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue update the child’s file and chronology as the investigation and the resulting work carry on.</p>
	<p>2. You believe the child is not at risk of significant harm, but the child or their family may need support (Level 3 of the Continuum of Need)</p> <p>2.1 Use the Continuum of Need tool to identify the level of need.</p> <p>2.2 Discuss your concerns with the DSL, Co Principal and/or the Safeguarding Governor/ Nominated Safeguarding and Child Protection advisor if required.</p> <p>2.3 Contact the Single Point of Advice for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child’s needs and circumstances.</p> <p>2.4 If the Single Point of Advice accepts your contact as a referral for social care assessment, send them a completed statement of referral within 24 hours, as above.</p> <p>2.5 If your consultation results in the decision that the child and family are in need of help at Level 3 of the Continuum of Need, provide additional support in the school and/or refer the child or their family to other agencies providing early help services.</p> <p>2.6 Record all your consultations and decision-making on the child protection incident/welfare concern form sent by the staff member who contacted you originally. Update or start the chronology and add referral letters and forms to the child’s file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.</p>
	<p>3. Children and Families in need of help/advice at Levels 1 and 2</p> <p>3.1 Where your consultation results in the decision that the child and family are in need of help/advice at level 1 or 2 you will be signposted to the Advice and Information for Families webpage on Czone or advised to consider pastoral support within the school.</p> <p>3.2 Where you are clear that the child and family are in need of help/advice at level 1 or 2 you should access the Advice and Information for Families webpage or</p>

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child’s mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children’s Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

9 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

- 9.1 In general, you should always discuss any concerns the school may have with the child’s parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2 **If you make a decision not to discuss your concerns with the child’s parents or carers** this must be recorded in the child’s child protection file with a full explanation for your decision.
- 9.3 **It is important to consider the child’s wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
- 9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
- 9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children’s Social Care or the Police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

- 9.7 **It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.**
- 9.8 **You do not need the parents' consent to make a referral if you consider the child is in need of protection**, although parents will ultimately be made aware of which organisation made the referral.
- 9.9 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.
- 9.10 **If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.**
- 9.11 In this instance, when you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.
- 9.12 See section 11 below for guidance on information sharing and consent.

10 EARLY HELP FOR CHILDREN AND FAMILIES

- 10.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
- 10.2 Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2015* and local guidance, to any child who needs it.
- 10.3 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the East Sussex Safeguarding Continuum of Need tool on Czone to identify what level of need the child or their family has.
- 10.4 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
- 10.5 **Targeted early help services** are aimed specifically at helping families with children and young people whose needs are at Level 3 on the Continuum of Need. There are two main services in East Sussex: the one that is relevant to Buckswood School is:
- **Early Help Keywork (5-19)** The 5-19 Early Help Keywork service replaces the previous Family Support Keywork and Targeted Youth Support services bringing them together under one structure. This is a cross county service supporting children, young people and their parents. The service works with families assessed at level 3 on the continuum of need in order to reduce risk and prevent escalation to level 4 by taking a whole family approach and will endeavour to work directly with any members of the immediate family who have been identified as requiring a specific intervention.
- 10.6 Targeted support is also provided by family keyworkers in specialist services, for example Probation, Sussex Police, the ISEND, and by School Nurses and Family Support Health Practitioners. These services may lead a plan of support in a similar way to targeted early help services.

- 10.7 Our school will [refer any child with needs at Level 3 on the Continuum of Need](#) to a targeted early help service and work with the service in any early help planning they may undertake to support the child.
- 10.8 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.
- 10.9 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Social Care Single Point of Advice for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

11 CHILDREN'S SOCIAL CARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

- 11.1 Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.
- 11.2 The evaluation of concerns and risks involve deciding whether:
- the child needs immediate protection and urgent action is necessary; or
 - the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
 - the child is in need and should be assessed under section 17 of the Children Act 1989.
- 11.3 We will cooperate with Children's Social Care and the Police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.
- 11.4 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
- 11.5 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Care.
- 11.6 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.
- 11.7 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.
- 11.8 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

- 11.9 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

12 INFORMATION SHARING AND CONSENT

- 12.1 The school will keep all child protection records confidential. All documentation recorded will be kept securely in a locked drawer allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The school will cooperate with the Police and children's social care to ensure that all relevant information is shared for the purpose of Child Protection investigations under the Section 47 of the Children Act 1989 and in accordance with the requirements of Working Together to Safeguard Children (March 2018)
- 12.2 The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.
- 12.3 The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
- 12.5 We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
- 12.6 Try to get consent from parents (or the child, if they have sufficient understanding¹) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.**
- 12.8 **Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:**
- it would place a child at increased risk of harm; or
 - it would place an adult at risk of serious harm; or
 - it would prejudice a criminal investigation; or
 - it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
 - required by law or a court order to share information.
- 12.9 **Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.
- 12.10 **Consent is necessary**, for:
- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we

¹ Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary.

make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.

- Early help assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

- 12.11 If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Social Care Single Point of Advice.
- 12.12 Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.
- 12.13 Where allegations have been made against staff, the DSL will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

13 RECORD KEEPING

- 13.1 Good record keeping is an important part of the School's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.
- 13.2 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.
- 13.3 All staff members, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the East Sussex Local Safeguarding Children Board (LSCB) – [Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges](#), January 2014.
- 13.4 The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

14 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

- 14.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.
- 14.2 We will promote a culture within Buckswood that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the School. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary and on a need to know basis, staff members will speak with the Designated Safeguarding Lead, the Co-Principals, the Safeguarding Governor/ Nominated External Advisor for Safeguarding and Child Protection or directly with the Local Authority Designated Office (LADO).
- 14.3 Co-operation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children

and promoting their welfare within the framework of discussions, meetings, conferences and case management.

- 14.4 If there are any professional disagreements with practitioners from other agencies, the DSL will raise concerns with the relevant agency's safeguarding lead in line with guidance in the Pan-Sussex Child Protection and Safeguarding Procedures - <https://sussexchildprotection.procedures.org.uk/page/contents>
- 14.5 If the School disagrees with the child protection conference chair's decision, the DSL will consider whether he/she wishes to challenge it further and raise the matter with Children's Services Head of Safeguarding.

15 SAFER RECRUITMENT

- 15.1 Buckswood has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.
- 15.2 Our job advertisements and application packs make explicit reference to the School's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 15.3 All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2018*.
- 15.4 At least one member on every short listing and interview panel will have completed safer recruitment training. The ADSL (in the Hub) is responsible for ensuring that safer recruitment training is kept up to date.
- 15.5 The Safeguarding Officer for HR/member of SMT are responsible for ensuring that our **single central record** is accurate and up to date.

16 PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE MADE AGAINST SCHOOL STAFF MEMBERS AND VOLUNTEERS

- 16.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our School. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 16.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 16.3 We will take all possible steps to safeguard our children and to ensure that the adults in our School are safe to work with children. We will always ensure that the procedures outlined in Part 4 of *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2018* are adhered to and will follow the flow chart in Appendix C.
- 16.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information, usually the Co- Principals who may refer this to the

DSL. In cases where the child's needs meet the threshold for being classed as level 4 in accordance with the safeguarding continuum of need, the co- principals or DSL as agreed will contact SPOA for further advice. In all cases of allegations against staff the LADO will be informed.

The case manager for dealing with allegations against the DSL is the Co-Principal who will inform the Chair of the Advisory Governing Body and will inform the LADO.

The case manager for dealing with allegations against the Proprietor is the Chair of the Advisory Governing Body, who may wish to work with the DSL, working closely with the LADO.

The case manager for allegations against a Co-Principal is the Chair of the Advisory Governing Body who ,will work closely with the LADO.

Managing allegations against staff can be a very difficult and challenging role but our commitment to safeguard and protection our students is of the highest importance. It is therefore necessary to ensure that channels of communication between the case manager, the DSL and the LADO are clear, open and well documented as part of the evidence gathering procedure. As Buckswood is an independent school it is necessary to keep the schools solicitors informed about all allegations.

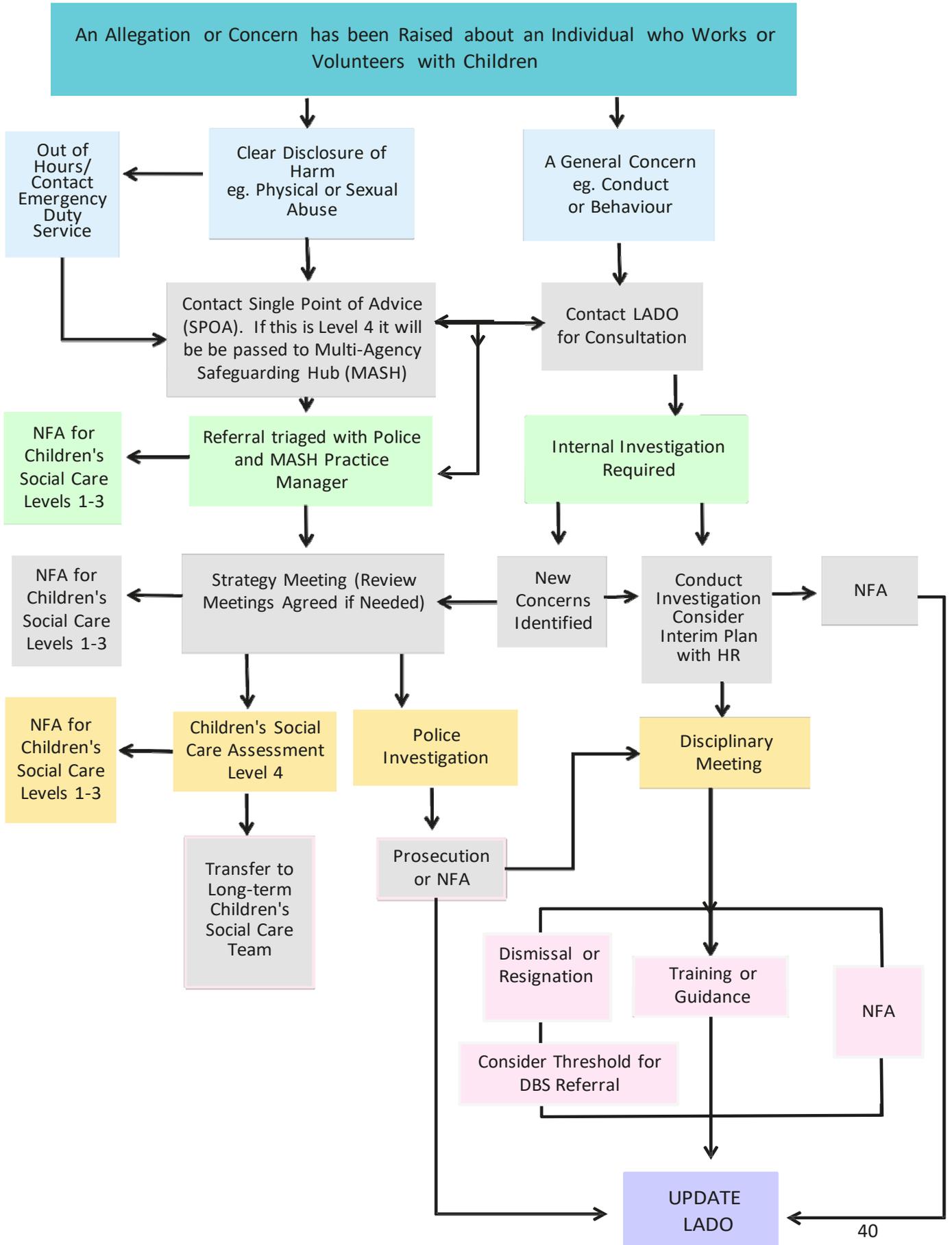
A managing allegations against staff checklist should be used in conjunction with other personal notes and information to ensure that everyone is informed and the stages of the process is clear. This will also support an accurate chronology of events.

- 16.5 The DSL will follow the flow chart in Appendix C. No member of staff will undertake further investigations before receiving advice from Single Point of Advice or LADO. A variation of the ESCC flow chart has been developed for quicker identification but one should always refer back to the ESCC flowchart as well.
- 16.6 Any member of staff or volunteer who does not feel confident to raise their concerns at school should follow the flow chart which is in the staff room on the safeguarding board, in the HUB in the administration block and also in the safeguarding handbook. Please refer to this in conjunction with appendix C and make the appropriate contact direct.
- 16.7 Supporting people:
- The School together with Children's Social Care and the Police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
 - The DSL will ensure that the child and family are kept informed of the progress of the investigation in line with advice from the LADO.
 - The school will proceed in line with the LADO's recommendation
 - The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).
 - The school will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
 - The Co Principals or DSL will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any Police or section 47 investigation or disciplinary investigation.

- 16.8 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our School, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

Appendix C

Managing Allegations Flowchart



MANAGING ALLEGATIONS/CONCERNS ABOUT INDIVIDUALS WHO WORK OR VOLUNTEER WITH CHILDREN FLOWCHART GUIDANCE

Criteria - Working Together 2015

To ensure safeguarding is prioritised for children, it was recommended that all LADO referrals should go through the Multi-agency Safeguarding Hub (MASH), which East Sussex adopted in September 2015.

From 3 May 2016, all social care enquiries and referrals in East Sussex will go via the Single Point of Advice (SPOA) based at St Mark's House.

Referrals to Children's Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has:-

1. Behaved in a way that has harmed a child, or may have harmed a child
2. Possibly committed a criminal offence against or related to a child
3. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

When considering the definitions of harm and whether threshold is met for a LADO consultation or referral to the Multi-Agency Safeguarding Hub (MASH), the following guidance provides information about the criteria and process. The examples provided are not exhaustive as the nature of allegations can sometimes be complex, depending on the history of those who are involved.

Behaviours that have or are Likely to Cause Harm

These are more likely to fall in the remit of professional conduct, for example:

- Contact with children and young people through social media and private email accounts
- Bullying, threats and intimidation
- Comments of a personal, derogatory or racially abusive nature which could cause emotional harm.
- Physical contact of a non-sexual nature, but which breaches a code of conduct
- Providing rewards and incentives which are not sanctioned within a code of conduct and could single out particular children or young people to the detriment of others.

These types of behaviour should be discussed with the LADO in the first instance, as they have happened in isolation. Sometimes there is a fine line between harm and behaviour constituting a possible criminal offence. If they form part of a pattern or there are other concerns about the context, consideration would need to be given to whether a referral was required.

Behaviours Associated with Criminal Offences

If a child or young person makes an allegation of sexual or physical abuse, a Statement of Referral (SOR) should be sent to the MASH without delay. The SOR should contain as much information as possible regarding the allegation, full details of the victim and perpetrator. There might be times when there is uncertainty about the process and if in doubt the MASH or LADO can be contacted for guidance prior to sending the SOR.

Examples where a SOR is warranted are:

- Physical abuse and restraint where injuries have been caused to a child including; scratches, cuts, bruises, red marks, swelling, bites and broken bones
- Disclosures of sexual abuse, including direct contact, historic incidents, links to exploitation, grooming and online abuse
- Physical abuse or inappropriate restraint, pushing or shoving without injury, but this has been witnessed.
- In incidences where allegations of physical abuse are difficult to corroborate because they have not been witnessed or there is a history of previous allegations from a young person, a discussion should still be had with MASH about whether the threshold for a referral is met. MASH might not agree a referral once they have consulted with Police, but will give advice about liaison with the LADO and/or an internal investigation.

Please note that if injuries have been observed and these should be documented on a body map, with a description of size, location and the type of injury seen. Photographs should not be taken by other professionals or sent by email as Police and a Paediatrician will usually take photographs and measure these to scale. There are occasions when Police might ask for this to be done, and agreement will be needed about this on a case by case basis.

Behaviours Which Might Pose a Risk to Children

Any of the behaviours already identified could meet this criteria. However, there are some behaviours in the workplace which would breach the code of conduct but have not caused immediate harm. In other instances events in a person's personal life could impact upon their professional or voluntary role with children and young people, for example:

- Being under the influence of drugs or alcohol in the workplace
- Inappropriate use of work IT equipment in work or at home e.g. viewing adult pornography
- Failure to protect or report a safeguarding concern
- Personal involvement with Children's Services, for example Child Protection Plans for own children
- Domestic Abuse
- Arrest or prosecution for a criminal offence outside of work including sexual offences in relation to children or adults, violence, drugs, drink driving

In the first instance any code of conduct issues should be discussed with the LADO. Agencies might be contacted about other incidents where Police and Children's Services involvement has happened, but there might also be times when criminal activity in someone's personal life is not reported to Children's Social Care and there should be a discussion with the SPOA about this.

If any professionals become aware that there are safeguarding concerns in an individual's private life and they work or volunteer with children, there should be a consultation with the LADO to consider how this can be monitored or addressed. If there are child protection concerns, and social care involvement the employer should be made aware in case there are additional factors to take into consideration with that person's role. If there is social care involvement under child in need, it might still be necessary to inform the employer, but the level of concerns will need to be discussed and an action plan agreed. The employee should be encouraged to talk to their employer in the first instance.

NEXT STEPS

SPOA will triage a referral, and if it is agreed it meets the threshold for Level 3, when this is on the cusp of Level 3 and Level 4, it will be passed to the MASH in the usual way. The MASH Practice Manager will discuss the referral with Police and the LADO. A decision will be made about whether there is a risk of significant harm which requires a strategy discussion. If this is not agreed the LADO will follow up with an employer or organisation who will be asked to conduct an internal investigation.

NB: If the child already has an allocated Social Worker, contact should be made with the MASH in the first instance and agreement will be made about who will lead investigation.

Decisions will also need to be made about immediate action needed to safeguard any children, and this might include whether an adult needs to be refrained or suspended prior to a strategy meeting. Consideration also needs to be given to any other employment or voluntary work the individual is involved in. This action will need to be agreed with HR on advice from the LADO and Police if there is a potential criminal investigation.

If it has been agreed there is a risk of significant harm a Strategy Meeting will be held, where all relevant professionals, a representative from HR/Personnel, Police and the LADO will be invited to attend. The victim and alleged perpetrator will not be included in this meeting. The strategy meeting should be arranged within 3 working days of the referral being received.

A Manager from the Duty and Assessment Team or MASH will chair the meeting unless there is an allegation involving a Children's Social Care employee or Foster Carer, in which case the LADO will chair the meeting. However, if the Duty or MASH Managers are not available the LADO might chair the strategy meeting to avoid unnecessary delays. The reason for this is that the immediate and wider safeguarding issues for any child or young person who the alleged perpetrator might have contact with, will need to be considered.

If the child already has a Social Worker from another team, it is usually agreed that the allocated team will take forward the strategy meeting with the LADO, unless there are concerns about Child Sexual Exploitation. In this instance the MASH Practice Manager might still have involvement in the meeting. This might also be the case when there is a conflict of interest, and it is considered an independent manager should chair the meeting.

Action Plans will be formulated at the strategy meeting, and a decision might be made to have a review meeting, particularly if there are gaps in information which need to be clarified.

OUT OF HOURS REFERRALS

If a child has made a disclosure of physical or sexual abuse and there is physical evidence a Statement of Referral (SOR) should be discussed with the Emergency Duty Service (EDS). They will be able to liaise with the Police Serious Investigation Units (SIU) based in Eastbourne, Hastings and Brighton, who now provide additional cover. The Police might decide with EDS to start a joint investigation over the weekend to avoid delay.

OUTCOMES

Once a strategy meeting has taken place the following outcomes will be taken forward:

1. NFA as the allegation is found to be unsubstantiated, false, unfounded or malicious.
2. NFA for Children's Services, but there are issues to address in relation to professional conduct or suitability, as concerns were substantiated, but did not meet threshold for criminal investigation. Unsubstantiated outcomes are the most difficult ones to address, as there might still be concerns, but insufficient evidence to proceed; eg a disclosure of sexual abuse where the victim is not willing to make a statement, or physical abuse where there are no injuries, but the account was credible. However, there are occasions when action might be considered to minimise any identified concerns or risks, and this will need to be considered on a case by case basis. HR will provide support and the LADO will need to be kept updated of outcomes. In these cases the concerns might be addressed via an internal investigation and disciplinary meeting or through additional training and monitoring. This could be resolved with the individual being or remaining suspended as a neutral act pending the outcome of enquiries or while they remain at work.
3. Duty and Assessment (DAT) or one of the long-term social work teams will take forward a Family Assessment under Child in Need (Section 17 Children Act 1989) as unmet needs were identified for the victim or children linked to the perpetrator. This could result in universal services on levels 1-3 on the continuum of need or longer term social work support and action in relation to alleged perpetrator might result in outcomes in 1 and 2 above.

4. DAT or one of the long-term social work teams will undertake a Family Assessment due to Child Protection Concerns (Section 47 Children Act 1989). This could result in the actions/outcomes in 1-3 above.
5. The Police might undertake a criminal investigation in relation to a suspected criminal offence when concerns are substantiated. This can take several months to complete especially if IT equipment needs to be checked and the Crown Prosecution Service then needs to review the file. This will often result in the perpetrator remaining on bail for an extended period, while they remain suspended from their employment or voluntary role. HR and the LADO will provide support and liaise during this period, including advice about whether a DBS referral is warranted.

MISCELLANEOUS REFERRALS TO OTHER TEAMS

There are occasions, when agencies including the NSPCC, OFSTED and Complaints Team receive complaints or safeguarding concerns from parents or other third parties, which do not meet the criteria for a SPOA referral or LADO Consultation. These should be dealt with as follows:

- OFSTED/NSPCC Complaints, which do not meet threshold for referral to SPOA, should be passed to or discussed with the LADO to establish whether the Schools Safeguarding Officer/Standards and Learning Effectiveness Service (SLES) need to investigate.

CONTACTS

SPOA - (1st Point of Contact for all referrals East and West of county)

Telephone: 01323 464222

Email: spoa@eastsussex.gov.uk

LADO

Telephone: 07825 782793

Email: amanda.glover@eastsussex.gov.uk

SAFEGUARDING UNIT (If LADO is on leave but consultation required)

Telephone: 01323 466606

Email: lado@eastsussex.gov.uk

MASH/DAT WEST

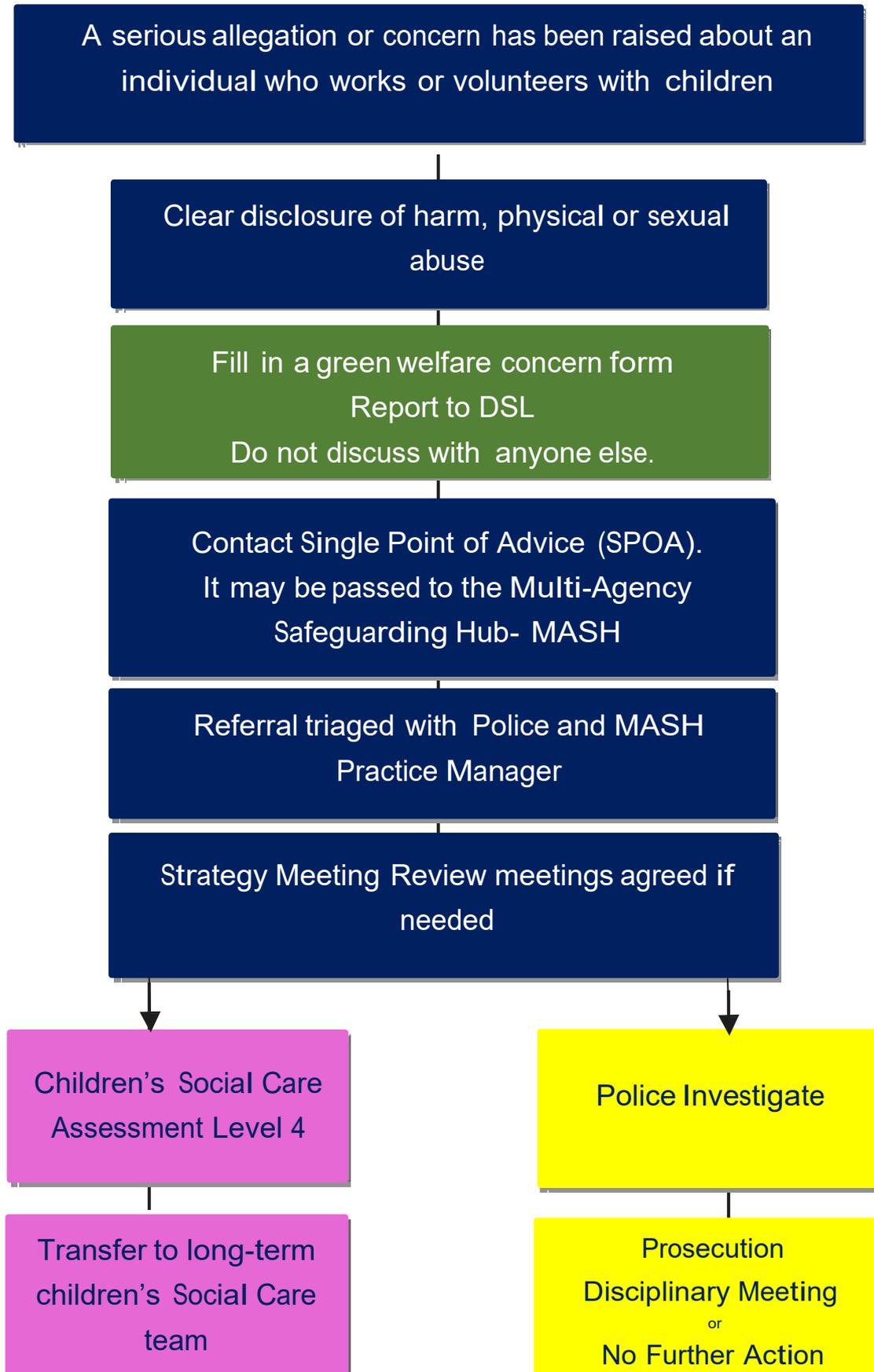
Telephone: 01323 747373

MASH/DAT EAST Telephone: 01424 724144

Emergency Duty Service (EDS) Telephone: 01273 335905 / 01273 335906

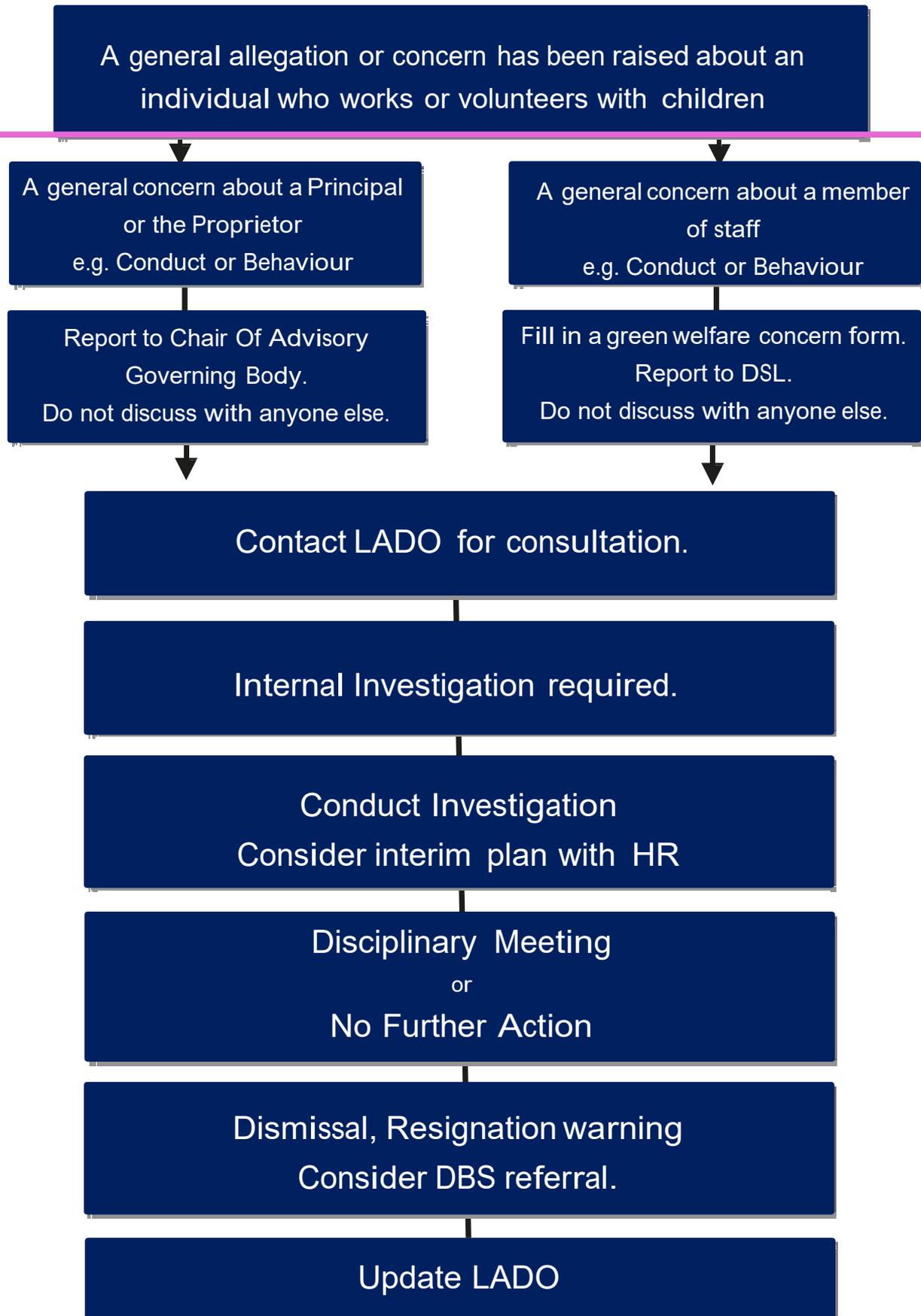
MANAGING ALLEGATIONS FLOWCHART

- Serious Allegations -



MANAGING ALLEGATIONS FLOWCHART

- General Allegations -



If any new information comes forward during the investigation, report it to the LADO.
Consider training guidance for support.

Appendix C (C)

MANAGING ALLEGATIONS CHECKLIST

Please refer to flow chart in conjunction with this form:

	Date	Notes
Concern raised		
LADO contacted		
SPOA contacted If level 4		
Internal investigation		
No further action		
Further investigation Involve HR/Solicitor		
Disciplinary meeting Involve HR/Solicitor		
No further action		
Dismissal or resignation Consider DBS referral		

Update LADO		
-------------	--	--

Appendix D

BUCKSWOOD SCHOOL WELFARE CONCERN FORM

To be used to record low level concerns or serious child protection concerns requiring immediate response

Child's name			
Child's date of birth		Year group	
Staff member reporting incident - name and position (print name)			
Date of incident (dd/mm/yyyy)		Time of incident	
Details of the incident			
<p>Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. If offering a professional opinion provide context to substantiate the opinion. Attach a body map or other information, if appropriate.</p>			
Reporting staff member's signature		Date	
Please pass this form to the your Safeguarding Lead or Safeguarding Officer			
<p>The Safeguarding Lead</p> <p>The Safeguarding Lead should record their analysis of the impact of historic and known information, considering the chronology and current information relating to this incident or concern on the child's welfare.</p>			

Analysis and response to the incident/concern

Note actions planned and taken, including names of anyone to whom the information was passed.

Outcomes

Record outcomes of the actions taken and forward planning, including plan to review outcome and impact.

**Safeguarding
Lead's name**

**Safeguarding
Lead's signature**

Date

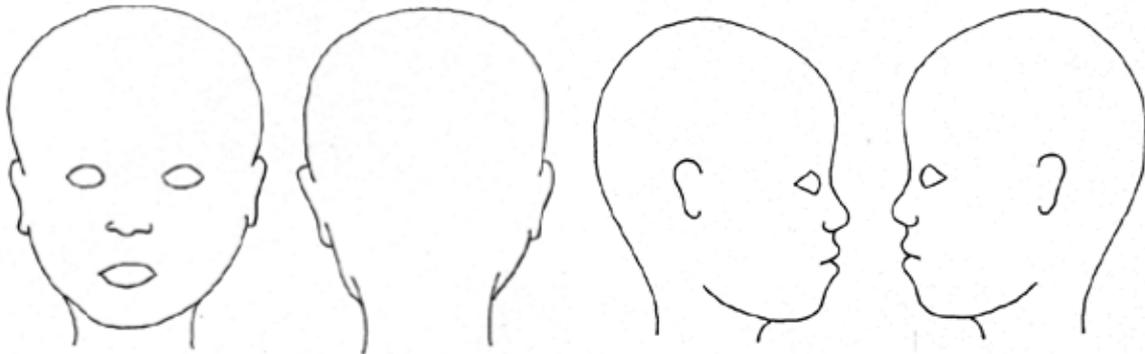
CONTINUATION SHEET for additional information related to the original concern

Details of the incident or information and updated analysis and planning			
Reporting staff member's signature		Date	
The Safeguarding Lead			
Analysis and response to the incident/concern			
Note actions planned and taken, including names of anyone to whom the information was passed..			
Outcomes			
Record outcomes of the actions taken and forward planning, including plan to review outcome and impact.			
Safeguarding Lead's signature		Date	

BODY MAP

Child's name		Child's date of birth	
Date of incident (dd/mm/yyyy)		Person completing body map	

Detail size nature and any additional identifying features of injury

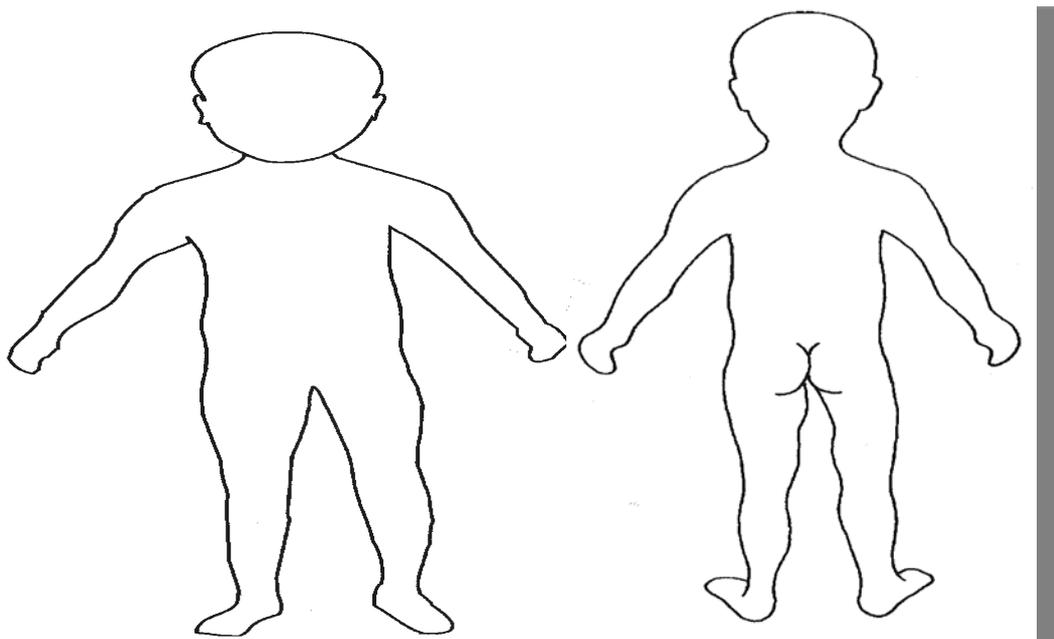


FRONT

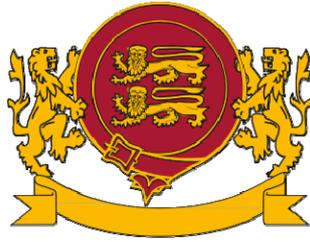
BACK

RIGHT

LEFT







Staff Behaviour Policy/Code of Conduct for Buckswood School

This policy was adopted on 3rd September 2018
This policy is due for review on 3rd September 2020

Key contacts

Role	Name	Contact details
Designated Safeguarding Lead	Brendan Commane	01424 813813 x 245
Deputy Designated Safeguarding Lead	Anne Jeffery	01423 813813 x 244
Deputy Designated Safeguarding Lead - Boarding	Jenny O'Shea	07903348812
Deputy Designated Safeguarding Lead - Boarding	Angelo Miccoli	07903349200
Deputy Designated Safeguarding Lead	Di Durrant	01424 813813 x 216
Deputy Designated Safeguarding Lead	Gary Morris	gmorris@buckswood.co.uk
Nominated governor for safeguarding. Protect protection	Julie Reece	safeguardinggovernor@buckswood.co.uk
Chair of Advisory Governing Body	Stuart Whorlow	chairofgovernors@buckswood.co.uk
Local Authority Designated Officer (LADO)	Amanda Glover	07825 782793
Referrals into Early Help and Social Care	Single Point of Advice	01323 464222 0-19.SPoA@eastsussex.gov.uk
	Emergency Duty Service – after hours, weekends and public holidays	01273 335906 01273 335905

Acknowledgments: Based on the Guidance for safer working practice for those working with children and young people in education settings by the Safer Recruitment Consortium.

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Introduction

The governing body is required to set out a Staff Behaviour Policy/Code of Conduct for all school employees.

In addition to this policy, all staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

Employees should be aware that a failure to comply with the following Staff Behaviour Policy/Code of Conduct could result in disciplinary action including dismissal.

1 Definitions

For ease of reading, references will be made to 'school'.

References made to 'child' and 'children' refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all children including those over the age of 18 years. 'Child' should therefore be read to mean **any child** at the school.

References made to adults and staff refer to all those who work with children in an educational establishment, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the school e.g. Local Authority staff, sports coaches. It would be good practice to also share this document with the volunteers in the school.

The term 'allegation' means where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

References are made in this document to legislation and statutory guidance which differ dependent on the school and alter over time. However, the behavioural principles contained within the document remain consistent, hence, wherever possible, such references have been removed in order that the document does not appear to quickly become out of date or to apply only to certain staff or schools.

2 Overview and purpose of this policy

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. It should assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them. It is also recognised that not all people who work with children work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children.

The policy will also support employers in giving a clear message that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow. The Co-Principals of Buckswood School may refer to this document in any disciplinary proceedings.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that no policy can cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by the employer. It is expected that in these circumstances staff will always advise a member of the senior management team (SMT) of the justification for any such action already taken or proposed.

All staff has a responsibility to be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction and in regular staff training sessions. This includes the school's safeguarding and child protection policy and this policy.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This policy aims to reduce the risk of these.

It must be recognised that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. However, allegations may also be false or misplaced and may arise from differing perceptions of the same event. When they occur, they are inevitably distressing and difficult for all concerned. It is therefore essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely.

3 Underpinning principles

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of children, including dealing with disclosures around sexual harassment and exploitation.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intention
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should adhere to the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Whilst on duty, staff must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should 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 barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- Staff and managers should continually monitor and review practice to ensure this policy is followed

- Staff should be aware of and understand their school's safeguarding and child protection policy, arrangements for managing allegations against staff, whistle blowing procedure and their East Sussex Local Safeguarding Children Board (LSCB) procedures.
- Staff Conduct, both at school and in the wider community, needs to reflect on Buckswood in a positive manner. SMT will review the ongoing suitability of any staff member, whose conduct is seen as a concern.

4 How to use this policy

Each section provides general guidance about a particular aspect of work and specific guidance about which behaviours should be avoided and which are recommended.

1 Introduction

Adults have a crucial role to play in the lives of children. This policy has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being vulnerable to being accused of improper or unprofessional conduct.

This means that these guidelines:

- *apply to **all** adults working in Buckswood School whatever their position, role or responsibilities*

2 Status of document

This document is endorsed and recommended by the Safer Recruitment Consortium and the Local Safeguarding Children Board

3 Responsibilities

Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children.

All staff has a responsibility to keep children safe and to protect them from abuse (sexual, physical and emotional exploitation and harassment , neglect and safeguarding concerns. Children have a right to be safe and to be treated with respect and dignity. It follows that 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.

As part of a wider safe guarding context, staff should be aware of contextual safeguarding, how the local environment and social sphere impact on our students life styles. As we are a multi-cultural school, with boarders from all over the world, part of this contextual safeguarding would be to gather an understanding of their home culture and environment and share this as a greater understanding of the world that we live in, thus developing greater peace, harmony , tolerance and acceptance of our world.

The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and children and behaviour by the adult that demonstrates integrity, maturity and good judgement.

This means that employers should:

- *promote a culture of openness and support*
- *Build up contextual safeguarding through a social sphere.*
- *ensure that systems are in place for concerns to be raised*
- *ensure that adults are not placed in situations which render them particularly vulnerable*
- *ensure that all adults are aware of expectations, policies and procedures*

The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in a school they should understand and acknowledge the responsibilities and trust involved in that role. Employers have duties towards their employees and others under Health and Safety legislation which requires them to take steps to provide a safe working environment for staff.

Legislation also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's Health and Safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of this policy.

This means that Managers/Proprietors/Governing Bodies should:

- *ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored*

4 Making professional judgements

This policy cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour which is illegal, inappropriate or inadvisable. There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a child which could contravene this policy or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded on a welfare form and shared with a member of SMT.

This means that where no specific guidance exists staff should:

- *discuss the circumstances that informed their action, or their proposed action, the school's Designated Safeguarding Lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted*
- *always discuss any misunderstanding, accidents or threats with the Co-Principals or Designated Safeguarding Lead*
- *SMT or DSL to always record discussions and actions taken with their justifications on a welfare form.*
- *record any areas of disagreement and, if necessary refer to another agency/the LA/Ofsted/ National College for Teaching and Learning/other Regulatory Body*

5 Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school are in a position of trust in relation to all children on the roll.

The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship therefore cannot be one between equals, and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable children means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence¹ for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Staff should also be aware that it is a criminal offence for anyone aged 18 or over to intentionally communicate with a child under 16, where the person acts for a sexual purpose and the communication is sexual or intended to illicit a sexual response. The offence applies to online and offline communication, including social media, emails, texts, letters, etc. 2 It is therefore important staff consider how communications and behaviours which may not meet the criteria of a criminal offence, may raise concerns to a level where there is a consideration of position of trust and boundaries being breached which lead to internal investigation, disciplinary or dismissal processes.

This means that staff should not:

- *use their position to gain access to information for their own advantage and/or a child's or family's detriment*
- *use their power to intimidate, threaten, coerce or undermine children*
- *use their status and standing to form or promote relationships with children which are of a sexual nature, or which may become so*

6 Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 1998. Employers should provide clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

Staff may have access to confidential information about children and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

All staff must adhere to the rules and regulations of GDPR which came into force on the 25th May 2018.

Staff should never use confidential or personal information about a child or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child's identity does not need to be disclosed, the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share about a child, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to the Designated Safeguarding Lead.

If a child – or their parent/carer – makes a disclosure regarding abuse or neglect, the member of staff should follow the school's procedures. The adult should not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

This means that staff:

- *need to know the name of their Designated Safeguarding Lead and be familiar with the Pan-Sussex Child Protection and Safeguarding Procedures - <https://sussexchildprotection.procedures.org.uk/>*

- *are expected to treat information they receive about children and families in a discreet and confidential manner*
- *should seek advice from a senior member of staff (Designated Safeguarding Lead) if they are in any doubt about sharing information they hold or which has been requested of them*
- *need to be clear about when information can/must be shared and in what circumstances*
- *need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported*
- *need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure*
- *Follow the rules and regulations that are in line with GDPR.*

7 Standards of behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work, which includes how they conduct themselves with other staff.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their professional position within the school in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the National College of Teaching and Learning, a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2009 set out grounds for disqualification under the Childcare Act 2006 where the person or a person living in the same household or employed in the same household meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years' childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years' childcare.

This means that staff should not:

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model*
- *make, or encourage others to make sexual remarks to, or about, a child*
- *use inappropriate language to or in the presence of children*
- *discuss their personal or sexual relationships with or in the presence of children*
- *make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such*

This means that staff should:

- *be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children.*

8 Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate could render themselves vulnerable to criticism or allegation.

This means that staff should wear clothing which:

- *promotes a positive and professional image*
- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *is compliant with professional standards*

9 Gifts, rewards, favouritism and exclusion

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when children or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Similarly, it is inadvisable to give such personal gifts to children or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

Any reward given to a child should be in accordance with agreed practice, consistent with the school's behaviour policy, recorded and not based on favouritism.

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when children are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria.

This means that staff should:

- *be aware of and understand their organisation's relevant policies, e.g. behavior policy*
- *ensure that gifts received or given in situations which may be misconstrued are declared and recorded*
- *only give gifts to a child as part of an agreed reward system*
- *where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally*

- *ensure that all selection processes of children are fair and these are undertaken and agreed by more than one member of staff*
- *ensure that they do not behave in a manner which is either favourable or unfavourable to individual children*

10 Infatuations and ‘crushes’

All staff needs to recognise that it is not uncommon for children to be strongly attracted to a member of staff and/or develop a ‘crush’ or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to a member of SMT. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

The member of SMT should give careful thought to those circumstances where the staff member, child and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan should involve all parties, be robust and regularly monitored and reviewed.

This means that staff should:

- *report any indications (verbal, written or physical) that suggest a child may be infatuated with a member of staff*
- *always maintain professional boundaries*

This means that senior managers should:

- *put action plans in place where concerns are brought to their attention*

11 Social contact outside of the workplace

It is acknowledged that staff may have genuine pre-existing friendships and social contact with parents of children, independent of the professional relationship.

Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to ‘groom’ the adult and the child and/or create opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Staff should recognise that some types of social contact with children or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the school into disrepute (e.g. attending a political protest, circulating propaganda).

If a child or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should consult with their line manager at the first opportunity. This also applies to social contacts made through outside interests or the staff member’s own family.

Some staff may, as part of their professional role, be required to support a parent/carer. Should the parent/carer seek to extend this support outside of the previously agreed professional role, this should be immediately discussed with senior management and where necessary referrals made to the appropriate support agency. Staff should be working as part of an agreed plan and not in isolation.

This means that staff should:

- *always approve any planned social contact with children or parents with senior colleagues, for example when it is part of a reward scheme*
- *advise senior management of any regular social contact they have with a child which could give rise to concern including new social contacts*
- *staff only communicate with children or parents via school based media*
- *inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship*
- *ensure that they have discussed the boundaries of any pre-existing friendships and social contacts with parents with their line manager*
- *inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring*
- *direct any concerns raised directly to them about another member of staff through the appropriate channels in accordance with the Schools Safeguarding and Child Protection Policy. <https://www.buckswood.co.uk/wp-content/uploads/2017/03/Child-Protection-and-Safeguarding-Policy-and-Procedures.pdf>*

12 Communication with children (including the use of technology)

More information can be found in our Online Safety Policy

<https://www.buckswood.co.uk/wp-content/uploads/2017/03/Online-safety-policy.pdf>

In order to make best use of the many educational and social benefits of new and emerging technologies, children need opportunities to use and explore the digital world. Online risks are posed more by human behaviours and values than the technology itself.

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'

Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond

and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable.

Staff should, in any communication with children, also follow the guidance in section 7 'Standards of Behaviour'.

Staff should adhere to other school policies, including those with regard to communication with parents and carers and the information they share when using the internet.

This means that adults should:

- *not seek to communicate/make contact or respond to contact with children outside of the purposes of their work*
- *not give out their personal details*
- *use only equipment and Internet services provided by the school*
- *follow the school's Online Safety Policy*
- *ensure that their use of technologies could not bring their employer into disrepute*
- *ensure their privacy settings on social media are high*
- *refrain from expressing personal opinions about the school where they work and/or events that may have occurred there on social media sites*
- *refrain from posting on social media any form of inappropriate content for example photographs and/or information that could cause offence or bring their profession into disrepute*

13 Physical contact

The experience of physical contact is a subjective issue and will be experienced by each child differently according to their experiences. This is an area that can lead to misinterpretation and allegations of inappropriate behaviour. It is therefore essential that staff consider why they need to touch the child and whether it is really necessary.

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the child's individual needs, age, stage of development and any agreed care plan.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child, in one set of circumstances, may be inappropriate in another, or with a different child.

Any physical contact should be appropriate to the circumstances at the time, of limited duration and appropriate to the child's age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all times. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the child.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to the DSL and recorded on a welfare form. Where appropriate, the DSL/Co-Principals should consult with the Local Authority Designated Officer.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such

experiences. They also should recognise that these children may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

In the event that a child with a physical disability joins the School, a general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements. Children with identified additional and/or disabilities who require more physical contact to assist their everyday learning should have a clear and agreed plan that is shared with the parents and where appropriate the child. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. The plan will be devised by the School Nurse/SENCO alongside the DSL.

This means that staff should:

- *be aware that even well -intentioned physical contact may be misconstrued by the child, or an observer*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to explain actions and accept that all physical contact can be open to scrutiny*
- *never indulge in horseplay or fun fights*
- *always allow/encourage children, where able, to undertake self-care tasks independently*
- *ensure the way they offer comfort to a distressed child is age appropriate and is acceptable to the child*
- *always tell their line manager when and how they offered comfort to a distressed child*
- *report and record situations which may give rise to concern*
- *be aware of cultural or religious views about touching and be sensitive to issues of gender*
- *be aware of children who have a plan relating to their physical contact needs*

See the section 13 – Record Keeping from Buckswood School's Safeguarding and Child Protection Policy.

<https://www.buckswood.co.uk/wp-content/uploads/2017/03/Child-Protection-and-Safeguarding-Policy-and-Procedures.pdf>

Incidents will be recorded on the Welfare Form, kept in the Hub and cases managed by the DSL or Co-Principals as appropriate.

All welfare forms are monitored by the Hub and SMT are informed on a 'need to know' basis.

Policies are applied in accordance with each case.

Staff are provided with information about vulnerable pupils on a 'need to know' basis.

14 Other activities that require physical contact

In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken

with the permission of the child. Contact should be relevant to their age/ understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the DSL who will contact appropriate senior staff/parents/carers.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and children informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

This means that staff should:

- *treat children with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a child the reason why contact is necessary and what form that contact will take*
- *seek consent of parents where a child is unable to give this e.g. because of a disability*
- *consider alternatives, where it is anticipated that a child might misinterpret any such contact*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact*
- *be aware of the schools Use of Reasonable Force and Restraint Policy*
<https://www.buckswood.co.uk/wp-content/uploads/2018/01/Restraint-Policy.pdf>
- *The school ensures staff are aware of this policy and sign to say this has been read. Expectations of behavior and conduct are also discussed on induction of new staff.*
- *Any incident of restraint is automatically discussed after the event as per the schools policy. Records are kept and monitored by DSL in the Wellbeing Hub.*

15 Intimate/personal care

Arrangements for intimate and personal care are open and transparent and accompanied by recording systems and risk assessments if necessary. This would be under guidance of the Buckswood Health Service (BHS).

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, usually the School Nurse, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the child's individual healthcare plan specifies the reason for this.

A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, should include times left and returned.

Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the child's individual healthcare plan. The views of parents, carers

and the child, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

Children are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering.

However, there needs to be an appropriate level of supervision in order to safeguard children, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment.

In accordance with Buckswood School's First Aid Policy the school will :

<https://www.buckswood.co.uk/wp-content/uploads/2017/03/First-Aid-Policy.pdf>

- *ensure that there are written individual healthcare plans in place for any child who could be expected to require intimate care*
- *ensure that children are actively consulted about their own healthcare plan*

This means that staff should:

- *adhere to the School's intimate and personal care policies*
- *make other staff aware of the task being undertaken*
- *always explain to the child what is happening before a care procedure begins*
- *consult with colleagues where any variation from agreed procedure/individual healthcare plan is necessary*
- *record the justification for any variations to the agreed procedure/individual healthcare plan and share this information with the child and their parents/carers*
- *where there are changing rooms, announce their intention of entering*
- *always consider the supervision needs of the children and only remain in the room where their needs require this*

This means that adults should not:

- *change or toilet in the presence or sight of children*
- *shower with children*
- *assist with intimate or personal care tasks which the child is able to undertake independently*

16 Behaviour management

Corporal punishment and smacking is unlawful in all schools.

Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where children display difficult or challenging behaviour, adults should follow the behaviour policy using strategies appropriate to the circumstance and situation.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate. Staff involved with positive handling should be appropriately trained in the methods of intervention and de-escalation should always be used in the first instance.

Senior managers have ensured our behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the child's human rights and/or false imprisonment.

<https://www.buckswood.co.uk/wp-content/uploads/2018/01/Restraint-Policy.pdf>

This means that staff should:

- *not use force as a form of punishment*
- *try to defuse situations before they escalate e.g. by distraction*
- *keep parents informed of any sanctions or behaviour management techniques used*
- *be mindful of and sensitive to factors both inside and outside of the school which may impact on a child's behaviour*
- *follow the behaviour management policy*
- *behave as a role model*
- *avoid shouting at children other than as a warning in an emergency/safety situation*
- *refer to national and local policy and guidance regarding positive handling*
- *be aware of the legislation and potential risks associated with the use of isolation and seclusion*
- *comply with legislation and guidance in relation to human rights and restriction of liberty*

17 The use of control and physical intervention

The law and guidance for schools states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order
- and to maintain good order and discipline.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where our school judges that a child's behaviour presents a serious risk to themselves or others, we must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, the incident will be recorded including any subsequent actions. This is reported to the Co-Principals and DSL and the child's parents.

Similarly, where it can be anticipated that physical intervention is likely to be required, a plan will be put in place which the child and parents/carers are aware of and have agreed to. Parental consent does not permit schools to use unlawful physical intervention or deprive a child of their liberty. Staff involved with positive handling should be appropriately trained in the methods of intervention and de-escalation should always be used in the first instance.

For further information refer to the East Sussex Positive Handling/Use of Reasonable Force Guidance.

See the schools policy on Use of Restraint and Reasonable Force Policy.

<https://www.buckswood.co.uk/wp-content/uploads/2018/01/Restraint-Policy.pdf>

Buckswood School :

- *ensures that there is a lawful physical intervention policy consistent with local and national guidance*
- *regularly acquaint staff with policy and guidance*
- *ensures that staff are provided with appropriate training and support, have an agreed policy for when and how physical interventions should be recorded and reported*

This means that staff should:

- *adhere to the school's physical intervention policy*
- *always seek to defuse situations and avoid the use of physical intervention wherever possible*
- *where physical intervention is necessary, only use minimum force and for the shortest time needed*

This means that staff should not:

- *use physical intervention as a form of punishment*

18 Sexual conduct

Any sexual behaviour by a member of staff with or towards a child is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a child under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Children are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.

Sexual activity involves physical contact including penetrative and non-penetrative acts; however it also includes non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to the Head teacher/ senior manager any concerns about the behaviour of a colleague which could indicate that a child is being groomed.

This means that staff should:

- *not have any form of sexual contact with a child from the school*
- *avoid any form of touch or comment which is, or may be considered to be, indecent*
- *avoid any form of communication with a child which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact*

- *not make sexual remarks to or about a child*
- *not discuss sexual matters with or in the presence of children other than within agreed curriculum content or as part of their recognised job role*

19 One to one situations

Staff working in one to one situations with children at the school, including visiting staff from external organisations, can be more vulnerable to allegations or complaints.

To safeguard both children and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each child and should be reviewed regularly.

Arranging to meet with children from the school away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from the Co-Principals, the child and their parents/carers.

This means that staff should:

- *ensure that wherever possible there is visual access and/or an open door in one to one situations*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a child becomes distressed or angry to the Wellbeing Hub*
- *consider the needs and circumstances of the child involved*

20 Transporting children

In certain situations staff may be required or offer to transport children as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.⁶

Staff should not offer lifts to children unless the need for this has been agreed by the Co-Principals. A designated member of staff, the Educational Visits Co-Ordinator, should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.

It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.

Staff should never offer to transport children outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both the Co-Principals and the child's parent(s). The school's health and safety policy and/or educational visits policy sets out the arrangements under which staff may use private vehicles to transport children

This means that staff should:

- *plan and agree arrangements with all parties in advance*
- *respond sensitively and flexibly where any concerns arise*
- *take into account any specific or additional needs of the child*
- *have an appropriate license/permit for the vehicle*
- *ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive*
- *ensure that the need to be alone with a child is for the minimum time*
- *be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer*
- *report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures*
- *ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven*
- *ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified*
- *refer to Local and National guidance for Educational visits*
- *if a child is sick the driver and one other may transport the child to hospital/medical surgery*

21 Educational visits

The duties in the Health and Safety at Work etc. Act 1974 and the supporting regulations apply to activities taking place on or off the school premises (including school visits) in Great Britain. The school has a Health and Safety policy, which includes policy and procedures for off-site visits, including residential visits and any school-led adventure activities.

The Management of Health and Safety at Work Regulations (1999) impose a duty on employers to produce suitable and sufficient risk assessments. This would include assessment of any risks to employees, children or others during an educational visit, and the measures that should be taken to minimise these risks.

Staff should take particular care when supervising children in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe staff/child ratio and suitable gender mix of staff.

Guidance is also available from the Outdoor Education Advisers' Panel

<http://oeapng.info/>

This means that staff should:

- *adhere to the school's educational visits guidance*
- *always have another adult present on visits, unless otherwise agreed with senior staff*

- *undertake risk assessments*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times*
- *never share beds with a child/children*
- *never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Co-Principals, parents and children*
- *refer to local and national guidance for Educational visits, including exchange visits (both to the UK and abroad) available on Exeant - <https://eastsussex.exeant.co.uk/>*

22 First Aid

All schools should have an adequate number of qualified first-aiders. The school should report all serious or significant incidents to the parents e.g. by sending a letter home with the child or telephoning the parents.

Any member of school staff may be asked to become a qualified first-aider but they cannot be required to do so unless this forms part of their contract of employment.⁷

Buckswood School :

- *ensures there are trained and named individuals to undertake first aid responsibilities*
- *ensures training is regularly monitored and updated*
- *refers to local and national First Aid guidance*
- *adheres to the school's health and safety policy*
- *explains to the child what is happening.*
- *always acts and be seen to act in the child's best interest*

23 Medical Conditions

Any member of school staff may be asked to provide support to children with a medical condition, including the administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment⁷

Teachers cannot be required to do these tasks but other members of staff, whose contracts are agreed locally, can be required to do so if their contracts provide for it.

Staff should receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

Advice on managing medicines is included in the statutory guidance on supporting pupils at school with medical conditions - <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>. The school's First Aid policy will be followed at all times.

No child under 16 should be given prescription or non-prescription medicines without their parent's written consent - except in exceptional circumstances where the medicine has been prescribed to the child without the knowledge of the parents. In such cases, every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality.

In circumstances where a child needs medication regularly, this would be included in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be administered, the correct dosage and any storage requirements. A record of all medicines administered to individual children will be kept. Any side effects of the medication to be administered at school will be noted and parents informed.

After discussion with parents, children who are competent to do so should be encouraged to take responsibility for managing their own medicines and procedures. This could include for example, the application of any ointment, or use of inhalers or Epipens.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a child this should be discussed with the School Nurse.

Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Employers are also responsible for managing the performance of their employees and for ensuring they are suitable to work with children.

Risk assessment is likely to recommend that staff medication on the premises must be securely stored and out of reach of children at all times.

For full details about medication please refer to the School's First Aid Policy.

Buckswood School :

- ensures there are trained and named individuals to administer medicines in Buckswood Health Service (BHS)*
- ensures training is regularly monitored and updated by the School Nurse and Boarding Houses staff*
- refers to local and national guidance on meeting the needs of children with medical conditions*
- adheres to the school's health and safety and first aid policies*
- has regard to child's individual healthcare plans*
- always ensures that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*
- explains to the child what is happening if children are incapacitated or require medication.*
- supports staff in acting and being seen to act in the child's best interest*
- ensures that individual records of all medications administered are kept by School Nurses and in the Boarding Houses*
- ensures adults do not work with children whilst taking medication unless medical advice confirms that they are able to do so*

24 Photography, videos and other images

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances are staff allowed to use their personal equipment to take images of children at or on behalf of the school.

The school has arrangements with regard to the taking and use of images, which is linked to our safeguarding and child protection policy. This covers the wide range of devices which can be used for taking/recording images e.g. cameras, mobile-phones, smart phones, tablets, web-cams etc. and arrangements for the use of these by staff, parents and visitors.

Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

Staff should be sensitive to any child who appears uncomfortable in the use of photography and should recognise the potential for misinterpretation. Children who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography, filming etc.

Making and using images of children will require the age appropriate consent of the child concerned and their parents/carers, and the child's views and wishes should be respected. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

For the protection of children, it is recommended that when using images for publicity purposes that the following guidance should be followed:

- if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames)
- if the child is named, avoid using their image
- schools should establish whether the image will be retained for further use, where and for how long
- images should be securely stored and used only by those authorised to do so.

This means that staff should:

- *adhere to the online policy and be GDPR compliant.*
- *only publish images of children where they and their parent/carer have given explicit written consent to do so*
- *only take images where the child is happy for them to do so*
- *only retain images when there is a clear and agreed purpose for doing so*
- *store images in an appropriate secure place in the school*
- *ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose*
- *be able to justify images of children in their possession*
- *avoid making images in one to one situations*

This means that adults should not:

- *take images of children for their personal use*
- *display or distribute images of children unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)*
- *take images of children using personal equipment*
- *take images of children in a state of undress or semi-undress*
- *take images of children which could be considered as indecent or sexual*

25 Exposure to inappropriate images

Staff should take extreme care to ensure that children are not exposed, through any medium, to inappropriate or indecent images.

There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (indecent images of children). Accessing these images, whether using the school's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

If indecent images of children, including sexting and Child Sexual Exploitation, are discovered at the school or on the school's equipment an immediate referral should be made to the police and Single Point of Advice (SPOA). The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If there is any implication of professional misconduct the Managing Allegations procedures in the Safeguarding and Child protection policy should be followed, which will include early consultation with the Local Authority Designated Officer (LADO).

Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility they will be at risk of prosecution themselves.

Under no circumstances should any adult use school equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children.

Staff should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way.

For further information please refer to UK Council for Child Internet Safety Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People

This means that staff should:

- *abide by the school's acceptable use and online safety (e-safety) policies*
- *ensure that children cannot be exposed to indecent or inappropriate images*
- *ensure that any films or material shown to children are age appropriate*

26 Personal living accommodation including on site provision

Staff must not invite any children into their living accommodation.

It is not appropriate for staff to be expected or requested to use their private living space for any activity, play or learning. This includes seeing children for e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling.

Under no circumstances should children be asked to assist adults with jobs or tasks, either for or without reward, at or in their private accommodation.

This guidance should also apply to all other persons living in or visiting the private accommodation.

This means that staff should:

- *be vigilant in maintaining their privacy, including when living in on-site accommodation*
- *be mindful of the need to avoid placing themselves in vulnerable situations*

- *refuse any request for their accommodation to be used as an additional resource for the school*
- *be mindful of the need to maintain appropriate personal and professional boundaries*
- *not ask children to undertake jobs or errands for their personal benefit*
- *not allow friends/relations to stay overnight. Any visitors will always need to be badged and chaperoned.*

27 Overnight supervision and examinations

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances examination boards may allow candidates to take an examination the following morning, including Saturdays. The school should ensure that all arrangements reflect safeguarding and a duty of care towards the children and staff. The normal boarding arrangements will be in operation and additional staff may be deployed.

28 Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with children to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead. The PSHE curriculum should address very carefully sexual exploitation and harassment

Care should be taken to comply with our policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for sex and relationships education (SRE). It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science.

This means that staff should:

- *have clear written lesson plans*
- *take care when encouraging children to use self-expression, not to overstep personal and professional boundaries*
- *be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.*
- *Address Sexual Exploitation and Harassment.*

This means that adults should not:

- *enter into or encourage inappropriate discussions which may offend or harm others*
- *undermine fundamental British values*

- *express any prejudicial views*
- *attempt to influence or impose their personal values, attitudes or beliefs on children*

29 Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Our school has a clear and accessible whistleblowing section in the safeguarding and child protection policy. Staff who use whistle blowing procedures should have their employment rights protected.

Staff should recognise their individual responsibilities to bring matters of concern to the attention of Co-Principals, the Chair of Advisory Governing Body and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

The School has a clear whistleblowing policy

www.buckswood.co.uk/wp-content/uploads/2017/05/Whistleblowing-Policy-and-Procedures.pdf

The school has clear procedures for dealing with allegations against persons working in or on behalf of the school. These are to be found in the School's Safeguarding and Child Protection Policy

www.buckswood.co.uk/wp-content/uploads/2017/03/Child-Protection-and-Safeguarding-Policy-and-Procedures.pdf

This means that staff should:

- *report any behaviour by colleagues that raises concern*
- *report allegations against staff and volunteers to Co-Principals/DSL as per the schools Managing Allegation Procedures which are part of the above Child Protection and Safeguarding Policy.*

30 Sharing concerns and recording incidents

All staff should be aware of their establishment's safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers.

In the event of an allegation being made, by any person, or incident being witnessed, the relevant information should be immediately recorded and reported to the Co-Principals or Designated Safeguarding Lead as appropriate.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with or behaviour towards children, so that appropriate support can be provided and/or action can be taken.

In order to safeguard and protect children and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Co-Principals/DSL in line with the school's procedures.

This means that staff should:

- *be familiar with their school's arrangements for reporting and recording concerns and allegations*
- *know how to contact the LADO/Ofsted/regulatory body directly if required*

- *take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school*

Buckswood school :

- *ensures that there is an effective, confidential system for recording and managing concerns raised by any individual regarding adults' conduct and any allegations against staff and volunteers*

Footnotes

1 Sexual Offences Act 2003

2 Sections 67 of Serious Crime Act 2015/Section 15 Sexual Offences Act

3 If the Headteacher has the concern that a young person is becoming infatuated with them, they should report this to the chair of governors.

4 Para 3.52 Statutory framework for the EYFS

5 Sexual Offences Act 2003: abuse of a position of trust

6 See also <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

7 Teachers cannot be required to do these tasks but other members of staff, whose contracts are agreed locally, can be required to do so if their contracts provide for it.

8 Keeping Children Safe in Education (KCSIE) September 2018

9 Working together to keep children safe July 2018

Appendix A

All Buckswood staff are expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes, which set the required standard for staff conduct throughout your career at Buckswood School.

All staff must uphold public trust and maintain high standards of ethics and behaviour, both inside and outside the school regardless of your role at Buckswood by :

- Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a member of staff at a school.
- Having regard for the need to safeguard all our pupils' wellbeing, in accordance with statutory provisions.
- Showing tolerance of and respect the rights of others, including a greater understanding of contextual safeguarding.
- Not undermining fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in a way which exploits pupil vulnerabilities or might lead to them breaking the law.

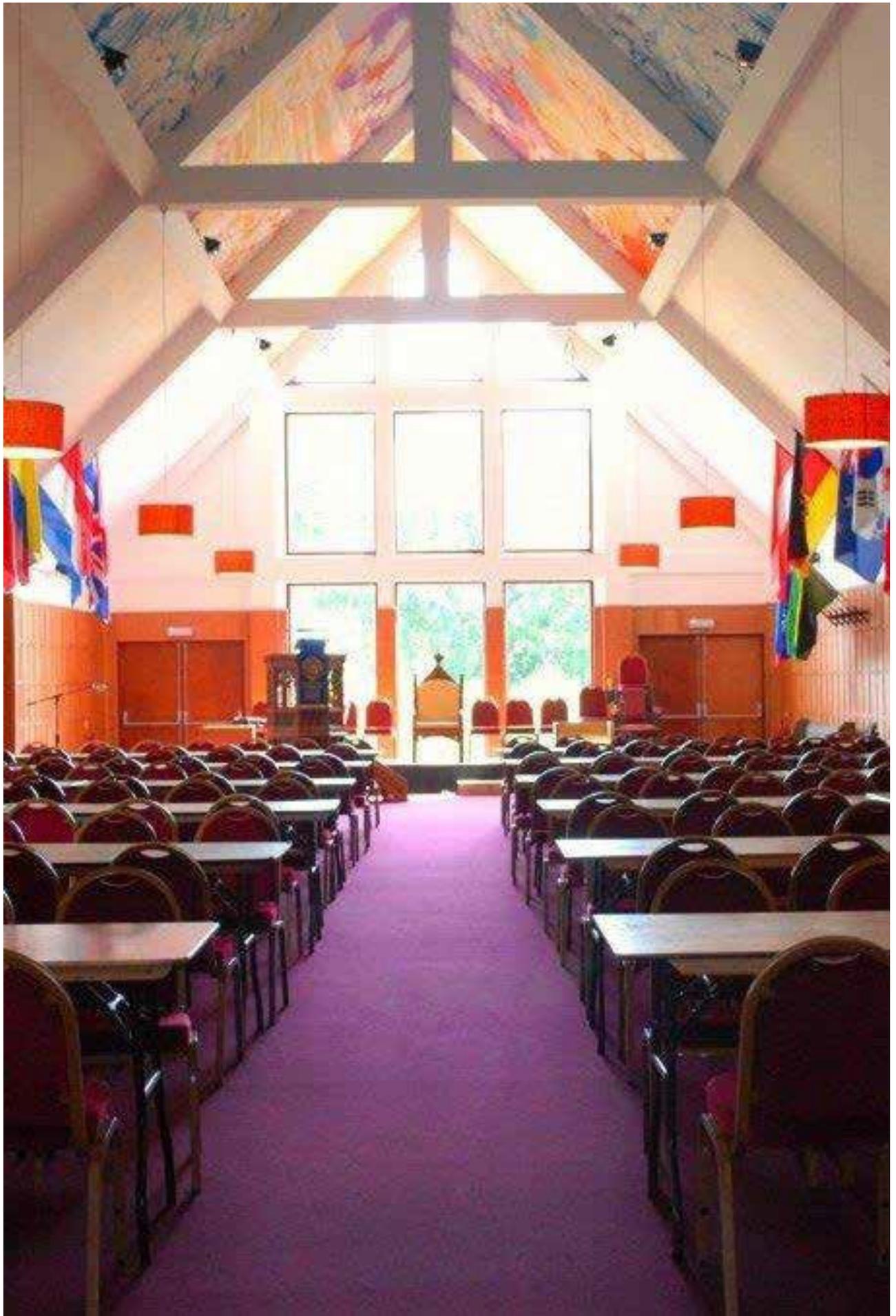
As a staff member you must have proper and professional regard for the ethos, policies and practices of our school and maintain high standards in your attendance and punctuality so as to be a good role model for the pupils in our care.

I have read and understand the Staff Behaviour Policy/Code of Conduct and agree to abide by this required standard during my employment at Buckswood School

Signed..... Date : Print

Name PLEASE

RETURN THIS FORM TO THE SAFEGUARDING OFFICER IN THE WELLBEING HUB





POLICY STATEMENT

Policy	Behaviour Policy
Date Written	01 September 2018
Written by	Michael Lawless, Michael Shaw & Di Durant
Approved by	
Date of Approval	
Next major review date	September 2019
Location and disseminations	A copy of the policy can be found, in the school admin office and on the school website.
The context of the policy and its relationship to other policies	This policy should be considered in conjunction with other written policies on Child protection/safeguarding policy, Health and safety policy, and Use of Force.

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This policy has been written having regard to the DfE guidance : Behaviour and discipline in schools Advice for Headteachers and school staff, January 2016.

This policy is a whole school policy and applies to all students.

This policy aims to

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that students complete assigned work;
- regulate the conduct of students.

Discipline in schools

Teachers at Buckswood School have the following powers:

- Statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Co-Principals say otherwise) with responsibility for students, such as teaching assistants.
- To discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- To discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- To impose detention outside school hours.
- To confiscate students' property.

Teachers at Buckswood School can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Co-Principals;
2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Any punishment given must be proportionate and in considering what is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Co-Principals may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances and is not practised at Buckswood School

Buckswood School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi- agency assessment is necessary.

Students' conduct outside the school gates – teachers' powers

Buckswood Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable"

Subject to the behaviour policy, teachers may discipline students for:

- misbehaviour when the student is:
- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Managing challenging behaviour

Teachers will be expected to use good classroom management techniques and develop a range of behaviour management strategies

Should a teacher need further guidance and support in doing this, they will speak to their Head of Department or the Head of Teaching and Learning.

A range of strategies to deescalate situations can be found in the Use of Reasonable Force and Restraint Policy, and staff will be expected to use these strategies (if appropriate) to diffuse the situation and issue sanctions.

Detention

Please see the school rules further in this policy document, which sets out the rules and relevant sanctions.

Teachers have a power to issue detention to students.

Any detention (including detention outside of school hours) issued will be as a sanction.

Confiscation of inappropriate items

Please see the Screening, Searching and Confiscation Policy for guidance

Power to use reasonable force

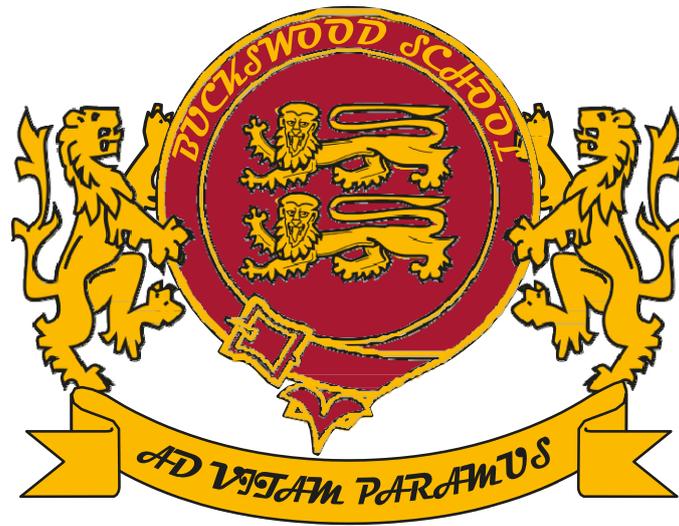
Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom

For further guidance please see the Use of Reasonable Force and Restraint Policy

Malicious accusations against school staff

Buckswood School take all allegations against staff and students very seriously and will investigate all allegations in line with the Child protection and Safeguarding Policy and the school's behaviour policy.

If a student makes a malicious accusation against a member of staff this could have very serious consequences for that member of staff and where a student is found to have made a malicious accusation there will be serious consequence for the student. The school's senior management team will meet to decide on the most appropriate sanction which might include Exclusion (fixed term or permanent)



Buckswood School

Rules & Sanctions

Buckwood School Rules and Sanctions

This document sets out the rules by which students are expected to adhere to as a member of the school community.

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1. Lessons

- (a) Students will:
- (i) attend all lessons at the times and locations as specified in their timetable with in the school calendar; and
 - (ii) adhere to the Code of Class Conduct
- (b) Parents or Guardians must notify the school if there are any planned (72hrs before) or unexpected absences (as soon as possible). Weekend leave requests must be completed online via the school website
- (c) Students will not be allowed to leave the school's duty of care until the school has written confirmation from the parent or guardian of where the student is going including contact details

See Appendix 5 - Code of Class Conduct

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
<p>(a) Discussion with between student and subject teacher and/or Form Tutor / Head of Year and unless suitable explanation provided the student must attend a subject detention</p> <p>(b) If an unauthorised absence from lessons or unsatisfactory standard of work, the student will be required to attend a subject detention to catch up on the work missed</p>	<p>Manager's Detention</p>	<p>a) Sunday Detention/Gating</p> <p>b) Disciplinary meeting with Head of Year to on a suitable sanction (which might include an Exclusion (fixed term)</p> <p>c) Students will be placed on Green Card</p> <p>d) Fixed term exclusion if problem persists after 3rd offence</p>

2. Academic Honesty

Students must not commit or be involved in

- (i) academic misconduct
- (ii) malpractice; or
- (iii) behaviour that results in or may result in a student gaining an unfair advantage in one or more assessment components.

See Appendix 3 – Academic Honesty Policy

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
<p>Disciplinary meeting with Head of Department and/or Head of year to decide if Exclusion (Fixed term) is appropriate, or whether there is more suitable sanction.</p>	<p>(a) Exclusion (Fixed term)</p> <p>(b) The student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment</p>	<p>Exclusion (Permanent)</p>

3. Uniform

Students will wear their uniform in accordance with the School Uniform Policy

See the Appendix 3 - School Uniform Policy

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
Discussion with Student and Form Tutor / Head of Year	a) Manager's detention. b) Student may be sent home to change	a) Sunday detention/Gating b) Student may be sent home to change c) Fixed term exclusion if problem persists after 3 rd offence

4. Prep

- (a) Students will attend 'Prep' which runs between 1545 and 1645hrs.
- (b) Prep is conducted in silence without the use of Headphones, or electronic devices unless express written permission
- (c) Students must record prep in their prep diary
- (d) Students must complete all work/prep set

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
Subject Detention	Manager's detention	Sunday detention/Gating

5. Clubs & Societies

- (a) Students must take part in the school club's programme (if in F1-5), or the school's Societies Programme (if in the sixth form)
- (b) Failure to attend a club or society without permission will be dealt with as a missing lesson

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
Meeting between student and subject teacher and/or Form Tutor and unless suitable explanation provided the student must attend a detention with their clubs/ societies teacher.	Manager's detention	a) Sunday detention/ Gating b) Fixed term exclusion if problem persists after 3 rd offence

6. Friday Assembly

Students must attend the Friday afternoon assembly, unless they have permission or are on a school trip

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
Manager's Detention/ Sunday Detention	Sunday detention/Gating	Fixed term exclusion

7. General behaviour

At all times when a student is in the care of Buckswood School students will:

- (a) act with consideration to all and will be accountable for their words and actions;
- (b) be expected to adhere to the school's code of conduct and if a boarder the Boarding House Rules ; and
- (c) students must at all times display good manners and respect to all members of the school community
- (d) students must adhere to the language requirements of the school (this includes swearing)

See Appendix 5 - School Code of Conduct and Rules for personal safety and Annex 5 Boarding House Rules

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> a) Subject Detention or Manager's Detention b) Red Card 	<ul style="list-style-type: none"> a) Subject Detention or Manager's Detention b) Sunday Detention/ Gating 	<ul style="list-style-type: none"> a) Subject Detention or Manager's Detention b) Sunday Detention or Gating c) Fixed Term Exclusion or permanent exclusion

8. Violence and physical behaviour

- a) Students must not threaten or act in a violent way

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
Disciplinary meeting will be held involving the DSL and SMT to discuss whether an Exclusion (Fixed term) is an appropriate sanction, or whether there is a more appropriate sanction.	Exclusion (Fixed or Permanent)	Permanent exclusion

9. Bullying

(a) students will not bully or be involved in bullying of anyone

(b) any allegations or incidents of bullying will be dealt with as per the Schools Anti-Bullying Policy

See the Schools Anti-Bullying Policy

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
Disciplinary meeting with SMT/ Head of Year to decide if fixed term exclusion is suitable, or whether there is more appropriate sanction	(a) Exclusion (Fixed term) (b) The student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment	Exclusion (Permanent)

10. Theft

(a) Theft is the dishonest appropriation of property belonging to another with the intention of permanently depriving the other of it; and "thief" and "steal" shall be construed accordingly

(b) Students will not steal

(c) Students must not be involved with an act(s) of theft

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
(a) Possible Exclusion (Fixed term) (b) The student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment.	Exclusion (Fixed term/Permanent)	Exclusion (Permanent)

11. Damage to Property

- (a) Students will not damage property belonging to other or the school's premises
- (b) If a student has caused damage to another person property, the student will be bear the financial cost of repairing or replacing the item.

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
<p>(a) The student causing the damage will be required to pay for the damage</p> <p>(b) Disciplinary meeting with Head of Boarding/SMT to decide if an Exclusion (Fixed term) is suitable, or whether there is a more appropriate sanction</p>	<p>(a) The student causing the damage will be required to pay for the damage;</p> <p>(b) Disciplinary meeting with at least 2 members of the SMT to decide on whether an Exclusion (Fixed term) is appropriate or whether there is a more appropriate;</p> <p>(c) The student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment; and</p> <p>(d) Future town leave may be restricted or subject to special conditions for up to 2 weeks</p>	<p>(a) The student causing the damage will be required to pay for the damage; and</p> <p>(b) Disciplinary meeting with at least 2 members of the SMT to decide on whether an Exclusion (Fixed term) or (Permanent) is appropriate.</p>

12. Smoking

- (a) Students must not smoke cigarettes or e-cigarettes at any time when in the school's duty of care.

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
<p>(a) Manager's Detention</p> <p>(b) Parents informed directly</p>	<p>(a) Student must attend smoking cessation course offered by BHS</p> <p>(b) Sunday Detention/Gating</p> <p>(c) The student's parents will be informed directly</p> <p>(d) 10£ donation to cancer research</p>	<p>(a) Exclusion (Fixed term)</p> <p>(b) The student will be required to attend a re-integration meeting upon return to school and may be subject to a risk assessment</p> <p>(c) Future town leave may be restricted or subject to special conditions</p>

13. Alcohol

(a) Students must not break the UK legislation in relation to the purchase and consumption of alcohol.

For the sake of clarity further guidance is as follows:

(b) Students must not consume alcohol or be or associated with those that are, under the influence of alcohol when in the school's duty of care

(c) Students must not purchase or supply alcohol for other students

Please also see the Drugs and Alcohol Policy

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
<p>a) Sunday Detention/Gating</p> <p>b) Parents informed</p> <p>c) Risk assessment put in place and town leave may be restricted or subject to special conditions for 2 weeks</p>	<p>(a) Exclusion (Fixed term)</p> <p>(b) (i) The student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment (ii) future town leave may be restricted or subject to special conditions for up to 4 weeks</p> <p>(c) The student will be required to attend a Substance misuse course</p>	<p>Exclusion (Permanent)</p>

14. Drugs

(a) Students must not break the laws in relation to the purchase and consumption of illegal drugs or chemical substance that have an effect similar to that of an illegal drug (also known as 'Legal Highs')

(b) Students must not consume illegal drugs or Legal Highs or be or associate with those that are, under the influence of these substances when in the school's duty of care

(c) Students must not purchase or supply illegal drugs or Legal Highs for or to other students or members of the community

(d) Students must not possess or bring on to the school campus any illegal drugs or Legal Highs

Please also see the Drugs and Alcohol Policy

Sanction

1 st Offence	2 nd Offence	3 rd Offence
<p>a) Exclusion. A disciplinary meeting with SMT to decide if Exclusion (Fixed term) or Exclusion (Permanent) is appropriate</p> <p>(b) If fixed term exclusion, (i) the student will be require attending a re-integration meeting on return to school and will be subject to a risk assessment, (ii) future town leave may be restricted or subject to special conditions for up to 4 weeks.</p>	<p>Exclusion (Permanent)</p>	

15. Weapons

Students must not possess or bring or allow to be brought, on to the school campus any items which under UK legislation are classified as an offensive weapon

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
<p>a) Exclusion. Disciplinary meeting with SMT to decide if fixed term or permanent exclusion is appropriate.</p> <p>b) If fixed term exclusion. The student will be required to attend a re-integration meeting on return to school and will be subject to a risk assessment</p>	<p>(a) Exclusion (Permanent)</p>	

16. Electronic devices

- (a) Students must not use mobile phones or other electronic devices (including wireless accessories for example Bluetooth headphones) during the timetabled school day unless they have express permission from a member of staff
- (b) Students must only use any electronic device in accordance with the online safety policy
- (c) Students must not use any electronic device after the 'lights out'

See the Online safety policy

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
Mobile phones or other electronic devices confiscated for one week	Mobile phones or other electronic devices confiscated for one month	Mobile phones or other electronic devices sent home at the parent's expense

17. Internet access

- (a) Students are free to use the school internet on their own devices, but must follow the rules as set out in the 'Online Safety Policy' for the sake of clarity this requires students to log in to Smooth wall using their individual login details
- (b) Students must not share personal login details with other students
- (c) Students must not use USB internet dongles or tethering connections from mobile phones or other devices

See the Online safety policy

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> (a) Internet privileges on Smooth wall restricted for 1 week (allowed for special reason e.g. to skype) and (b) Confiscation of the USB internet dongles or tethering connections (to be returned at the end of term) 	<ul style="list-style-type: none"> (a) Internet privileges on Smooth wall restricted for 1/2 term (allowed for special reason e.g. to skype) (b) Confiscation of the USB internet dongles or tethering connections (to be returned at the end of term) (c) Parents informed 	<ul style="list-style-type: none"> (a) Internet privileges on Smooth wall restricted for 1 term (allowed for special reason e.g. to skype) (b) Confiscation of the USB internet dongles or tethering connections (to be returned at the end of term) (c) Parents informed

18. Inappropriate material

Students must not possess, or pass on any materials that is pornographic or deemed offensive in nature (e.g. material that is of homophobic, racist, extreme, partisan political nature)

See the Online safety policy

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> (a) Meeting with Safeguarding team and follow any recommendations arising from that meeting (b) Parents informed (c) A referral to relevant Local Authority service under the PREVENT duty may be made if appropriate (d) Students will referred to the School's counselling services (e) Detention or Exclusion (fixed term or permanent) may be considered depending on the circumstances 	<ul style="list-style-type: none"> (a) Student required to attend counselling (b) Parents informed (c) A referral to relevant Local Authority service under the PREVENT duty may be made if appropriate. (d) Exclusion (either fixed or permanent) may be considered 	<ul style="list-style-type: none"> (a) Exclusion. Disciplinary meeting with SMT to decide if an Exclusion Fixed term or permanent is appropriate. (b) if Exclusion (Fixed term) (i) the student re be require to attend a re-integration meeting on return to school and (ii) may be subject to a risk assessment

19. Key cards		
Students must not share key card access with any other students at any time		
Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
Manager's Detention	Sunday Detention/Gating	Exclusion (fixed term)

20. Out of bounds		
Students must not go into the areas deemed out of bounds in accordance the school's boundary areas and boarding rules		
See appendix 7 School Boundary Area		
Sanctions		
1 st Offence	2 nd offence	3 rd offence
a) Sunday Detention/Gating b) Town leave permission revoked for 1 week c) If male/female boarding house protocols breached then Exclusion (Fixed term). If this is the case the student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment	(a) Student placed on Green card (b) Gated for 2 weeks (c) A risk assessment on future town leave will be carried out which may result in restrictions on future town leave (d) Disciplinary meeting with SMT to decide if Exclusion (Fixed term) is suitable at this stage	a) Exclusion -Disciplinary meeting with SMT to decide if an Exclusion Fixed term or permanent is appropriate. (b) If Exclusion (Fixed term) (i) the student re be require to attend a re-integration meeting on return to school and (ii) may be subject to a risk assessment

21. Town Leave		
(a) Students may be granted permission to go into town at the weekend, in accordance with the boarding rules		
(b) this permission maybe subject to special conditions being required and risk assessment		
(c) students must sign in and out in accordance with the Boarding rules		
See Appendix 5 Boarding House Rules. See also Out of Bounds		
Sanction		
1 st Offence	2 nd Offence	3 rd Offence
Town leave permission revoked for 1 week	(a) Gated for 2 weeks (b) A risk assessment on future town leave will be carried out which may result in restrictions on future town leave	(a) any town leave revoked indefinitely (b) Student must be supervised at all times when in town.

22. Swimming pool

Students may only use the swimming pool under supervision of a member of staff. See out of bounds

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
a) Banned from using the swimming pool for 1 week	a) Banned for using the swimming pool for 1/2 term	a) Banned for using the swimming pool for 1 term

23. Meal times and TJ's

- (a) All students in Form 1-5 and Lower 6th are expected to attend and eat all school meals provided
- (b) Upper 6th may at their discretion choose to have lunch in TJ
- (c) Only students in Form 5 and the 6th are allowed to go to TJ s during break times
- (d) Students must not purchase food for other students, who are not allowed in TJ's
- (e) With the express permission of the Head of Sixth form students may study in TJ's instead of the library

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
a) Student banned from TJ's for 1 week; b) Matter referred to Form Tutor / Head of Year / House staff (if boarder) for discussion and setting of appropriate sanction	a) Student banned from TJ's for 1/2 term; b) Student will be supervised by member of staff supervising lunch for 1 week; c) Matter referred to Form Tutor / Head of Year / House staff (if boarder) for discussion and setting of appropriate sanction	a) Student banned from TJ's for 1 term; b) Student will be supervised by member of staff supervising lunch for 1 week; c) Matter referred to Form Tutor / Head of Year / House staff (if boarder) for discussion and setting of appropriate sanction d) Matter referred to welfare Committee

24. Relationships

- (a) Students must not engage in public displays of affection (b) Students must not engage in sexual relationships with other students

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
This is to be decided on a case by case basis, depending on the nature of the offence. Disciplinary meeting with DSL and other members of the SMT to decide on the most suitable sanction which could include Green card, Restriction of Town leave, gating, or Exclusion (fixed term) and counselling.		

25. Medication

- (a) Students must not have, possess or use any medication (prescription or otherwise) unless with the express permission of the school nurse
- (b) When in the school in the school's duty of care, students must only take medication or supplement that have been approved under EU legislation
- (c) Students must not share or supply any medication (prescription or otherwise) to any member of the community

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> (a) Discussion with School Nurse and (b) The student will be required to surrender all medications that they have (c) Parents will be contacted 	<ul style="list-style-type: none"> (a) Discussion with School Nurse and (b) The student will be required to surrender all medications that they have (c) Parents will be informed (d) Sunday Detention/Gating 	<ul style="list-style-type: none"> (a) Fixed Term Exclusion (b) The student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment

26. Gambling

- (a) Gambling in schools is illegal and as such students must not gamble or be involved in any activity which could be construed as gambling.

Please see Appendix 9 Guidance around Gambling

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> (a) Disciplinary meeting with Head of Year and DSL to decide on appropriate initial sanction 	<ul style="list-style-type: none"> (a) Disciplinary meeting with at members of the SMT and DSL to decide on appropriate sanction (b) Student to attend counselling 	<ul style="list-style-type: none"> (a) Disciplinary meeting with members of the SMT and DSL to decide if Fixed Term Exclusion is appropriate, or whether there is a more suitable sanction (b) if Fixed Term Exclusion, (i) the student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment

27. School Transport

Students must adhere to the Student Code of travel and transport

See Appendix 10 Code of travel and transport

Sanction		
1st Offence	2nd Offence	3rd Offence
<ul style="list-style-type: none"> (a) Manager's detention (b) Student will be required to clean any mess created and/or will be billed for any damage (c) Restrictions may be put in place with regards to future travel plans on school transport 	<ul style="list-style-type: none"> (a) Sunday detention / Gating (b) Green card (c) Student will be required to clean any mess created and/or will be billed for any damage (d) Restrictions may be put in place with regards to future travel plans on school transport 	<ul style="list-style-type: none"> (a) Disciplinary meeting with the SMT and DSL to decide if Fixed Term Exclusion is appropriate, if so, a reintegration meeting will take place. (b) Student will be required to clean any mess created and/or will be billed for any damage (c) Students may be excluded from travel on school transport

Appendix 1

- Policies that the School Rules have regard to

This School Rules have regard to:

- DfE Behaviour and Discipline in Schools (2016) Preventing and Tackling Bullying (2017)
- Buckswood Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Complaints Policy
- Student Complaint Procedure
- Use of Reasonable Force & Restraint Policy
- Search and Confiscation Policy
- Admissions Policy
- Equality Policy
- SEND Policy
- EAL Policy
- Drugs and Alcohol Misuse Policy

Appendix 2 - Explanation of Sanctions & Credits

Credits

House Points

These are awarded to pupils who produce either an excellent piece of work or who are helpful within the school community. House Points are collected each week in House meetings and accumulated to the House total at the end of term. House Points are not given out in multiples of more than two at a time. House Points are collected and recorded in the “Passport to Success” and each form tutor counts them weekly. The House Point is a ‘stamp’ in the passport and a brief explanation of the reason for that House Point must be given. **12 house points equals a Bronze Commendation.** Each week the winning house is announced in assembly and will take charge of the house points cup.

Commendations

A Commendation is awarded to those who produce an outstanding piece of work. Commendations will count towards the House scores.

Pupils who gain a 1.5 or better in their assessments automatically gain a commendation.

There are three levels of Commendation:

Bronze: House Points, Academic, Sports and Arts

Silver: Community Service, Academic and Sports

Gold: Sustained Level of Performance, Leadership and Academic **Colours**

Students that are selected to represent the County in a sport are awarded school colours and can wear this badge on their blazer

Man of the Match

Students who perform well in a sporting fixture may be nominated by their team-mates for the ‘Man of the Match’ award for which they will receive a medal in assembly.

Badge System

In addition to earning house points, students can also able to earn points that count towards badges that are worn on the blazer.

(a) Positive events

As they take part in school life, they earn points for positive events – for example attending access time, playing for a school team, performing in assembly, earning a commendation.

- Upon earning 25 points they earn a bronze badge
- Upon earning 75 points they earn a silver badge
- Upon earning 125 points they earn a gold badge

The way in which students can be awarded points for positive behaviour is as follows

Action	Points awarded
Good Manners	3
Access Time	3
Charity Event	5
Politeness/good manners	3
Community Service	5
Weekend Tutorial	5
Good work	3
Internationalism	3
School Colours	5
Representing school	5
Player of Match	5
Player in Match	3
Commendation	10
Team Captain	5
Performed in assembly	10
Top 5 attitude to learning score	10
House point	1

(b) Negative events

In addition to earning points towards the next level of badge, students can also lose them for negative actions which would move them down the levels. These are listed below:

Action	Points deducted
Inadequate work	-3
Negative behaviour	-3
Uniform/Equip	-3
Red Card	-3
Weekday Detention	-5
Use of phone	-3
Poor manners	-3
Missed Detention	-3
Plagiarism/cheating	-15
Smokers	-20
Bullying	-20
Community service Detention	-10
Green Card	-10
Sunday Detention	-10
Illegal substances	-20

Sanctions

(A) Subject Detention

- A Subject Detention is given to a Student if they fail to meet the expectations of their subject teacher (this includes Clubs, Societies and Weekend lessons). This can include incomplete work, or work of a poor standard.
- Teacher's Detention takes place in the classroom of the subject teacher after school (i.e. from 1645hrs) on a day of the teacher's choosing. It may also take place with another teacher from within that academic department. The Student will be informed of when they are expected to attend.
- If the Teacher's Detention not completed to a satisfactory standard, or if they miss the extra work sanction, the Student will then be placed in a Manager's detention.

(b) Manager's Detention

- Manager's detentions are held on Monday, Tuesday, Thursday and Friday nights from 1645hrs – 1745hrs in the school library and taken by member of SMT or Head of Year.
- Students will be given 24 hour notice (via SIMS which will automatically notify parents when a negative vent is entered)
- Students must wear full school uniform and must work in **silence** for the entire time.
- There are no portable music players or mobile phones allowed. Laptop use must be supported with a note from the subject teacher.
- **All detentions** take priority over all other extra-curricular activities, including sport.
- If the Detention is not completed to a satisfactory standard, the following sanctions are in place...
 - Manager's Detention will be set (first offence)
 - Sunday Detention/Gating (second offence)
 - Fixed term exclusion (third offence)

(c) The Red card system.

- Red Cards are given when a Student does not speak English during the working school day or uses inappropriate language.
- Collecting a Red Card results in a 5:40 Weeknight Detention and writing a piece of prose in English during this time.
- If a red card has been given for foul language the poem that must be written is "If"
- Earning 3 Red Cards in a one week period earns an automatic Sunday Detention.
- Red cards can be given out by both Staff and Prefects.

(d) The Green card system

- Following half termly assessments, results are analysed and if a Student is deemed to have been falling below their predicted level of achievement they may be placed on green card.
- This is taken to each lesson and is signed off by the subject teacher indicating the level of 'attitude to learning'.

- Each evening they will attend weeknight detention or access time in order to improve their results.
- Students will be on green card for at least 2 weeks and if they demonstrate sufficient improvement will be taken off green card.
- Students who are found to be missing lessons without reason may be placed on a similar report – in this case it will be called an attendance report and the same consequences apply.
- In some cases students may be given a green card for poor behaviour or poor attitude to learning

(e) Community Service Detention

- Community Service Detention is for Students that have taken away from the community – be it in terms of time or material.
- Formal Community Service Detention runs on Saturday afternoon from 14:00 until 16:00.
- There may be other times during the school week, such as breaks during the academic day and in the morning before the academic day begins, where Students can perform certain Community Service Detentions.
- Community Service Detention will consist of activities such as keeping the school grounds free from litter, cleaning graffiti and chewing gum off desks, removing leaves and general upkeep of the school property.
- Failure to attend Community Service Detention will result in a Weekend Detention.

(g) Gating

- If a boarding Student breaks certain rules as outlined in the school sanctions, they will be gated.
- This means that they are restricted to school grounds and must account for their whereabouts to a member of staff by having the gating sheet signed off every hour.
- Housemasters will refer a Student for gating to the Head of Boarding.
- The length of gating is determined following a disciplinary meeting of at least 2 members of the SMT.
- Minimum length of gating is 2 hours, with maximum being all weekend.
- Gated Students may be required to remain in school uniform.

(h) Sunday Detention

- Weekend detention is held on a Sunday from 10.00 to 12.00 under the supervision of the staff on duty.
- Failure to attend Weekend detention will lead to further Disciplinary action such as Fixed Term exclusion.
- Students must wear full school uniform and must work in **silence** for the entire time. There are no portable music players or mobile phones allowed. Laptop use must be supported with a note from the subject teacher.
- Both Day and Boarding Students must attend detention. It is the responsibility of day scholar parents to ensure their child attends. The school is not responsible for getting day students to or from school to serve detention.

- As Day students cannot be Gated, a Sunday detention represents the most severe school sanction before an exclusion.

(i) Exclusions

- Please see the exclusion policy for more details
- In line with the school's rules and behaviour policy, the following actions constitute unacceptable behaviour and may result in permanent or fixed-term exclusions, this is not a definitive list
 - o physical abuse to/attack on staff
 - o verbal abuse to students
 - o physical abuse to/attack on students
 - o indecent behaviour
 - o misuse of illegal drugs
 - o misuse of other substances
 - o theft
 - o serious actual or threatened violence against another student or a member of staff
 - o sexual abuse or assault
 - o Academic misconduct
 - o supplying an illegal drug
 - o carrying an offensive weapon
 - o arson
 - o Unacceptable behaviour which has previously been reported, and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.
 - o Bringing the school's good name into disrepute

Appendix 3 - School Uniform & Personal Appearance

Members of the school are expected to ensure that their appearance and dress are, on all occasions, presentable and appropriate and such as to bring credit to them, their families and the school. The correct dress must be worn at all times. The school uniform consists of clothing worn during the academic day and official games kit.

All members of the school are expected to ensure that their appearance and dress is presentable and such as to bring credit to themselves, their families and the school. It is essential that all students are familiar with the dress code. All students are required to wear school uniform at any event in which Buckswood is taking part. This would include field trips and sports matches played at other schools. If you are supporting Buckswood please wear and be proud of the Buckswood uniform. The correct uniform is to be worn to all school activities.

School Uniform for the academic day:

- For Boys - School blazer, White collared shirt, Regulation navy blue pullover, plain black, leather, polished shoes, grey trousers (not black jeans or any other type of trouser), School tie, dark socks, and school waistcoat. Students may wear any official school tie as part of their uniform. On Fridays, bow ties should be worn.
- For Girls - blazer, White collared shirt, Regulation navy blue pullover, blue tights, plain black, leather, polished shoes (sensible and practical shoes for walking about the school campus), blue or red waistcoat, School kilt (worn below the knee) or tartan trousers. In winter months, black leather boots may be worn.
- Blazers are to be worn at all times unless permission is specifically given by the Principal.
- Lower Sixth Boys may wear their own waistcoats, Lower Sixth girls may wear their own skirts that must sit below the knee or school trousers.
- Upper Sixth Students may wear clothing appropriate for a business environment.
- Presentation is important! All students should wear clean and polished black leather shoes with their uniform. For boys, top buttons must be fastened when ties are worn and waistcoat is to remain buttoned at all times. For girls, skirt must be below the knee and blazers are to be worn, rather than carried on the arm. Uniform should be clean and ironed each day.
- Students not correctly dressed for school will be sent back to their room to dress properly. If they are a day scholar, they will be sent home in a taxi at parent's expense, to dress correctly
- Students must wear their student ID card and correctly coloured lanyard.

Games Kit or Academy Kit

It is one of the school rules that all students must be correctly dressed for their sports commitments. Tracksuits, T-shirts and other gear, which were made for specific events or tours or other 'one-off' occasions may not be worn around the school. Please note the following:

- When you travel to other venues or schools to play or watch, you must wear either the normal everyday uniform or the official games kit.
- If watching any Buckswood match, you must wear school uniform.

- Games kit consists of the Buckswood sports jersey, shorts and sports socks.
- A blue Buckswood tracksuit top may be worn on particularly cold days.
- Games kit may not be worn in class unless the next lesson is games.
- Football or rugby boots are not to be worn inside buildings. Muddy footwear should be removed from feet before going inside.
- Students should change out of games kit in the break immediately following a games lesson. Games kit is not to be worn during prep.

Casual Dress:

- Students are not permitted to wear casual dress during the academic day (unless with express permission) , or before lunchtime on Saturdays
- Students may not leave the school grounds in casual dress during weekdays, unless with the Principal's permission.
- Day students may not be on the school grounds in casual dress during weekdays, or on Saturday mornings.
- These rules apply to ALL students and apply throughout the year, including the period of examinations.
- The School encourages any team or group wishing to organise special attire such as T-shirts or touring tracksuits to do so. Approval for the designs must be obtained from the Proprietor or Principal before any orders are made.
- Occasionally, students that have organized a special T-shirt or other attire will be permitted to wear this item of clothing over jeans on a school mufti day.
- Casual dress worn by students may not contain offensive language or inappropriate images. Advertisements for drugs, tobacco or alcohol on casual clothing are prohibited and will be confiscated and destroyed.

Exceptions:

- Day students may travel home after sport in their games kit.
- Boarders may leave and return for the weekend in casual clothes, with the Principal's permission.

Jewellery:

- No rings, bangles, body piercings or other ornaments may be worn. Students may wear one pair of stud-type earrings only.
- Failure to comply will result in being sent home at parent's expense until remedied.

Hair and Grooming:

- All students should be clean-shaven.
- Students are not to wear make-up or have acrylic nails or coloured nail polish at school.
- Hair should be cut so as not to draw attention. Hair should be kept neat and tidy.
- If students do not comply with the above rules, they may be sent home at their parent's expense and may only return when the problem has been remedied.

Appendix 4 - School Code of Conduct

- All members of the school are expected to greet staff and visitors, standing up to if you are in a room and a member of staff or visitor walks in, and open doors for member of staff and visitors
- At the start of each lesson, classes should remain standing until being given instructions to be seated.
- Students must not walk around the school with their hands in their pockets.
- Students should not chew gum at school or eat food in the classrooms, the library, sports hall, and the Academic Resource Centre.
- Students are expected to make regular use of 'Please' and 'Thank You' and must address members of staff as Sir or Ma'am
- Students should always display a reasonable attitude to personal safety, act with consideration for others and be accountable for their words and actions.
- Act as ambassadors for the School and at no time or under any circumstance should their conduct be such as to bring discredit to the School.
- Earphones must not be used during the school day

Dining room etiquette

- During meals, students are expected to eat with correct table manners, sitting up straight, keeping elbows off the table and not speaking with a mouthful of food. Conversations should be restricted to immediate neighbours.
- Do not stretch across the table – ask your neighbour to pass the item to you.
- Student must use the cutlery (knife and fork/chopsticks) properly
- Do not spread ketchup etc. all over your meal. Place it on the side of your plate – otherwise it could be thought of as an insult to the cook.
- Do not lean on the table.

Appendix 5 - Boarding House Rules

1. Timings		
(a) All students must be in the designated prep room or their own rooms according to the house times.		
(b) All students must adhere to appropriate lights out times. <ul style="list-style-type: none"> a. Junior lights out is at 2145hrs b. Senior lights out is at 2230 pm 		
(c) All students must be ready for morning inspection.		
Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
a) Warning issued b) Sunday detention may be appropriate	1 day gating	Weekend gating

2. Registrations		
(d) All students must attend the compulsory registration on time		
Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
a) Warning issued b) Sunday detention may be appropriate	If the student is late for more than 3 periods in a 7 day period, and if no reasonable explanation is provided the student will be gated for 1 day (Saturday – no town leave)	If the student is late for more than 7 periods in a 14 day period, and if no reasonable explanation is provided the student will be gated for the weekend and not be allowed Town leave on the next two occasions.

3. Signing in and out		
Students must sign out and in when they leave the premises and will not leave the premises without permission.		
(iv) Sign in and out in room 9 3/4 for Town Leave and in Boarding House time		
(v) Sign in and out in Reception during the school day		
Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
Sunday detention	(a) Gating (b) Risk assessment may be put in place	(a) Exclusion (Fixed term) (b) The student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment

4. Electronic devices

Electronic devices should only be used with the permission of the staff and at appropriate times.

- (i) Should not be used during prep
- (ii) Must not distract others at bed times
- (iii) Use after lights out

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
Confiscation for one week	Confiscation for one month.	Device sent home

5. House Visitors

- a) Students are not allowed to visit other Boarding Houses.
- b) Boarders are not allowed into each other's' rooms without permission and being with the room owner.
- c) Visiting of friends happens in the common areas of the school.
- d) See also sexual relationships (below) if boys/girls in wrong houses that sanction will apply

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> a) Warning issued b) Sunday Detention may be considered 	<ul style="list-style-type: none"> a) Gating 	<ul style="list-style-type: none"> (a) Exclusion (Fixed term) (b) The student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment

6. Sexual Relationships

- (i) Students must not engage in public displays of affection
- (ii) Students must not engage in sexual relationships with other students

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
<p>This is to be decided on a case by case basis, depending on the nature of the offence. Disciplinary meeting with DSL and other members of the SMT to decide on the most suitable sanction which could include Green card, Restriction of Town leave, gating, or Exclusion (fixed term) and counselling.</p>		

7. Medication

- (i) Students must not have, possess or use any medication (prescription or otherwise) unless with the permission of the school nurse. When returning from holidays any medication carried must be checked by the school nurse.
- (ii) when in the school in the school's duty of care, students must only take medication or supplements that have been approved under EU legislation, the school nurse and parental knowledge
- (iii) students must not share or supply any medication (prescription or otherwise) to any member of the community

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> (a) Discussion with School Nurse and (b) The student will be required to surrender all medications that they have (c) Parents will be informed 	<ul style="list-style-type: none"> (a) Discussion with School Nurse and (b) The student will be required to surrender all medications that they have (c) Parents will be informed 	<p>Interview face to face with parents saying this must not continue and explaining the seriousness of the issue. If necessary, consider Fixed term exclusion.</p> <p>Reintegration meeting and code of conduct to be signed.</p>

8. Sunday Evenings

Sunday Evenings are an important part of the preparation for the school week.

- (i) Students must place shoes outside room door and polish shoes
- (ii) Be in their houses by 7.30pm
- (iii) Prepare for the week ahead

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
Community Service in the Boarding House	1 day weekend gating	Weekend gating

9. Naked Flames

Under no circumstances must students light incense, candles or other items that could cause fire.

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> a) Confiscation and warning b) Sunday detention may be considered 	1 day gating	Weekend gating

10. Smoking		
(a) Students must not smoke cigarettes or e-cigarettes at any time when in the school's duty of care.		
Sanction		
1 st Offence	2 nd Offence	3 rd Offence
a) Manager's Detention b) Parents informed directly	a) Student must attend smoking caseation course offered by BHS b) Sunday Detention/Gating c) The student's parents will be informed directly d) £10 donation to cancer research	a) Exclusion (Fixed term) b) The student will be required to attend a re-integration meeting upon return to school and may be subject to a risk assessment c) Future town leave may be restricted or subject to special conditions

11. Alcohol		
a) Students must not break the UK legislation in relation to the purchase and consumption of alcohol. b) Students must not consume alcohol or be or associated with those that are, under the influence of alcohol when in the school's duty of care c) Students must not purchase or supply alcohol for other students		
Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
a) Gating b) Parents informed c) Risk assessment put in place and town leave may be restricted or subject to special conditions for 2 weeks	(a) Exclusion (Fixed term) (b) (i) the student will be required to attend a re-integration meeting on return to school and may be subject to a risk assessment (ii) future town leave may be restricted or subject to special conditions for up to 4 weeks (c) The student will be required to attend a Substance misuse course	Exclusion (Permanent)

12. Drugs

- a) Students must not break the laws in relation to buying or taking of illegal drugs or a chemical
- b) Substance that have an effect similar to that of an illegal drug (also known as 'Legal Highs').
- c) Students must not be or associated with those that are, under the influence of these substances when in the school's duty of care
- d) Students must not buy or supply illegal drugs or Legal Highs for or to other students or members of the community
- e) Students must not possess or bring on to the school campus any illegal drugs or Legal Highs

See also Drugs and Alcohol Policy

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
<ul style="list-style-type: none"> a) Exclusion. A disciplinary meeting with SMT to decide if Exclusion (Fixed term) or Exclusion (Permanent) is appropriate (b) If fixed term exclusion, (i) the student will be require attending a re-integration meeting on return to school and will be subject to a risk assessment, (ii) future town leave may be restricted or subject to special conditions for up to 4 weeks. 	Exclusion (Permanent)	

13. Violence and physical behaviour

- a) Students must not threaten or act physical violence

Sanction		
1 st Offence	2 nd Offence	3 rd Offence
Disciplinary meeting will be held involving the DSL and SMT to discuss whether an Exclusion (Fixed term) is an appropriate sanction, or whether there is a more appropriate sanction.	Exclusion (Fixed term)	Fixed term exclusion or Permanent exclusion depending on the incident

14. Takeaways

- a) Students must not order takeaway food to be delivered to the school

Sanctions		
1 st Offence	2 nd Offence	3 rd Offence
Sunday Detention	Gating	Fixed term exclusion

15. Cooking appliances

a) Students must not use or have in their room any form of cooking appliance

Sanctions

1 st Offence	2 nd Offence	3 rd Offence
Item confiscated until the end of term	a) Item confiscated until the end of term b) Gating	a) Item confiscated and sent to the parents at the parents expense b) Gating

Appendix 6 - School Boundary Areas

Out of Bounds

The following are out of bounds to any Student not accompanied by a member of staff:

- All classrooms, labs and lecture rooms (out of class time).
- Ladies sitting room during the academic day.
- Dormitory rooms during lesson times.
- The maintenance and workshop areas, the stables.
- The Nurse's Office, except during official visiting times.
- The back fields and any neighbouring farmer's fields, including those across the street from the school, the woods, all roof areas.
- All staff quarters and the Staff Room.
- The School Dining Room.
- Another Scholar's dormitory, unless members of that dormitory are present. All changing rooms in Houses other than your own. Students are not allowed to enter boarding houses unless they are members of that house. This is especially true in regards to boys being in girls' dormitories and vice versa.
- Off Campus – except for those officially signed out, going to town.
- Pubs, off-licenses, so-called 'head' shops which sell drug paraphernalia, betting shops.

Swimming Pool Rules

- The pool may only be used when there is an accredited supervisor i.e.: A person qualified to supervise swimming, with a lifesaving qualification and who has authority to control students.
- Behaviour in the pool area must be scrupulously correct. No food or drinks are allowed in the pool area. No games except for water polo. No pushing, chasing, ducking or other horseplay. No stereos or mp3 players are permitted in the pool area.
- Correct swimming attire must be worn.

Appendix 7 - Explanation of Prep

- Prep must be entered into the scholar's prep diary at the time it is set. The prep diary must be brought to prep for inspection. If a scholar is absent from a lesson, they must access the prep task via the VLE
- It is the responsibility of the scholar to understand the Prep assignment at the time it is set. If the student does not understand he/she must ask the teacher concerned.
- Students will be allocated a form room where they will do 1st Prep. Once Prep has started, students may not leave that room.
- Prep must be done in silence.
- Reading books should be brought to prep, in case work is finished early.
- 1st Prep must be done in assigned form rooms. During 1st Prep, students may use computers but only with permission of the Form Tutor / Head of Year and a note from the subject teacher. No headphones or music are permitted.
- Boarders - During 2nd Prep, students may use technology in an appropriate and non-disruptive manner. Any scholar found using technology inappropriately during 2nd Prep will have it confiscated and may face further sanction.
- If students are late to prep, they will be made to remain behind to make up the time and will tidy the classroom.
- 1st Prep runs from 15.50 until 16.45 and 2nd Prep for boarders runs from 20:30 until 21:30. 2nd Prep for day students runs from 16.45 until 17:30 in the Upper Library.
- Teachers have the right to place day students in 2nd prep if they feel it is necessary.

Appendix 8 - Guidance around gambling

These rules exist to:

1. Promote good, socially acceptable behaviour that is in line with the law.
2. Support staff in developing an awareness of the adverse effects of gambling.
3. Follow correct procedures should a staff member have any concerns around the issue of gambling.

These rules are necessary so that students and staff are kept safe at the School, for the reputation of the School and for the protection of Buckswood's property and environment. They help to engender a healthy living and educational environment where young people can learn together and thrive. These rules apply to all students whilst they are at School, representing the School, on School trips & visits, travelling to and from school, wearing School uniform and when students are associated with the School at any time.

Current research in Gambling amongst young people.

Research in England and Wales conducted by the Gambling Commission shows that children agree that gambling is dangerous and can have very negative consequences.

The most popular forms of gambling are fruit machines, placing a bet with friends, playing cards for money with friends, The National Lottery and gambling on line. Gambling is twice as prevalent among boys (21%) as among girls (11%)

Increasingly, on line gambling is becoming popular with some young people using their own money, while others are using a parent's account, with or without permission.

Young people are seeing gambling as a means to make money, to have fun and find excitement.

Gambling advertising is used increasingly on social media websites, which many young people use.

A definition of problem gambling.

Problem gambling occurs when one loses control over the amount of time and money one spends on gambling, despite adverse consequences.

Consequences of gambling.

Some of the problems manifested by habitual gambling in schools are:

1. Poor grades, possibly going from high to low in achievement and results.
2. Stealing and lying.
3. Borrowing money and not repaying it.
4. Extortion of money from younger students.
5. Having money or debt that cannot be explained satisfactorily.

Some possible signs of gambling

1. Apathy at school, reluctant to take part in events and fully engage in the lesson.
2. Poor social relationships.
3. Tiredness.
4. Clear drop in results and levels.
5. Increased anger or aggression.
6. Repeated attempts to access gambling sites blocked by the school 'Smooth wall' filtering system.

Procedures if concerned

Any form of gambling behaviour cannot be tolerated as it can do harm to the climate and safety of the school as well as to the individual.

Any students that cause concern around gambling issues must be reported to SMT and a welfare form, a green slip, handed to the Designated Safeguarding Lead (DSL)

The student(s) in question need to be continually monitored and checked for any further signs of gambling or illegal activities and will be overseen by the DSL.

Staff on supervision duties and all boarding staff should be very vigilant of any gambling taking place and address the issue immediately with the full force of the school's behaviour policy, inform the SMT and the DSL.

Appendix 9 - Code of Class Conduct

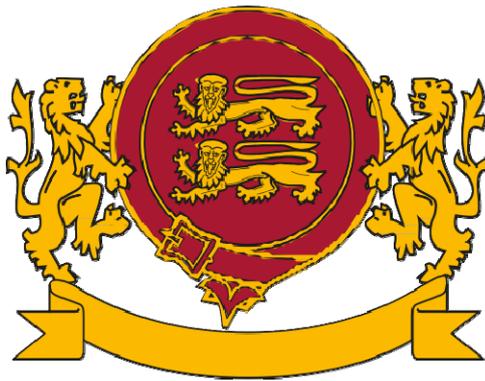
Code of Class Conduct

- Line up outside the classroom and wait for your teacher
- Stand behind your desk until asked to sit
- You must sit where your teacher asks you to sit
- Come prepared – with relevant materials and equipment
- Raise your hand to contribute a comment or answer
- Be helpful & polite to those around you
- Follow your teacher's instructions at all times – it is the teacher, and only the teacher, who is in charge in your classroom
- Ask your teacher if you don't understand something
- Do not walk around the classroom
- Do not eat or drink in the classroom OR bring food/drinks into the class
- Mobile 'phones must not be used for any purpose in the classroom. Teachers will confiscate electronic gadgets, 'phones, headphones and iPods/MP3s if they see them in evidence in the classroom
- English is the public language of the school and except in foreign language lessons, must be used at all times in the classroom
- Have your prep diary signed by your teacher before leaving the room in an orderly manner
- If you feel that you have been wrongly sanctioned speak to your teacher privately about it in a diplomatic fashion
- Have FUN learning!

Appendix 10 - School travel and Transport

- Only those day students with licenses and with parental permission may drive motorcars or other motorised vehicles. Vehicles may only be driven to and from the school with the permission of the Principal.
- No student may ride in, or on a vehicle driven by another member of the school whilst on the school property, unless he or she has obtained permission from the Principal/parents.
- No scholar may keep a car at the school unless he or she has permission from the Principal.
- Hitch-hiking is forbidden for all members of the school.
- When travelling on school transport, students are expected to follow all school rules and behave in an appropriate manner.
- Seatbelts are to be worn on all school transport.
- Failure to adhere to the policy on behaviour on school transport will result in this privilege being revoked.

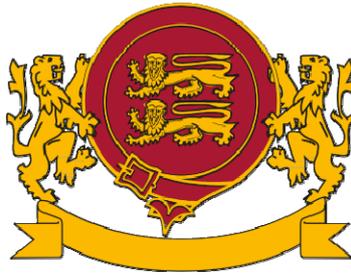




Please print out the following three acknowledgement forms and sign them as your confirmation that you have read and understood the documents within this Handbook.

Please pass all three forms onto Anne Jeffery in the Wellbeing Hub.

Thank you



2018/2019

Keeping children safe in education

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

At Buckswood we believe that our educational approach as stated in the school mission statement is very child centered, therefore it is important and part of your contractual agreement and part of the law that YOU have read the following guidance.

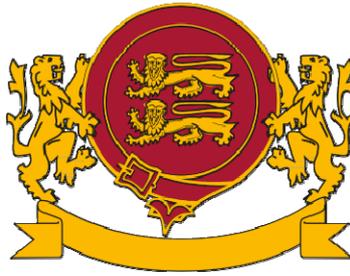
www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Please can you sign below that you have read and understood this document

Name	
Sign	
Date	

As a school we have a safeguarding team who are available for further training. Please do contact them in the Wellbeing Hub for more information. There will be termly updates and training courses available to all staff.

Please return this completed form to Anne Jeffery in the Wellbeing Hub asap.



2018/2019

Safeguarding and Child Protection Policy

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

As part of your induction into your new role at Buckswood School you will have received a copy of the above policy which is also available on our website.

Please can you sign below that you have read and understood this document

Name	
Sign	
Date	

As a school we have a safeguarding team who are available for further training.

In line with government guidance Keeping Children Safe in Education September 2018 you will be required to undertake face-to-face Safeguarding and Child Protection Training which will be arranged by the Safeguarding Team.

Please do contact them in the Wellbeing Hub for more information. There will be termly updates and training courses available to all staff.

Please return this completed form to Anne Jeffery in the Wellbeing Hub asap.



All Buckswood staff are expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes, which set the required standard for staff conduct throughout your career at Buckswood School.

All staff must uphold public trust and maintain high standards of ethics and behaviour, both inside and outside the school regardless of your role at Buckswood by :

- Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a member of staff at a school.
- Having regard for the need to safeguard all our pupils' wellbeing, in accordance with statutory provisions.
- Showing tolerance of and respect the rights of others, including a greater understanding of contextual safeguarding.
- Not undermining fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in a way which exploits pupil vulnerabilities or might lead to them breaking the law.

As a staff member you must have proper and professional regard for the ethos, policies and practices of our school and maintain high standards in your attendance and punctuality so as to be a good role model for the pupils in our care.

I have read and understand the Staff Behaviour Policy/Code of Conduct and agree to abide by this required standard during my employment at Buckswood School

Signed..... **Date** :

Print Name

PLEASE RETURN THIS FORM TO THE SAFEGUARDING OFFICER IN THE WELLBEING HUB

Buckswood School
Rye Road
Guestling
East Sussex TN35 4LT
www.buckswood.co.uk

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