SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

SAFEGUARDING POLICY

Ratified by Governors:	February 2015
To be reviewed annually:	Updated 21.5.15
Member of SMT responsible for policy:	Iain Cameron

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Index

PAGE	CONTENT
3	Designated safeguarding staff contact details
4	Safeguarding statement / Principles / Aims
5	Roles and responsibilities
7	**School procedures (Child Protection)**
10	Child protection guidance for staff
12	Allegations against staff
13	Inappropriate relationships
13	Physical intervention / Monitoring and Evaluation (Child Protection)
14	**E-safety policy – Introduction / Aims**
15	Roles and responsibilities (E-safety)
17	E-safety policy statements
20	Technical infrastructure / equipment, filtering and monitoring
24	Communications
25	Social media
26	Dealing with e-safety incidents
27	Unsuitable / inappropriate activities
29	Responding to incidents of illegal misuse
30	Monitoring and Evaluation (E-safety)
31	**Prevent policy – Introduction / Aims**
32	Strategies for protecting students from radicalisation and extremism
33	Reporting (Prevent)
35	Interventions / Prevent guidance for staff
36	Monitoring and Evaluation (Prevent)
37	**Life in Modern Britain (LMB) policy**
37	Policy aims
38	Roles and Responsibilities
38	Monitoring and Evaluation (LMB)
39	**Visiting speaker's policy**
40	Monitoring and Evaluation (Visiting speaker's policy)
41	Form – Request for prior approval for visiting speakers
42	Form – Agreement + guidelines for visiting speakers
43	**Venue booking policy**
44	**Safer recruitment policy – Aims and objectives / Roles and responsibilities**
44	Recruitment and selection procedure
46	Offer of appointment and new employee process
48	Monitoring and Evaluation (Safer recruitment)
49	Safeguarding policy - Monitoring and Evaluation of Safeguarding

APPENDICES

50	Appendix 1 – Specific safeguarding issues
55	Appendix 2 – Referral flowchart
56	Appendix 3 – Statement to students in the school planner
57	Appendix 4 – Duty line referral form
58	Appendix 5 – Student AUP
61	Appendix 6 – Staff AUP
64	Appendix 7 – Example of photo permission letter
65	Appendix 8 – Tower Hamlets "No Place for Hate" pledge
66	Appendix 9 – Prevent intervention triangle
67	Appendix 10 – Risk assessment form
69	Appendix 11 – Visitors policy
71	Appendix 12 - New starters' induction letter + flow chart

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Designated safeguarding staff contact details

The designated safeguarding officer for child protection in this school is:

Iain Cameron

Contact details: 0207 790 6712 Ext 115 07900 694496 iain.cameron@sjcr.net

The deputy safeguarding officer for child protection in this school is:

Nicki Regan

Contact details: 0207 790 6712 Ext 141 nicki.regan@sjcr.net

The nominated child protection governor for this school is:

Angela Hancock

Contact details: angela.saunders123@btinternet.com

The Headteacher is:

Haydn Evans

Contact details: 0207 790 6712 Ext 105 / 07808 480 479 haydnevans111@yahoo.co.uk

The member of staff with responsibility for the Prevent programme is:

Marielle Dow

Contact details: 0207 790 6712 Ext 146 marielle.dow@sjcr.net

The member of staff with responsibility for E-safety is:

Neil Jones

Contact details: 0207 790 6712 Ext 118 neil.jones@sjcr.net

Local Authority contacts are:

1. Tower Hamlets Duty Line 020 7364 3444

2. The Tower Hamlets "Designated Officer" (DO) is James Gilley 0207 364 3506

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Safeguarding statement

Sir John Cass Red Coat Secondary School is committed to ensuring that consistent and effective procedures are in place to fulfil its statutory obligation to safeguard and promote the welfare of the young people in its care. This is outlined in greater detail in the following safeguarding policy.

The school requests that all visitors adhere to the guidelines within the school's safeguarding policy.

Sir John Cass Red Coat School Safeguarding Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance ensuring that the school is following the guidelines set out in the Department for Education statutory guidance 'Keeping Children Safe in Education'.

It is the school's responsibility to safeguard and promote the welfare of children. Children who are and feel safe make more successful learners. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Aims of the Safeguarding Policy:

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the school's commitment with regard to safeguarding children.
- Continuing to develop awareness in all staff of the need for Child Protection and their responsibilities in identifying potential abuse.
- Ensuring that all staff are aware of and follow the child protection referral procedures within the school.
- Monitoring children who have been identified as 'at risk'.
- Ensuring that outside agencies are involved where appropriate.
- Ensuring that key concepts of Child Protection are integrated within the curriculum especially via PSHE and Citizenship.

- Creating an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.

- Ensure pupils of all ages are protected from the possibility of exposure to radicalisation/extremism.

- To provide an appropriate level of safeguarding training for parents, staff, pupils and governors.

- For all staff to adopt an 'it could happen here' approach to safeguarding.

Roles and Responsibilities

The following section outlines the safeguarding roles and responsibilities of individuals and groups within the school:

Governors:

The Governing body's responsibilities include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy.
- appointing a designated safeguarding lead who should undergo child protection training every two years.
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- making sure that children are taught about how to keep themselves safe.

The Governing body must, in addition, prevent people who pose a risk of harm from working with children by:

- adhering to statutory responsibilities to check staff who work with children.
- taking proportionate decisions on whether to ask for checks beyond that which is required.
- ensuring that volunteers are appropriately supervised.
- making sure that at least one person on any appointment panel has undertaken safer recruitment training.
- ensuring there are procedures in place to handle allegations against members of staff and volunteers
- making sure that there are procedures in place to handle allegations against other children.
- putting in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions.

Governors are responsible for the approval of the Safeguarding Policy (incorporating E-safety and Prevent) and for reviewing the effectiveness of the policy. This will be carried out by the Governors / Sub Committee receiving regular information about incidents and monitoring reports.

A member of the Governing Body has taken on the role of the Safeguarding Governor. The role of the Governor will include:

- meetings with the safeguarding officers (including Prevent + E-safety).
- monitoring of incident logs.
- reporting to relevant Governors / committee meetings.
- ensuring statutory requirements of the policy are met, e.g. annual review.

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Headteacher:

- The Headteacher has a duty of care for ensuring the safety of members of the school community, though the day to day responsibility for safeguarding will be delegated to the named officers.
- The Headteacher and (at least) another member of the Senior Leadership Team / Senior Management Team should be aware of the procedures to be followed in the event of a serious allegation being made against a member of staff.
- The Headteacher / Senior Leaders are responsible for ensuring that the safeguarding officers and other relevant staff receive suitable training to enable them to carry out their roles and to train other colleagues, as relevant.
- The Headteacher / Senior Leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.
- The Senior Leadership Team will receive regular monitoring reports from the safeguarding officers.

Designated Safeguarding Officers:

Responsibilities include:

- to take day to day responsibility for safeguarding issues and have leading roles in establishing and reviewing the school policies / documents.
- to ensure that all staff are aware of the procedures that need to be followed in the event of an incident taking place.
- to ensure that all staff and students can identify the Designated Officers for Safeguarding Children.(See appendix 3 – Statement to students in the school planner)
- to provide training and advice for staff to raise awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- to liaise with relevant bodies.
- to refer promptly all cases of suspected child abuse to the local Children's Services department (via the Duty Line 020 7364 3444) or the police child protection team.
- If a referral has been made concerning a child in immediate risk of serious harm and the situation does not appear to be improving, the designated safeguarding officer making the referral should press for re-consideration.
- to maintain and update as necessary the Child Protection Monitoring List.
- to organise regular training on Child Protection within the School (teaching + non-teaching staff).
- to co-ordinate action where child abuse is suspected. In addition, to copy child protection referrals to the School Health Advisor and the Educational Welfare Officer. To keep a complete record of referrals and outcomes.
- to facilitate and support the development of a whole school policy on Safeguarding Children.
- to attend case conferences, review meetings, strategy meetings or nominate an appropriate member of staff to attend on his/her behalf.
- to maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a "need to know basis".
- to liaise with the school health advisor to keep an up to date record of pupils subject to a CP Plan, the pupils who are CIN (Child In Need) and those considered Vulnerable.
- to keep up to date with current practice by participating in training opportunities wherever possible.
- to attend the 2-yearly level 3 Safeguarding course as required by Safeguarding legislation.
- to ensure all staff receive a copy of 'Keeping children safe in education' statutory guidance.
- to monitor reports of incidents and create a log of incidents to inform future developments.
- to meet regularly with Governors to discuss current issues and review incident logs.
- to attend relevant meeting / committee of Governors.
- to report regularly to the Senior Leadership Team.

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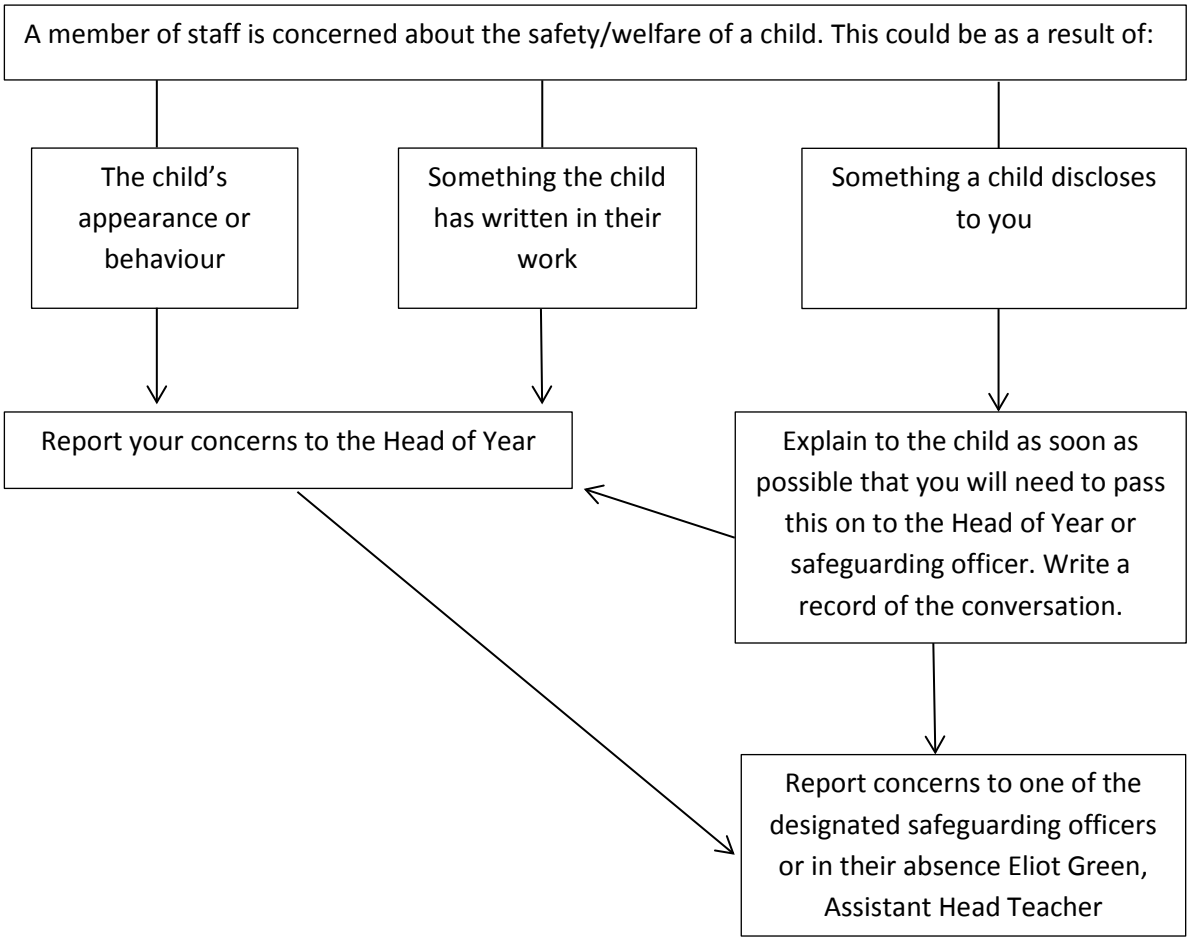
School Procedures – Child Protection

The school's designated safeguarding officers are Iain Cameron, Assistant Head Teacher and Nicki Regan, Head of Year. They will decide on the necessary course of action for any child protection concern in the school and will liaise with Children's Services and other relevant agencies as appropriate.

Every member of the school staff has a legal responsibility to report any concerns they have regarding the safety and welfare of a student. This should be done immediately, either to the child's Head of Year and/or to one of the designated safeguarding officers. The flow chart below outlines briefly the correct course of action. The school's safeguarding policy and guidelines on how to recognise the four categories of abuse are available on the staff common area in the policies folder.



1. Any member of staff with an issue or concern relating to Child Protection should immediately discuss it with a Head of Year and/or one of the designated staff for safeguarding children.

2. When a child discloses information to a member of staff it is imperative that at the earliest, and most appropriate opportunity, the child is informed that confidentiality cannot be guaranteed in respect of child protection issues.

3. The designated safeguarding officer/s will then decide on the appropriate course of action.

To make a referral all staff must follow the Referral Flowchart in appendix 2.

PLEASE NOTE: Any member of staff can make a direct referral to the local authority Duty Line if unhappy with the school's response to a record of concern/referral.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Dealing with disclosures of abuse:

If a child discloses Child Protection information to you with regards to physical, sexual, emotional abuse or neglect there is a protocol that should be followed to support the child. Please follow these guidelines:

- Do reassure the child that they have done the right thing by telling you.
- Stay calm and be available to listen.
- Listen with the utmost care to what the child is saying.
- Inform the child that you have a legal duty to pass this information on to the relevant member of staff.
- Do not put words into the child's mouth and note the main points carefully.
- Question normally without pressurising.
- Do ask them what has happened but you do not need the full details.
- Do ask them when the incident occurred, for example, in the last 24 hours, less than a week ago, a month ago or a year ago.
- Do ask where the incident(s) took place.
- Do ask for the complainant's name.
- Do ask for the child(ren)'s age(s).
- Do not ask leading questions.
- Do not tell the person who is the subject of an allegation.
- Do assure the child/student that you will report what they have told you to only those people who need to know.
- Do not promise to keep it a secret. The information must be referred to the appropriate agencies.
- Do not indicate to the student any clue that you might already have information about the situation.
- Immediately inform the designated teacher for safeguarding children.
- Do not discuss disclosures with colleagues; the information is to remain confidential.
- Do make notes immediately after you have finished meeting with the student. Keep a full record – date, time, what the child did, said, etc. This should be completed as soon as possible and handed to the designated safeguarding children teacher.
- Do inform the Head of Year and one of the Child Protection Teachers as soon as possible. You will be required to complete a Child Protection referral form (see appendix four).
- **If the child is in imminent danger please refer to Iain Cameron, Nicki Regan or contact Mr. Evans, the Head Teacher (emergency contact for Mr. Evans is 07808 480 479)**
- Do complete a written transcript within 24 hours and pass this to one of the Child Protection Teachers.

Monitoring and Record Keeping

All incidents are reviewed, recorded and monitored and the views of the child are sought and understood. It is essential that accurate records be kept where there are concerns about the welfare of a child. These records are kept in secure, confidential files, which are separate from the child's school records. These records are stored in the Assistant Head Teacher's office.

The child protection files are to be kept secure for 7 years following a pupil leaving the school. If a pupil transfers to another school a copy of the child protection file should be kept, the original should be sent securely to the new school.

The school keeps updated a central record of pupils subject to CP plans, CIN and also pupils considered to be vulnerable.

Staff must keep the designated teacher/s for Safeguarding children informed of:

- Poor attendance and punctuality.
- Concerns regarding appearance/dress.
- Changed or unusual behaviour.
- Concerns regarding health and emotional well-being.
- Deterioration in educational progress.
- Discussions with parents/cares about concerns relating to their child.
- Concerns about home conditions or situations.
- Concerns about pupil on pupil abuse (including serious bullying and cyber-bullying).
- Concerns about extremism and radicalisation.

When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the nature of the suspicions, the child and the family.

The school keeps a record of the referrals made to the Local Authority Duty Line.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our children attend off-site activities, we will check that effective child protection arrangements are in place.

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.
All staff receive training during the INSET session on the first day of the autumn term. In addition new staff and governors will receive training during their induction. All staff and governors will receive annual training). In addition all staff receive a copy of the Department for Education guidance 'Keeping Children Safe in Education'.
During the course of the year designated safeguarding staff will also be involved in providing training sessions for staff covering areas such as Prevent, e-safety and others.
All supply/temporary staff will be expected to be familiar with this policy before they start work at this school.

Visitors to School:

This is covered in the separate visitors' policy in Appendix 11.

Contractors:

All contractors are required to report to the premises staff on their arrival. They should be wearing an ID badge at all times. Staff should feel confident to challenge anyone in school without an ID badge on display.

All employees of school appointed contractors are required to have DBS clearance. Contractors will be informed of this by the Premises team when quotes are submitted for work.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Child Protection Guidance for Staff

Child abuse can be categorised into four distinct types:

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Physical Neglect

There is also a fifth category.

5. Grave Concern/at risk — this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories above.

Safeguarding can involve a range of potential issues such as:

- child sexual exploitation (CSE)
- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- domestic violence (DV)
- drugs / substance misuse
- fabricated or induced illness (FII)
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- sexting
- sexual exploitation
- teenage relationship abuse
- trafficking

For outline guidance on each of the above please refer to appendix 1.

Signs that may signal the presence of child abuse or neglect

The Child:

- Shows sudden changes in behaviour or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive, or withdrawn
- Comes to school or other activities early, stays late, and does not want to go home

The Parent:

- Shows little concern for the child
- Denies the existence of—or blames the child for—the child's problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves

- Sees the child as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child:
- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

Types of Abuse:
The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Signs of Physical Abuse:
Consider the possibility of physical abuse when the child:
- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

Consider the possibility of physical abuse when the parent or other adult caregiver:
- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil," or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

Signs of Neglect:
Consider the possibility of neglect when the child:
- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odour
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care

Consider the possibility of neglect when the parent or other adult caregiver:
- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Signs of Sexual Abuse:
Consider the possibility of sexual abuse when the child:
- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour

- Becomes pregnant or contracts a sexually transmitted infection, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

- Shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

Consider the possibility of emotional maltreatment when the parent or other adult carer:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child

Grave concern/at risk:

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

Allegations against staff

No school staff should place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of school's expectations and the Behaviour Policy. Guidance about safeguarding and child protection, including e-safety, will be given at induction and policies are available in the shared staff common area as well as on the school website.

If an allegation is made by a student against a member of staff, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the headteacher.

The headteacher on all such occasions will discuss the content of the allegation with the "Designated Officer" (DO) at Tower Hamlets (local authority).

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Head teacher. If the allegation is against the Head Teacher it should be taken directly

to the Chair of Governors. The School follows the DFE guidance 2015 "Keeping Children Safe in Education" on allegations of abuse against staff as well as the guidance provided in Section 16 of The Sexual Offences Act 2003..

When concerned about the welfare of a child, staff members should always act in the interests of the child.

Inappropriate relationships

The Sexual Offences Act 2003 states that sexual relationships with under 16s are against the law. It is also an offence for an adult to have a sexual relationship with someone under 18 if the adult occupies a 'position of trust' in relation to that young person. This covers, for example, relationships between members of school or college staff and students. It applies as long as the young person is under 18, even if they are over the age of legal consent.

The Sexual Offences Act 2003 covers sexual activity with a child, causing or inciting a child to engage in sexual activity, engaging in sexual activity in the presence of a child as well as causing a child to watch a sexual act.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort. It should only be used to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safer Culture' guidance to ensure they are clear about their professional boundary

Monitoring and Evaluation (Child Protection)

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through formal audits of incidents and a yearly review which will be presented to the Head Teacher reported to the Governing Body. In addition a yearly external review will be carried out.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

SAFEGUARDING POLICY – E-SAFETY

Introduction and Aims

The purpose of this policy is to establish the ground rules we have in school for using ICT equipment and the Internet.

New technologies have become integral to the lives of children and young people in today's society, both within educational establishments and in their lives outside school. The Internet and other digital/information technologies are powerful tools which open up new opportunities for everyone. Electronic communication helps teachers and pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe Internet access at all times. The requirement to ensure that children and young people are able to use the Internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. This e-safety policy will help to ensure safe and appropriate use. The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil achievement. However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content.
- Unauthorised access to, loss of or sharing of personal information.
- The risk of being subject to grooming by those with whom they make contact on the Internet.
- The sharing/distribution of personal images without an individual's consent or knowledge.
- Inappropriate communication/contact with others, including strangers.
- Sexting.
- Cyber-bullying.
- Vulnerability to radicalisation
- Access to unsuitable video/Internet games.
- An inability to evaluate the quality, accuracy and relevance of information on the Internet.
- Plagiarism and copyright infringement.
- Illegal downloading of music or video files.
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the off-line world and it is essential that this e-safety policy is read and used in conjunction with other school policies; specifically the Safeguarding Policy.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision, to build pupils' resilience to the risks to which they may be exposed so that they have the confidence and skills to face and deal with these risks.

The school provides the necessary safeguards to help ensure that we have done everything that could reasonably be expected to manage and reduce these risks. The e-safety policy explains how the school intends to do this, whilst also addressing wider educational issues in order to help young people (and their parents/carers/staff) to be responsible users and stay safe while using the Internet and other communications technologies for educational, personal and recreational use.

Scope of the Policy

This policy applies to all members of the school community (including staff, students / pupils, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of the school.

The Education and Inspections Act 2006 empowers headteachers to such extent as is reasonable, to regulate the behaviour of students when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying or other e-safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the Behaviour Policy.

The school will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school.

Roles and Responsibilities

In addition to the roles of the headteacher, the governing body and the safeguarding officers outlined at the beginning of the policy there are specific roles and responsibilities relating to the e-safety policy as follows:

Network Manager / Technical staff:

The Network Manager / Technical Staff are responsible for ensuring:

- that the school's technical infrastructure is secure and is not open to misuse or malicious attack
- that the school meets required e-safety technical requirements and any Local Authority / other relevant body E-Safety Policy / Guidance that may apply.
- that users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
- the filtering policy, is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- that they keep up to date with e-safety technical information in order to effectively carry out their e-safety role and to inform and update others as relevant
- that the use of the network / internet / Virtual Learning Environment / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Deputy Headteacher line managing the network manager + E-safety Officer for investigation / action / sanction
- that monitoring software / systems are implemented and updated as agreed in school policies

Teaching and Support Staff

Teaching and support staff are responsible for ensuring that:

- they have an up to date awareness of e-safety matters and of the current school e-safety policy and practices
- they have read, understood and signed the Staff Acceptable Use Policy (AUP)
- they report any suspected misuse or problem for investigation / action / sanction
- all digital communications with students / pupils / parents / carers should be on a professional level and only carried out using official school systems
- e-safety issues are embedded in the curriculum and other activities

- students understand and follow the e-safety and acceptable use policies
- students have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they monitor the use of digital technologies, mobile devices, cameras etc. in lessons and other school activities (where allowed) and implement current policies with regard to these devices
- in lessons where internet use is pre-planned students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches

Child Protection / Safeguarding Officer

The CP/Safeguarding Officer is trained in e-safety issues and is aware of the potential for serious child protection / safeguarding issues to arise from:

- sharing of personal data
- access to illegal / inappropriate materials
- inappropriate on-line contact with adults / strangers
- potential or actual incidents of grooming
- cyber-bullying

E-safety Group

The E-Safety Group provides a consultative group that has wide representation from the school community, with responsibility for issues regarding e-safety and the monitoring the e-safety policy including the impact of initiatives.

Members of the E-safety Group will assist the E-safety Officer with:

- the production / review / monitoring of the school e-safety policy / documents.
- the production / review / monitoring of the school filtering policy and requests for filtering changes.
- mapping and reviewing the e-safety curricular provision – ensuring relevance, breadth and progression
- monitoring network / internet / incident logs
- consulting stakeholders – including parents / carers and the students about the e-safety provision
- monitoring improvement actions identified through use of the 360 degree safe self-review tool

Students:

- are responsible for using the school digital technology systems in accordance with the Student Acceptable Use Policy. This will be signed annually in order to incorporate any necessary updates.
- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.
- should understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's E-safety Policy covers their actions out of school, if related to their membership of the school

Parents / Carers

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. The school will take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, website / VLE and information about national / local e-safety campaigns / literature. Parents and carers will be encouraged to support the school in promoting good e-safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events
- access to parents' sections of the website / VLE and online student records
- their children's personal devices in the school (where this is allowed)

Community Users

Community Users who access school systems as part of the wider school provision will be expected to sign a Community User AUP before being provided with access to school systems.

Policy Statements (E-safety)

Education – students / pupils

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in e-safety is vital strand of safeguarding. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

As a key element of safeguarding staff reinforce e-safety messages across the curriculum. The e-safety curriculum is broad, relevant and provides progression, with opportunities for creative activities and are provided in the following ways:

- A planned e-safety curriculum is provided as part of ICT / PSHE - Citizenship / other lessons .
- Key e-safety messages are reinforced as part of the induction process as well as a planned programme of assemblies and pastoral activities e.g. Safer Internet Day.
- Students are taught in lessons to be critically aware of the materials / content they access on-line and are guided to validate the accuracy of information.
- Students are taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
- Students are helped to understand the need for the student Acceptable Use Agreement (Appendix 5 – Student AUP) and encouraged to adopt safe and responsible use both within and outside school.
- Staff act as good role models in their use of digital technologies. (Appendix 6 – Staff AUP)
- In lessons where internet use is pre-planned, the aim is to direct students should to sites checked as suitable for their use.
- Where students are allowed to freely search the internet, staff are vigilant in monitoring the content of the websites the young people visit.

Be SMART Online

We encourage students to take a SMART approach to e-safety:

- **S**afe – Do not give out personal information, or post photos of yourself to people you talk to online. Follow age restriction rules.
- **M**eeting – Do not meet somebody you have only met online. We encourage parents / carers to speak regularly to their children about who they are talking to online.

- **A**ccepting – We advise that students only accept emails and other forms of communication from people they already know.
- **R**eliable – We teach students about the dangers of believing everything they see online.
- **T**ell – We encourage students to tell a teacher, parent or carer if they see anything online that makes them feel uncomfortable.

Education – parents / carers

Many parents and carers have only a limited understanding of e-safety risks and issues, yet they play an essential role in the education of their children and in the monitoring / regulation of the children's on-line behaviours. Parents and carers may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness to parents and carers through:

- Letters, newsletters, VLE
- Parents / Carers sessions
- Campaigns e.g. Safer Internet Day
- Reference to the relevant websites / publications
- A dedicated section of the school website

Education – The Wider Community

The school will provide opportunities for local community groups / members of the community to gain from the school's e-safety knowledge and experience. This may be offered through the following:

- Providing family learning courses in use of new digital technologies, digital literacy and e-safety
- E-Safety messages targeted towards grandparents and other relatives as well as parents.
- The school website will provide e-safety information for the wider community
- Supporting community groups e.g. youth / sports / voluntary groups to enhance their e-safety provision

Education & Training – Staff / Volunteers

It is essential that all staff receive e-safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- E-safety training will be made available to staff. This will be regularly updated and reinforced. An audit of the e-safety training needs of all staff will be carried out regularly.
- All new staff should receive e-safety training as part of their induction programme, ensuring that they fully understand the school e-safety policy and Acceptable User Agreement.
- The E-Safety Officer will receive regular updates through attendance at external training events and by reviewing guidance documents released by relevant organisations.
- This E-Safety policy and its updates will be presented to and discussed by staff.
- The E-Safety Officer will provide advice / guidance / training to individuals as required.

Training – Governors

Governors should take part in e-safety training / awareness sessions, with particular importance for those who are members of any group involved in safeguarding / e-safety. This may be offered in a number of ways:

- Attendance at training provided by the Local Authority / National Governors Association / or other relevant organisation.
- Participation in school training / information sessions for staff or parents.

Teaching and Learning

We believe that the key to developing safe and responsible behaviours online for everyone within our school community lies in effective education. We know that the Internet and other technologies are embedded in our pupils' lives, not just in school but outside as well, and we believe we have a duty to help prepare our pupils to benefit safely from the opportunities that these present.
We will teach pupils how to search for information and to evaluate the content of websites for accuracy when using them in any curriculum area. Staff and pupils will be reminded that third party content should always be appropriately attributed so as not to breach copyright laws.

We will discuss, remind or raise relevant e-safety messages with pupils routinely wherever suitable opportunities arise. This includes the need to protect personal information and to consider the consequences their actions may have on others. Staff will model safe and responsible behaviour in their own use of technology during lessons.

We will remind pupils about the responsibilities to which they have agreed through the AUP.
Pupils will be made aware of where to seek advice or help if they experience problems when using the internet and related technologies.

Education / Training / Awareness

Students will be made aware of the importance of filtering systems through the e-safety education programme. They will also be warned of the consequences of attempting to subvert the filtering system.

Staff users will be made aware of the filtering systems through:

- the Acceptable Use Agreement (AUP)
- induction training
- staff meetings, briefings, INSET

Parents will be informed of the school's filtering policy through the Acceptable Use Agreement and through e-safety awareness sessions / newsletter etc.

How parents and carers are involved

We believe it is important to help all our parents develop sufficient knowledge, skills and understanding to be able to help keep themselves and their children safe.

To achieve this we will offer opportunities so that parents / carers can find out more information through meetings, the school newsletter and website. The school has identified a demand from parents/carers for guidance/training around e-safety at home.

We request our parents to support the school in applying the e-safety policy.

Technical – infrastructure / equipment, filtering and monitoring

Managing and safeguarding IT systems

The school will ensure that access to the school IT system is as safe and secure as reasonably possible.

Servers and other key hardware or infrastructure are located securely with only appropriate staff permitted access. Servers, workstations and other hardware and software are kept updated as appropriate. A firewall is maintained and virus and malware protection is installed on all appropriate hardware and is kept active and up-to-date. Staff have virus protection installed on all laptops used for school activity.

All administrator or master passwords for school IT systems are kept secure and available to at least two members of staff e.g. head teacher and member of technical support.

The wireless network is protected by a secure log on which prevents unauthorized access. New users can only be given access by named individuals e.g. a member of technical support.

We do not allow anyone except technical staff to download and install software onto the network. Staff are allowed to download applications on school provided iPads.

Filtering Internet access

Web filtering of internet content is provided by London Grid for Learning (Lgfl). This ensures that all reasonable precautions are taken to prevent access to illegal content. However it is not possible to guarantee that access to unsuitable or inappropriate material will never occur and we believe it is important to build resilience in pupils in monitoring their own internet activity. It is important, therefore, to understand that filtering is only one element in a larger strategy for e-safety and acceptable use.

Differentiated filtering is possible following consultation with the deputy head with oversight for the ICT infrastructure.

Teachers are encouraged to check out websites they wish to use prior to lessons for the suitability of content.

Audit / Reporting

Logs of filtering change controls and of filtering incidents will be made available to:

- E-safety Officer
- E-safety / Safeguarding Governor
- External filtering provider / Police on request

The filtering policy will be reviewed in the response to the evidence provided by the audit logs of the suitability of the current provision.

Responsibilities

The responsibility for the management of the school's filtering policy will be held by the e-safety officer and the deputy head line managing the network manager. They will manage the school filtering, in line with this policy and will keep records / logs of changes and of breaches of the filtering systems.

To ensure that there is a system of checks and balances and to protect those responsible, changes to the school filtering service must:

- be logged
- be reported to a second responsible person

All users have a responsibility to report immediately any infringements of the school's filtering policy of which they become aware or any sites that are accessed, which they believe should have been filtered.

All users are informed about the action they should take if inappropriate material is accessed or discovered on a computer. However deliberate access of inappropriate or illegal material will be treated as a serious breach of the AUP and appropriate sanctions taken.

Users must not attempt to use any programmes or software that might allow them to bypass the filtering/security systems in place to prevent access to such materials.

Access to school systems

The school decides which users should and should not have Internet access, the appropriate level of access and the level of supervision they should receive. There are robust systems in place for managing network accounts and passwords, including safeguarding administrator passwords. Suitable arrangements are in place for visitors to the school who may be granted a temporary log in.

All users are provided with a log in appropriate to their key stage or role in school. Pupils are taught about safe practice in the use of their log in and passwords.

Staff are given appropriate guidance on managing access to laptops which are used both at home and school and in creating secure passwords.

Access to personal, private or sensitive information and data is restricted to authorized users only, with proper procedures being followed for authorizing and protecting login and password information.

Remote access to school systems is covered by specific agreements and is never allowed to unauthorized third party users.

Passwords

- We ensure that a secure and robust username and password convention exists for all system access (email, network access, school management information system).
- We provide all staff with a unique, individually-named user account and password for access to IT equipment, email and information systems available within school.
- All pupils have a unique, individually-named user account and password for access to IT equipment and information systems available within school. All staff and pupils have responsibility for the security of their usernames and passwords and are informed that they must not allow other users to access the systems using their log on details. They must immediately report any suspicion or evidence that there has been a breach of security.
- The school maintains a log of all accesses by users and of their activities while using the system in order to track any e-safety incidents.

Using the Internet

We provide the internet to

- Support curriculum development in all subjects
- Support the professional work of staff as an essential professional tool
- Enhance the school's management information and business administration systems
- Enable electronic communication and the exchange of curriculum and administration data with the LA, the examination boards and others
- Users are made aware that they must take responsibility for their use of, and their behaviour whilst using the school IT systems or a school provided laptop or device and that such activity can be monitored and checked.

All users of the school ICT or electronic equipment will abide by the relevant Acceptable Use Policy (AUP) at all times, whether working in a supervised activity or working independently. (Copies of current AUPs are included in appendix 5 + appendix 6. These are updated annually.)

Pupils and staff are informed about the actions to take if inappropriate material is discovered and this is supported by notices in classrooms and around school.

Websites

- In lessons where Internet use is pre-planned, students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in Internet searches.
- Staff will preview any recommended sites before use.
- "Open" searches (e.g. "find images/ information on...") are discouraged when working with younger students.
- If Internet research is set for homework, specific sites will be suggested that have previously been checked by staff.
- All users must observe copyright of materials published on the Internet.

Use of School Equipment

- No personally owned applications or software packages should be installed on to school ICT equipment.
- Personal or sensitive data (belonging to staff) should not be stored on the local drives of desktop or laptop PCs. If it is necessary to do so, the local drive must be encrypted.
- Staff should ensure any screens are locked (by pressing Ctrl, Alt, Del simultaneously) before moving away from a computer during the normal working day to protect any personal, sensitive, confidential or classified data and to prevent unauthorised access.

Using email

Email is regarded as an essential means of communication and the school provides all members of the school community with an e-mail account for school based communication. Communication by email between staff, pupils and parents will only be made using the school email account and should be professional and related to school matters only. E-mail messages on school business should be regarded as having been sent on headed notepaper and reflect a suitable tone and content and should ensure that the good name of the school is maintained.

Use of the school e-mail system is monitored and checked.

It is the personal responsibility of the email account holder to keep their password secure.

As part of the curriculum pupils are taught about safe and appropriate use of email. Pupils are informed that misuse of email will result in a loss of privileges.

Under no circumstances will staff contact pupils, parents or conduct any school business using a personal email address.

Use of digital and video images

The Data Protection Act 1998 affects the official use of photography by educational settings, as an image of a child is considered to be personal data.

The development of digital imaging technologies has created significant benefits to learning, allowing staff and students instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents / carers and students need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to

individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm.

- When using digital images, staff should inform and educate students about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Staff and volunteers are allowed to take digital / video images to support educational aims. Those images should only be taken on school equipment. The personal equipment of staff should not be used for such purposes without permission.
- Where permission is granted the images should be transferred to school storage systems (server or disc) and deleted from privately owned equipment at the earliest opportunity.
- Students must not take, use, share, publish or distribute images of others without their permission.
- Photographs published on the website, or elsewhere that include students will be selected carefully and will comply with good practice guidance on the use of such images.
- Students' full names will not be used in documents available to the public in association with photographs.
- The school record of parental permissions granted/not granted for the use of photographs of students must be adhered to when taking images of our students. A list is available from the main office.
- In accordance with guidance from the Information Commissioner's Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use in not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other students in the digital / video images.
- When student images are to be used in the media (e.g. newspapers or TV) or for other extraordinary use specific consent will be obtained. An example of a photo permission letter can be found in Annex 3.

Using other technologies

As a school we will keep abreast of new technologies and evaluate both the benefits for learning and teaching and also the risks from an e-safety point of view.

We will regularly review the e-safety policy to reflect any new technology that we use, or to reflect the use of new technology by pupils.

Staff or pupils using a technology not specifically mentioned in this policy, or a personal device whether connected to the school network or not, will be expected to adhere to similar standards of behaviour to those outlined in this document.

Communications

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education outweighs their risks / disadvantages:

	Staff and other adults				Students and young people			
Communication Technologies	Permitted	Permitted at certain times	Permitted for named staff	Not Permitted	Permitted	Permitted at certain times	Allowed with staff permission	Not Permitted
Mobile phones May be brought to school	X				X			
Mobile phones used in lessons				X				X
Use of mobile phones in social time		X					X	
Taking photographs on mobile devices				X				X
Use of other mobile devices e.g. tablets, gaming devices	X						X	
Use of school email for personal emails				X				X
Use of web based email	X							X
Social use of chat rooms/facilities				X				X
Use of social network sites		X						X
Use of educational blogs	X				X			

Additional information on the use of communications technologies

When using communication technologies:

- The official school email service may be regarded as safe and secure and is monitored.
- Users must immediately report the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Any digital communication between staff and students or parents / carers (email, chat, VLE etc) must be professional in tone and content. These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or social media must not be used for these communications.
- Students are taught about e-safety issues, such as the risks attached to the sharing of personal details.
- Personal information should not be posted on the school website and only official email addresses should be used to identify members of staff.

Social Media

Students are not allowed on social networking sites at school. Social media sites are blocked by the school's filtering systems. However, students and staff may have social media accounts which they use out of school. With this in mind the following guidance is to be followed:

School staff should ensure that:

- They do not engage in online discussion on personal matters relating to members of the school community
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.
- Members of staff must not use social media in school on school devices except for specific educational purposes where permission has been granted.
- Social networking is only allowed in school on the personal devices of members of staff in accordance with the e-safety and staff conduct policies.
- Members of staff must not "friend / follow" or otherwise contact current students or parents / carers through social media.
- If current students attempt to "friend / follow" or otherwise contact members of staff through social media, they should be reported to the e-safety officer. Staff must not allow current students to "follow" them, for instance on Instagram.
- Members of staff must not post content online which is damaging to the school or any of its staff or students.

Students and parents / carers:

- Students may not access social media whilst in school.
- Breaches of this policy by students will be taken seriously and dealt with according to the behaviour policy.
- Current students and parents / carers must not attempt to "friend"/"follow" or otherwise contact members of staff through social media. If attempts to contact members of staff through social media are made, they must be reported to the e-safety officer.
- If members of staff attempt to "friend" or otherwise contact current students or parents / carers through social media, they should be reported to the e-safety officer.
- If inappropriate content is accessed online on school premises, it must be reported.
- Attempts to circumvent the network's firewalls will result in a ban from using school computing equipment, other than with close supervision.
- Students in the KS3 ICT curriculum will be taught about e-safety on social networking sites. These issues will be addressed further in PSHE/Citizenship as well as assemblies and special events such as Safer Internet Day.
- Students must not post content online which is damaging to the school or any of its staff or students.

Staff are not authorised to create any blog / networking page, etc. representing the school without permission.

Dealing with e-safety incidents

All e-safety incidents are recorded on E-Portal using the e-safety category. This log is regularly reviewed. Risk assessments are carried out as appropriate in response.

To make a referral all staff must follow the Referral Flowchart in appendix 2.

Any incidents where pupils do not follow the Acceptable Use Policy will be dealt with following the school's normal behaviour or disciplinary procedures.

Instances of cyberbullying will be taken very seriously by the school and dealt with using the schools anti-bullying procedures. The school recognises that staff as well as pupils may be victims and will take appropriate action in either situation.

Incidents which create a risk to the security of the school network, or create an information security risk, will be referred to the school's e-safety officer and technical support and appropriate advice sought and action taken to minimize the risk and prevent further instances occurring, including reviewing our safeguarding policy (including the AUP) and procedures. If the action breaches school policy then appropriate sanctions will be applied. The school will decide if parents need to be informed if there is a risk that student data has been lost.

The school reserves the right to monitor equipment on their premises and to search any technology equipment, including personal equipment with permission, when a breach of this policy is suspected.

Dealing with issues arising from the use of technology:

The following activities constitute behaviour which we would always consider unacceptable (and possible illegal):

- accessing inappropriate or illegal content deliberately
- deliberately accessing downloading and disseminating any material deemed offensive, obscene, defamatory, racist, homophobic or violent
- continuing to send or post material regarded as harassment, or of a bullying nature after being warned
- staff using digital communications to communicate with pupils in an inappropriate manner (for instance, communication via social networking sites)

The following activities are likely to result in disciplinary action:

- any online activity by a member of the school community which is likely to adversely impact on the reputation of the school
- inappropriate use of personal technologies (e.g. mobile phones) at school or in lessons
- sharing files which are not legitimately obtained e.g. music files from a file sharing site
- using school or personal equipment to send a message, or create content, that is offensive or bullying in nature or could bring the school into disrepute
- attempting to circumvent school filtering, monitoring or other security systems
- circulation of commercial, advertising or 'chain' emails or messages
- revealing the personal information (including digital images, videos and text) of others by electronic means (e.g. sending of messages, creating online content) without permission
- using online content in such a way as to infringe copyright or which fails to acknowledge ownership (including plagiarizing of online content)
- transferring sensitive data insecurely or infringing the conditions of the Data protection Act, revised 1988

The following activities would normally be unacceptable; in some circumstances they may be allowed e.g. as part of planned curriculum activity or by a system administrator to problem solve

- accessing social networking sites, chat sites, instant messaging accounts or using a mobile phone for personal use during lesson time

- sharing a username and password with others or allowing another person to log in using your account
- accessing school ICT systems with someone else's username and password
- deliberately opening, altering, deleting or otherwise accessing files or data belonging to someone else

Unsuitable / inappropriate activities

The school believes that the activities referred to in the following section would be inappropriate in a school context and that users, as defined below, should not engage in these activities in school or outside school when using school equipment or systems. The school policy restricts usage as follows (next page):

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User Actions

		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Child sexual abuse images –The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978					X
	Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003.					X
	Possession of an extreme pornographic image (grossly offensive or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008					X
	criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986					X
	pornography				X	
	promotion of any kind of discrimination				X	X
	threatening behaviour, including promotion of physical violence or mental harm				X	X
	any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute				X	
Sites which may promote radicalisation						X
Using school systems to run a private business					X	
Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school / academy					X	
Infringing copyright					X	X
Revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords)					X	
Creating or propagating computer viruses or other harmful files					X	
Unfair usage (downloading / uploading large files that hinders others in their use of the internet)					X	
On-line gaming (educational)			X			
On-line gaming (non-educational)					X	
On-line gambling					X	
On-line shopping / commerce				X		
File sharing				X		
Use of social media			X*			
Use of messaging apps			X			

* in accordance with the school's e-safety and staff conduct policies

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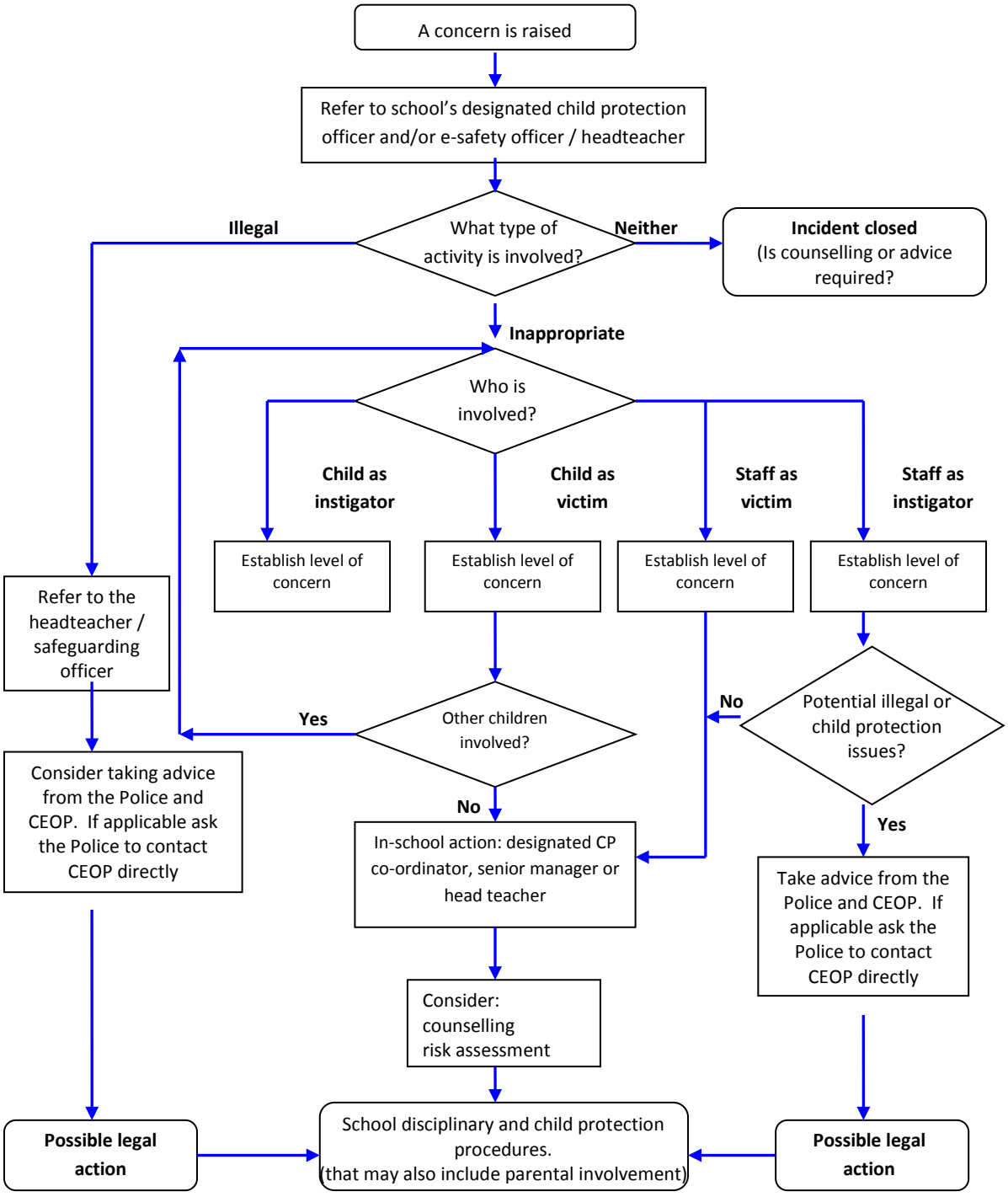
Responding to incidents of illegal misuse

If any apparent or actual misuse appears to involve illegal activity the flow chart below is consulted and followed. Illegal activity would include:

- child sexual abuse images
- adult material which potentially breaches the Obscene Publications Act
- criminally racist material
- other criminal conduct, activity or materials

If members of staff suspect that illegal misuse might have taken place it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation. In such an event it is recommended that more than one member of staff is involved in the investigation.

Response to an Incident of Concern (illegal misuse)



In cases of suspected illegal misuse

Note: NEVER investigate yourself. Refer the matter immediately.
DO NOT let others handle evidence

In the event of suspicion of illegal activity, all steps in this procedure should be followed:

- Have more than one senior member of staff / volunteer involved in this process. This is vital to protect individuals if accusations are subsequently reported.
- Conduct the procedure using a designated computer that will not be used by young people and if necessary can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)
- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following:
    - Internal response or discipline procedures
    - Involvement by Local Authority or national / local organisation (as relevant).
    - Police involvement and/or action
- If content being reviewed includes images of Child abuse then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:
    - incidents of 'grooming' behaviour
    - the sending of obscene materials to a child
    - adult material which potentially breaches the Obscene Publications Act
    - criminally racist material
    - other criminal conduct, activity or materials
- Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.

It is important that all of the above steps are taken as they will provide an evidence trail for the school and possibly the police and demonstrate that visits to these sites were carried out for child protection purposes. The completed form should be retained by the group for evidence and reference purposes.

Writing & Reviewing the E-safety Policy

Staff, students and governors have been involved in creating/reviewing the e-Safety policy through consultation and meetings with our E-Safety Committee, SLT, the Child Protection officers, e-Safety Co-ordinator and the school's student CyberMentors.

The policy and procedures are aligned with the Child Protection, Behaviour and Anti-Bullying Policies.

This policy will be reviewed annually and may be subject to change without notice. It will be amended if new technologies are adopted or Central Government change the orders or guidance in any way.

The Acceptable User Policy is distributed to new students as part of their induction and returned to our e-safety officer.

Monitoring and Evaluation

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. The e-safety committee will regularly discuss matters relating to the monitoring of the e-safety policy including the impact of initiatives, the filtering policy, incidents and the 360 degree safe self-review tool. In addition there will be a yearly external review.

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SAFEGUARDING POLICY – PREVENT

Prevent policy and guidance on protecting pupils from Radicalisation and Extremism.

Introduction

Sir John Cass School has a zero tolerance acceptance of extremist behaviour and ensures that our curriculum, care and guidance empower young people to reject violent or extremist behaviour.

Home office's definition of extremism:

"*Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also calls for the death of members of our armed forces whether in this country or overseas*."

The school acknowledges protection from radicalisation and extremist narratives as a safeguarding issue. The school recognises that it has a duty of care towards its students and that safeguarding against radicalisation and extremism is one of those duties. Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

"*Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm*." Home Office – The Prevent Strategy

Since 2012, it has been required by law for teachers "*not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*." In addition, the Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism.

As SJCR school's equal opportunity policy states, "*It is the school's aim to value each member of its community as an individual, irrespective of class, culture, physical or intellectual differences, gender, language, race, religion or sexual orientation. The school seeks to promote tolerance and understanding of others within the school and the wider community… We will not accept verbal abuse, graffiti, provocative comments and literature, styles of dress and modes of behaviour associated with all forms of prejudice. Failure to comply with these guidelines can lead, ultimately, to exclusion*".

Aims

We aim to increase the resilience of pupils and of school communities through helping students to acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others.

We understand how an extremist narrative which can lead to harm can be challenged by staff in school; and model to students how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm.

We understand how to prevent harm to students by individuals, groups or others who promote violent extremism, and manage risks within the school.

We understand how to support individuals who are vulnerable through strategies to support, challenge and protect.

We use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

The governing body is responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation. The School reports on these issues to the Governing Body and the lead Governor for Safeguarding.

Strategies for protecting students from Radicalisation and Extremism

1) Staff training and awareness.
All staff are required to attend Prevent training and to recognise where this fits in with the Safeguarding procedures of the school.

Concerns regarding potential radicalisation should be treated in the same way initially as any other safeguarding issue.

Prevent training is provided for teaching and non-teaching staff who have regular contact with students as well as governors on recognising and responding to the risk of violent extremism. Training also addresses the role of professionals in identifying when a pupil may be at risk of engaging in extremism and how to respond if they do.

This training has been delivered by Tower Hamlets Prevent Project team (contact Prevent Project Manager, Nojmul Hussain,nojmul.hussain@towerhamlets.gov.uk tel 020 7634 4691) and by the Support for Learning Service (contact Liz Vickerie, liz.vickerie@towerhamlets.gov.uk 020 7364 6448).

2) New staff are inducted as soon as they join the school.
All supply/temporary staff will be handed a copy of this policy by the HR department before they start work at this school.

3) Curriculum.
The school addresses prevention against radicalisation through the curriculum and other activities.
These include:

- Fully meeting the requirements of preparing young people for life in modern Britain.
- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies.
- Critical appraisal of sources / internet resilience / identifying propaganda / digital literacy.
- Lessons which explore controversial issues in a way which promotes critical analysis.
- Effectively addressing controversial issues to challenge misinformed views and perceptions amongst pupils/ students, challenge commonly held myths and build understanding and appreciation about others.
- Debating fundamental moral and human rights principles. Open discussion and debate of issues and the law in a supportive environment.
- Citizenship programmes – British values, tolerance, equality, critical appraisal of propaganda, explicit teaching of terrorism.
- Social and Emotional Aspects of Learning.
- Anti-bullying work including homophobia and violence against women.
- Rewarding positive behaviour.
- Pastoral and induction support.
- Positive in and out of school hours programmes.
- Access to youth clubs and holiday programmes.
- Opportunities for channelling positive engagement e.g. charities / community work.
- Work on safety, risk and crime prevention.

- Parenting programmes to ensure consistent messages between home and school.

4) E-safety.
We acknowledge the possibilities of being inadvertently exposed to extremism, for example via the internet. The e-safety officer will work with the designated Safeguarding Officers with regard to child protection and the sharing of information. Specific details of the e-safety role are to be found in the e-safety policy covered earlier in the Safeguarding Policy.

5) Visiting speakers.
Anyone wishing to invite a speaker in to school to address pupils should follow the policy laid out in the Policy for Visiting Speakers.

6) Awareness
- Assemblies – age appropriate awareness assemblies for all year groups.
- Posters - "Helping you to stop terrorism and extremism online" posters designed by the Home Office summarising the issues and referral procedures are on display in staff rooms and main offices.

Reporting

Procedures that staff should follow to raise concerns if they think a child is at risk from extremist narratives or being radicalised:
If a member of staff has a concern that a student is at risk from extremist narratives and or if it appears the young person is already exposed to or involved with extremist organisations, they must report this to the school Safeguarding / CP Officer.
To make a referral all staff must follow the Referral Flowchart in appendix 2.

If in doubt: REFER

External reporting of Prevent concerns:
Unlike other CP issues, the external reporting of Prevent concerns is usually to the Social Inclusion Panel (SIP) using the Common Assessment Framework (CAF) form rather than Integrated Pathways and Support Team (IPST). This is because Prevent interventions are voluntary and preventative

School response
If the school has concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, the response should follow the procedures below.

1. The school should talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact the Social Inclusion Panel first).
2. The school should seek consent to complete a CAF assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
3. The school should contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a diversionary programme of support.
4. If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, a referral of the case should be made to the Social Inclusion Panel (SIP) using the CAF form.

If in doubt: REFER to SIP

In Tower Hamlets the SIP is the panel which performs the function of "Channel" for those under 18 (Channel is the multi-agency discussion and planning for cases requiring Prevent interventions).
The Chair of SIP is Liz Vickerie liz.vickerie@towerhamlets.gov.uk 020 7364 6448.

For adults, cases should be referred by the Safeguarding Officer for CP to the Safeguarding Adults Panel (SAP). Contact the Prevent Project Manager, Nojmul Hussain,nojmul.hussain@towerhamlets.gov.uk tel 020 7634 4691

If at any stage there is concern that a child is at imminent risk of harm the Safeguarding Officer for CP should also contact the Child Protection Duty Line on 020 7364 3444.

If you suspect someone is actually engaged in terrorist activity, you should contact the Met police or the anti-terrorist hotline immediately on 0800 789 321.

If the concern relates to a member of staff the matter must be reported immediately to the headteacher. In such an event it is recommended that more than one member of staff is involved in the investigation.

Referral route for safeguarding concerns related to radicalisation or extremism

- Showing concerns for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature / videos
- Advocating messages similar to extreme organisations e.g. EDL, Muslims Against Crusades, etc.
- Significant changes in behaviour, dress, social groups, interests, e.g. withdrawing from previous friendships, activities.

Any staff member with concerns about a student's vulnerability to extremism or risk of radicalisation should make a clear written record of the concerns they have heard and / or witnessed.

The concern must be reported to the school Designated Officer for Safeguarding.

The issue should be discussed with the family and a Common Assessment Framework (CAF) form should be completed (unless the family are implicated in the issue or to do so might put the child at risk).

Explore the concerns and context: sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

Low level concerns	Concerns either require advice or additional support or are not responding to previous actions or are cases where parents/family are implicated. Use the CAF* to refer to the Social Inclusion Panel (SIP) 020 7364 1965 IF IN DOUBT - REFER	Imminent risk of harm to the child – contact Children's Social care / IPST 020 7364 3444 as well as SIP	Imminent threat of harm to others – contact Police 999 or Terrorist Hotline 0800 789 321
managed by school and family. Record of concerns and actions logged securely (using CAF review forms for reviews). Regular discussion with designated Safeguarding Officer until resolved or referred on.			

**Although involving the family is best practice, the school may share information (using the CAF) with other agencies (e.g. SIP) without consent and, if necessary, without the family's participation under the Crime and Disorder legislation which allows for information sharing to prevent crime. If in doubt SHARE and REFER to SIP. The SIP will advise on the next steps and provide interventions. PREVENT interventions are voluntary so the family will be consulted and involved prior to further action.*

Interventions with individuals

Interventions include:

- Increased adult support, supervision and encouragement
- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance support
- 1 to 1 or group counselling
- Parenting programmes with PVE element
- Links with relevant voluntary or religious organisations
- Support from school attached police officer
- Advice on e-safety

And referrals for:

- Family Therapy / CAMHS programmes
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support
- Specialised theological / educational programmes
- Intensive Family Support Programmes

Intervention triangle

See Appendix 9 for the Intervention Triangle.
The triangle of intervention shows, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.
As you progress up the triangle, where a school identifies a concern with an individual, the school will use the CAF to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if advice is required) a referral should be made to the Social Inclusion Panel (SIP) which can provide additional support.
At the top of the Triangle are those cases that are beyond Prevent because they are already involved in violent extremism.

Prevent Guidance for Staff

Why might a young person be drawn towards extremist ideology?

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self- esteem of the individual and promote their 'street cred'
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sudden changes in behaviour or school performance
- Showing sympathy for extremist causes
- Glorifying violence

- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come access online so involvement with particular groups may not be apparent.)

What staff might see or hear about:

- graffiti symbols, writing or artwork promoting extremist messages or images
- students accessing extremist material online, including through social networking sites
- parental reports of changes in behaviour, friendship or actions and requests for assistance
- students voicing opinions drawn from extremist ideologies and narratives
- societies or informal association
- use of extremist or 'hate' terms to exclude others or incite violence.

Factors that may make young people susceptible to exploitation by violent extremists:

Identity crisis

Adolescents exploring issues of identity can feel both distant from their parents' cultural and religious heritage and uncomfortable with their place in society around them. Extremist ideas can help provide a sense of purpose or feeling of belonging.

Personal crisis

This may for example include significant tensions within the family which produce a sense of isolation of the young person from the traditional certainties of family life.

Personal circumstances

The experience of migration, local tensions or events affecting families in countries of origin may contribute to alienation from UK values and a decision to cause harm to symbols of the community or state.

Un- or underemployment

Young people may perceive their aspirations for career and lifestyle undermined by limited school achievement or employment prospects. This can translate to a generalised rejection of civic life and adoption of violence as a symbolic act.

Monitoring and Evaluation

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through a review and analysis of incidents and the impact of training / curriculum. The policy will be reviewed annually; however this may be more frequent in response to a serious case review, etc. A yearly review will be presented to the Head Teacher and reported to the Governing Body. In addition there will be a yearly external review.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

LIFE IN MODERN BRITAIN POLICY

Preparing students for life in modern Britain.

Introduction and Aims

Since 2012, it has been required by law for teachers "*not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*." As SJCR school's equal opportunity policy states, "*It is the school's aim to value each member of its community as an individual, irrespective of class, culture, physical or intellectual differences, gender, language, race, religion or sexual orientation. The school seeks to promote tolerance and understanding of others within the school and the wider community… We will not accept verbal abuse, graffiti, provocative comments and literature, styles of dress and modes of behaviour associated with all forms of prejudice. Failure to comply with these guidelines can lead, ultimately, to exclusion*".

Sir John Cass acknowledges preparing young people for Life in Modern Britain as a safeguarding issue, as it will protect them from radicalisation and extremism. This is the reason why this policy should be viewed in conjunction with Sir John Cass' Safeguarding Prevent Policy, SMSC (Spiritual, Moral, Social, Cultural) policy, Equal Opportunity Policy, PSHE (Personal, Social, Health and citizenship) Policy, Anti-Bullying Policy and Behaviour Policy.

Sir John Cass' School is committed to promoting values which ensure that our students develop a strong sense of social and moral responsibility. Please refer to our SMSC policy and SMSC mapping to see how spiritual, moral, social and cultural development is promoted.

Achieving the policy aims

At Sir John Cass, we prepare the students for life in Modern Britain because values such as democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs are embedded within the curriculum and the ethos of the school. In addition these values are promoted throughout the school year in:

- the morning prayer
- assemblies
- SMSC themes
- PSHE
- charity work
- displays
- school council
- the Equality Group
- elections (young mayor, head boy/girl, class reps, school council)
- active use of pupil voice via interviews and surveys
- IAG (information and guidance) programme
- Activities carried out by the Stonewall champions group
- Activities carried out by the VAWG (violence against women and girls) champion
- Duke of Edinburgh Award
- debating club
- Moderate Path workshop

Students' understanding of community and diversity is enhanced through educational visits and meetings with members of different communities, for instance, to the Court of Justice, St Dunstans' church, St Paul's cathedral, Bethnal Green Buddhist centre, mosque.
Subject specific opportunities for preparing pupils for Life in Modern Britain have been mapped.

Roles and Responsibilities

Promoting values which ensure that our students develop a strong sense of social and moral responsibility and preparing them to Life in Modern Britain is the responsibility of all staff.

The Headteacher / Senior Leaders will ensure that there is a system in place to allow for monitoring the implementation of this policy and taking appropriate action in any case of undermining fundamental British values.

The member of staff with responsibility for the Prevent programme is responsible for the mapping of Prevent and preparing pupils for Life in Modern Britain.

The governing body is responsible for ensuring Life in Modern Britain is being addressed through the curriculum and the life of the school. The School reports on these issues to the Governing Body and the lead Governor.

Monitoring and Evaluation

Monitoring and evaluation will be carried out through:

- Mapping of opportunities for preparing pupils for life in modern Britain though the curriculum and whole school activities
- SMSC mapping
- Lesson observations, Learning walks, drop-ins
- Efs (evidence forms) specific comments on SMSC (spiritual, moral, social, cultural)
- School council
- Parents' survey
- Staff survey
- Staff training evaluation

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

SAFEGUARDING POLICY – VISITING SPEAKERS

Visiting Speakers – Procedure to be followed prior to day of visit

1. The head teacher must be informed in advance that a visiting speaker is to be invited to the school. When looking at inviting an outside speaker the following information should be provided:

- brief description of booking
- group size
- name and contact details of the person making the booking
- start and end time of the event
- contact details for external speaker
- brief biography of the speaker

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

2. Following the Head teacher giving provisional permission the name of the intended speaker and details of any organisation represented must be forwarded to the Designated Safeguarding Officer.

3. Once this information is passed on, the process of vetting will begin.

4. The Safeguarding Designated Officer will advise the Head teacher of the vetting outcome. Final clearance for the visiting speaker can then be granted by the Head teacher. If the school has any concerns during the vetting process we will pass any relevant information to the Local Authority Prevent officers.

5. The member of staff responsible for booking the speaker must ensure the Visiting Speaker agreement form is read and signed. This needs to be completed, signed and returned to the school before the presentation can begin. The form indicates a commitment to the following:

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

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Visiting Speakers – Procedure to be followed on the day of visit

- On arrival the visiting speaker should be met at reception, an ID badge issued and a member of school staff should remain with the speaker during the entire duration of their time in school.
- Prior to the speech/presentation the Visiting Speaker Agreement form must be read and signed by the visiting speaker and returned to a member of the school staff.
- During the speech at least one member of staff will be present at all times.
- The school will not permit separation by gender at any school events.
- Following the address/assembly the guest should be accompanied by a member of staff to the school/Sixth from reception where they should sign out and leave the premises.
- The member of staff organising the visiting speaker should review/evaluate the address by the guest speaker and report any concerns to the Designated Safeguarding Officer immediately.
- If concerns are raised, the Safeguarding Officer will take action to address the concern in line with the school's Safeguarding policy.
- Records will be maintained and necessary parties including the Head Teacher and Chair of Governors will be informed.

Venue booking

The school will follow the Local Authority guidelines (see Venue Booking Policy section on page 41) when there is a request to book the school hall as venue.

Monitoring and Evaluation

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through formal audits of applications made and a yearly review will be presented to the Head Teacher and reported to the Governing Body.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

REQUEST FOR PRIOR APPROVAL FOR VISITING SPEAKER

Name of Teacher/member of staff making request:

Proposed date of event/visiting speaker:

Brief description of event/reason for visit:

Target audience (teaching group/year groups etc.):
Approximate audience number:

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

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

Prior Approval Granted (Please delete/highlight as necessary)

Prior Approval Denied

If denied, reasons for not granting approval:

Head teacher's signature: Date:

When provisional agreement has been granted by the Head teacher, this form should be handed to the Designated Safeguarding Officer (Iain Cameron)

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

AGREEMENT AND GUIDELINES FOR VISITING SPEAKERS.

In order to maintain a clear focus on our main priority of teaching and learning within a safe and protective environment, care must be exercised to respect the diverse views and values of all pupils.

Name of visiting speaker:

Organisation (if applicable):

The visiting speaker agrees to the following terms and conditions:

1. The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language, and behaviour are required at all times.
2. The presentation must not incite hatred, violence or call for the breaking of the law.
3. The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts.
4. The visiting speaker must not spread hatred and intolerance of any minority group/s in the community and thus aid in disrupting social and community harmony.
5. The speaker must demonstrate a commitment to adhere to the council's 'No Place for Hate' policy.
6. The content of the speech/presentation must contribute to preparing pupils for life in modern Britain.
7. The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
8. Visiting speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Head teacher.
9. Compliance with the school's Equal Opportunities and Safeguarding Policies.
10. School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

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

Visiting speaker's signature: **Date:**

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Venue booking policy

IDENTIFY

Check that the party making the booking agrees with school's commitment in adhering to the Council's No Place for Hate policy (see appendix 8).

If there are concerns around the nature of a particular event or speaker, notify Prevent Manager (Nojmul Hussain, nojmul.hussain@towerhanlets.gov.uk, 0207 364 4691) or S015 Police (Gareth Nash, gareth.nash@met.police.uk, 0207 275 4513) for further information.

ASSESS

1. Prevent officers will make enquiries with the Muslim Contact Unit or other relevant units regarding any identified speakers/events
2. Prevent officers present any relevant information to Sir John Cass's Foundation and Redcoat Church of England secondary school
3. Consult relevant community partners for advice on specific matters to help inform action
4. Actions set in agreement between Prevent Officers and Sir John Cass's Foundation and Redcoat Church of England secondary school for what, if any, disruptive activity is to take place.

ACTIONS

Actions to be completed:

1. If there is evidence that the speaker holds or promotes extremism, the booking will be revoked.
2. If the speaker is not found to be holding extreme views, no further action will be taken. A log of the decision making process will be kept.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

SAFEGUARDING POLICY – SAFER RECRUITMENT

INTRODUCTION

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Sir John Cass School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the School expects all staff and volunteers to share this commitment.

In line with recent legislation including the Children Act 2004; the DFE statutory guidance for schools and Colleges April 2014 entitled 'Keeping Children Safe in Education' and the Safeguarding Vulnerable Groups Act 2006, the School takes very seriously its duty of care for all pupils. In order to help safeguard and promote the welfare of all its pupils, the School is committed to a thorough and consistent Safer Recruitment Policy in securing a safer culture within the School.

AIMS AND OBJECTIVES

The aims of the Safer Recruitment policy are to help deter, reject or identify people who might abuse pupils or are otherwise unsuited to working with them by having appropriate procedures for appointing staff. The aim is to promote the welfare of pupils at every stage of the procedure. Therefore, appropriate checks will be carried out on all staff, volunteers and contractors who work at the school and come in to regular contact with pupils.

The School has a principle of open competition in its approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process should ensure the identification of the person best suited to the job at the School based on the applicant's abilities, qualification, experience and merit as measured against the job description and person specification.
The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation.

If a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant they must declare as soon as they are aware of the individual's application and avoid any involvement in the recruitment and selection decision-making process.

ROLES AND RESPONSIBILTIES

It is the responsibility of the Governing Body to:

- Ensure the School has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements.

- Monitor the School's compliance with them on a regular basis.

RECRUITMENT AND SELECTION PROCEDURE

Advertising

To ensure equality of opportunity, the School will advertise all vacant posts to encourage as wide a field of applicant as possible, normally this entails an external advertisement.

Any advertisement will make clear the School's commitment to safeguarding and promoting the welfare of children.
All documentation relating to applicants will be treated confidentially in accordance with the School's Data Protection policy.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Application Forms

Sir John Cass School uses the Local Authority's application form and all applicants for employment will be required to complete an application form containing questions about their academic and full employment history and their suitability for the role. In addition all applicants are required to account for any gaps or discrepancies in employment history.

The application form will require applicants to declare any convictions they may have and their suitability for working with children. The application form will make it clear that the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Any CV submitted in place of an application form will not be accepted. Similarly, incomplete application forms will not be considered.
All applicants will be made aware that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and other professional regulatory bodies.

Job Descriptions and Person Specifications

Job descriptions are key documents in the recruitment process and must be finalised prior to taking any other steps in the recruitment process. It will clearly and accurately set out the duties and responsibilities of the job role.

The person specification is of equal importance and informs the selection decision. It details the skills, experience, abilities and expertise that are required to do the job. The person specification must include a specific reference to suitability to work with children, including behaviour, attitude/motivation and values towards children and young people.

References

References for short listed applicants must be sent for immediately after short listing. The only exception is where an applicant has indicated on their application form that they do not wish their current employer to be contacted. In such cases, this reference will be taken up immediately after interview and prior to any formal offer of employment being made. Two references will be requested; one from the candidate's line manager. For teaching related positions, references must be requested from the previous Head Teacher. References will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions. Any discrepancies or anomalies will be followed up.

The School does not accept open references, testimonials or references from relatives.

Interviews

There will be a face-to-face interview wherever possible, and the same panel will see all the applicants for the vacant position. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps that have been identified in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria.

Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process.
At least one member of any interviewing panel will have undertaken safer recruitment training.
All applicants who are invited to an interview will be required to bring evidence of their identity, address and qualifications. Original documents will only be accepted and photocopies will be taken. Unsuccessful applicant documents will be destroyed at the end of the recruitment process.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

OFFER OF APPOINTMENT AND NEW EMPLOYEE PROCESS

The appointment of all new employees is subject to the receipt of a satisfactory DBS Certificate, references, medical checks, suitable qualification and proof of identity. The Human Resources Department will contact the head teacher to confirm that all paperwork including a DBS Certificate has been received and a start date can then be agreed.

The following pre-appointment checks will be carried out:

a) Identity check (following the identification checking guidelines on the DBS website)
b) Barred list check
c) Enhanced DBS
d) Prohibition from teaching check (for those employed after September 2013)
e) Professional qualifications check
f) The right to work in the UK check (following the gov.uk website guidance)
g) Further checks on people living or working outside the UK

The level of DBS check required and whether a prohibition from teaching check is required will depend on the role and duties of the an applicant (please refer to the DFE statutory guidance for schools and Colleges March 2015 entitled 'Keeping Children Safe in Education' for full details). For most appointments an enhanced DBS check with barred list information will be necessary as the majority of staff will be engaged in 'regulated activity'.

A person will be considered to be in regulated activity if as a result of their work they:

a) will be responsible, on a regular basis, in a school or college, for teaching, training, instructing, caring for or supervising children; or
b) will carry out paid or unsupervised unpaid work regularly in a school or college where that work provides an opportunity for contact with children; or
c) engage in intimate or personal care or overnight activity, even if this happens only once.

Taken form DFE statutory guidance for schools and Colleges March 2015 entitled 'Keeping Children Safe in Education' (p. 19)

The Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 does not apply to positions which involve working with, or having access to pupils. Therefore, any convictions and cautions that would normally be considered 'SPENT', must be declared when applying for any position at the School.

It is the School's policy to re-check employee's DBS Certificates every three years. Members of staff at the School including volunteers and those on leave such as maternity leave must inform the head teacher of any cautions or convictions that arise between these checks taking place.

Members of staff at the School including volunteers must inform the head teacher of any cautions or convictions that arise between these checks taking place.

Portability of DBS Certificate Checks

Sir John Cass School does not accept DBS Certificates carried out by another organisation except in the case of approved supply agencies, ITT (non-salaried trainee teachers) and contractors. The school will obtain written confirmation from any agency or third party organisation (e.g. ITT) that all required checks have been carried out.

Dealing with convictions

Sir John Cass School operates a formal procedure if a DBS Certificate is returned with details of convictions. Consideration will be given to the Rehabilitation of Offenders Act 1974 and also:

- the nature, seriousness and relevance of the offence;
- how long ago the offence occurred;
- country of conviction;
- one-off or history of offences;
- changes in circumstances;
- decriminalisation and remorse.

A formal meeting will take place face-to-face to establish the facts with the Head Teacher. A decision will be made following this meeting in consultation with the Chair of Governors.

Proof of identity, Right to Work in the UK & Verification of Qualifications and/or professional Status

All applicants invited to attend an interview at the School will be required to bring their identification documentation such as passport, birth certificate, driving licence and their National Insurance card/ letter with them as proof of identity/eligibility to work in the UK.

In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification legally required for the position and claimed in their application form.

Overseas Checks

In the case of applicants who have lived and worked outside the UK, additional checks in accordance with Immigration, Asylum and Nationality Act 2006 will be carried out through references from previous employers/ establishments and recorded on the applicant's file.

Medical Fitness

Any applicants appointed to a post involving regular contact with children must possess the appropriate level of physical and mental fitness before any appointment offer is confirmed. All applicants are requested to complete a medical questionnaire and where appropriate a doctor's medical report may be required.

Governors

School governors who are volunteers will be treated in the same way as any other volunteers with appropriate checks carried out. Governing Bodies can request an enhanced DBS check without a barred list check on an individual as part of the appointment process for governors.

Induction Programme

There is an induction programme for all new staff including volunteers which covers the School policies and procedures, including Child Protection, Prevent (radicalisation and extremism) and e-safety. During this process expectation and codes of conduct for staff will also be made clear.

Single Central Register

In addition to the various staff records kept in School and on individual personnel files, a Single Central Register of recruitment and vetting checks is kept in accordance with DfE requirements. This is kept up-

to-date and retained by the Human Resources Department. This information is reported to the Head Teacher on a weekly basis. The Single Central Register will contain details of the following:

- All employees who are employed to work at the School
- All employees who are employed as supply staff to the School whether employed directly or through an agency;
- All others who have been chosen by the School to work in regular contact with children. This will cover volunteers, governors, peripatetic staff, people brought into the School to provide additional teaching or instruction for pupils but who are not staff members e.g.: sports coaches and any contactors.

DBS Update Service

Individuals have the choice of joining the DBS update service. However, where they choose to do this, they will need to inform the HR Manager and give permission for the school to access this information. A note will be added on the SCR.
The HR Manager will also confirm that the certificate matches the individual's identity and examine the original certificate to ensure that it is for the appropriate workforce and level of check.

Data Protection

Sir John Cass School will retain all interview notes on all applicants for a period of 6 months, after which time the notes will be destroyed (i.e. shredded). The 6 month retention period is in accordance with the Data Protection Act 1998 and will also allow the School to deal with any data access requests, recruitment complaints or to respond to any complaints made to an Employment Tribunal.
All information retained on employees will be kept centrally in the Human Resources Office in a locked and secure cabinet.

Ongoing Employment

An ongoing culture of vigilance at Sir John Cass School recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. The School will therefore provide ongoing training and support for all staff, as identified through the Annual Review/appraisal procedure and in accordance with changing National requirements.

Leaving Employment

Despite the best efforts to recruit safely there will be occasions when allegations of abuse against children and young people are raised. In cases relating to the behaviour of an employee (these behaviours are within the context of four categories of abuse; physical, sexual and emotional and neglect) the School's Disciplinary Policy will apply. Any allegations of abuse must be referred to the Head Teacher.
In cases of dismissal (or resignation) due to the above behaviour, Sir John Cass School will inform the DfE of the circumstances to why the employee is leaving the School's employment. A referral will also be made to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

Monitoring and Evaluation

The designated safeguarding member of SLT and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through formal audits of job vacancies and a yearly Safer Recruitment Evaluation which will be presented to the Head Teacher reported to the Governing Body.

SAFEGUARDING POLICY

Monitoring and Evaluation of Safeguarding

In addition to monitoring and evaluation practices specific to each area of safeguarding covered in this policy the overarching monitoring and evaluation strategy is as follows:

Internal and External Monitoring Procedures

Internal:

1. The school will keep a central record of all incidents including what action was taken and by whom and the outcome is recorded. This will be regularly monitored with risk assessments carried out as appropriate (See Appendix 10 for the school risk assessment form).

2. The Headteacher will have an overview of all safeguarding incidents requiring referral. In addition all safeguarding issues will be monitored by the Headteacher on a half termly basis. This will involve sampling all protection issues and checking all relevant records including risk assessments.

3. Consistent good practice across the school will be regularly monitored by the designated safeguarding officers and annually reviewed by the Headteacher and governing body. Updates to the policy may be more frequent than once a year in order to respond to changing circumstances e.g. advances in technology affecting e-safety, a serious case review, etc.

4. The impact and effectiveness of the safeguarding policy will be monitored and evaluated through the school's Learning Observations, Learning Walks and Drop Ins to lessons.

5. The safeguarding officer and SLT will evaluate the effectiveness of training for staff, students, governors and parents/carers. This will be carried out annually in the form of assessments, surveys and external reviews. The outcomes will inform changes to policy and/ or further training as required.

6. Safeguarding records will be scrutinised by the Governing body's designated safeguarding officer to evaluate effectiveness and identify areas for development linked to safeguarding policies and procedures. Emerging patterns will be noted and action points agreed.

7. Termly safeguarding meetings will take place involving all safeguarding officers. The purpose is to evaluate the effectiveness of implementation of the safeguarding policy and to respond to any changes in circumstances. Outcomes will inform changes to policy and/or further training as required.

External:

8. The Governing body's designated safeguarding officer will carry out safeguarding checks through monitoring visits. The visits will take place on a half termly basis and reports will be presented to the Governing Body Committee.

9. There will be an annual external quality assurance check by an independent specialist covering all aspects of the policy and practice.

APPENDICES

Appendix 1

Specific safeguarding issues (Please note that this is not a definitive list, other concerns could arise at any time.)

• CHILD SEXUAL EXPLOITATION (CSE)

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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

• BULLYING INCLUDING CYBERBULLYING

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

• DOMESTIC VIOLENCE

Domestic violence and abuse relate to 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
- emotional

<u>Controlling behaviour</u>

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

<u>Coercive behaviour</u>

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This is not a legal definition.

• DRUGS

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

"Drugs" refers to substance abuse and all drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs.

• FABRICATED OR INDUCED ILLNESS (FII)

Fabricated or induced illness is a rare and potentially dangerous form of abuse. It can also be known as:

- Munchausen' Syndrome
- Fabricated Illness by Proxy
- Factitious Illness by Proxy
- Illness Induction Syndrome

FII is the systematic fabrication or induction of illness in a child or young person, causing them to be seen as ill. This can be done in three main ways (which are not mutually exclusive):

- Fabrication of symptoms (including fabrication of past medical history) or exaggeration of symptoms
- Falsification of hospital charts, including manipulation of test results to result in misdiagnosis
- Deliberate Induction of illness, for example, by poisoning the child or young person

Clinical evidence indicates that cases of FII are usually carried out by a female carer, usually the child's mother. However, it is important to remember that there have been cases where a child's father, foster parent, grandparent, guardian or a healthcare professional were responsible.

• FAITH ABUSE

This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

• FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, 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 if they suspect a child is a victim or is a potential victim of FGM.

• FORCED MARRIAGE

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

• GANGS AND YOUTH VIOLENCE

The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. Schools have a duty and a responsibility to protect their pupils and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

- Dealing with violence also helps attainment.
- While pupils and students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment.

Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community.

• GENDER-BASED VIOLENCE/VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)

Violence Against Women and Girls (VAWG) has been defined by the United Nations (UN) as "any act of gender-based violence that is directed at a woman because she is a woman or acts of violence which are suffered disproportionately by women." This includes physical, sexual and economic abuse, violence or sexual exploitation. VAWG includes violence that is targeted at women or girls because of their gender or affects women and girls disproportionately. The strands of VAWG as outlined by the government are:

- Domestic Violence and Abuse
- Rape and Sexual Violence
- Prostitution and Trafficking
- Sexual Exploitation
- Female Genital Mutilation (FGM)
- Forced Marriage
- Honour Based Violence
- Stalking and Harassment

• MENTAL HEALTH

At least one in four of the population will experience a mental health problem at some point, and around half of people with lifetime mental health problems experience their first symptoms by the age of 14. The issues can relate to the child themselves, to their family, or to their community or life events. A student's behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Only medical professionals will make a formal diagnosis of a mental health condition. Schools, however, are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

• PUPIL WELL-BEING

Pupils need support at critical periods in their school career. Staff must be vigilant regarding stress and any related mental health issues for pupils, self-harm and any other concerns relating to a pupil's well-being. All such concerns must be reported following the school's child protection procedures.

Sir John Cass offers a counselling service for all students at the secondary school and sixth form college – year 7 through to year 13. The service is available throughout term time between the hours of 9am and 5pm. Students can refer themselves for counselling or staff can make a referral through the student's Head of Year. Students must consent to counselling.

The main aims of the counselling service are:

- To make on-site counselling accessible to all students from years 7 through to 13
- To improve students' mental health and emotional wellbeing
- To enhance students' capacity to engage with studying and learning by supporting them with difficulties they may be experiencing

- Identifying students' additional needs and connecting them with more specialised external services when required

A range of issues can be explored in sessions such as anger, bereavement, stress and anxiety, bullying, self-harm, family, depression and self-worth. The support students get from counselling can improve the way they deal with and recover from their experience, as well as providing them with new internal tools to tackle future difficulties.

• PRIVATE FOSTERING

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989. 1.7 Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group and private fostering arrangements must be reported to children's services by the school.

• RADICALISATION

The aim of Prevent (*See full policy*) is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working to safeguard children and young adults, providing early intervention to protect and divert away from being drawn into terrorist activity.

• SEXTING

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. This can lead to "sextortion" which is a form of sexual exploitation that employs non-physical forms of coercion to extort sexual favours from the victim. Sextortion refers to the broad category of sexual exploitation in which abuse of power is the means of coercion, as well as to the category of sexual exploitation in which threatened release of sexual images or information is the means of coercion. *(See e-safety policy)*

• TEENAGE RELATIONSHIP ABUSE

Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

• psychological
• physical
• sexual
• financial
• emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

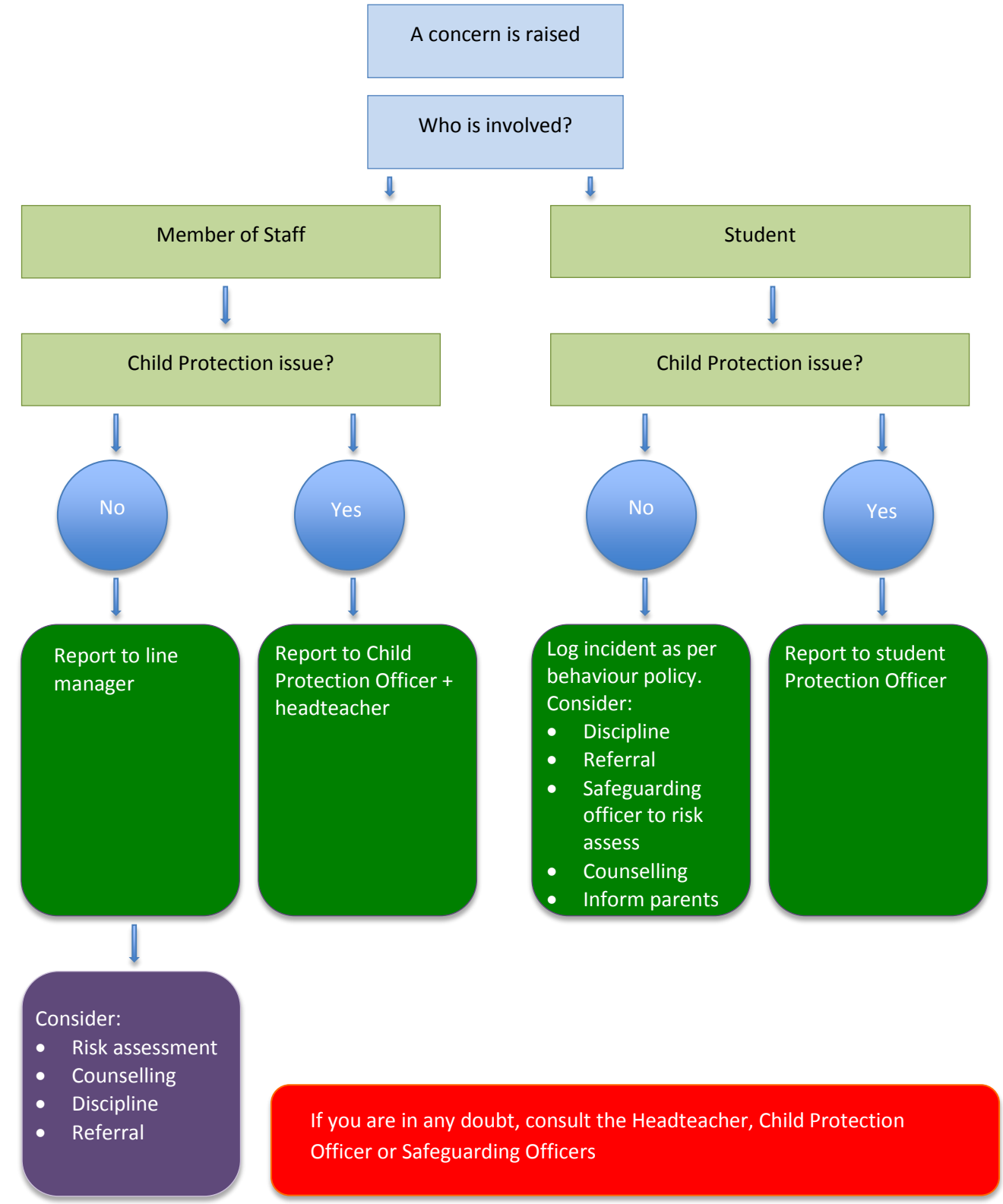
Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
Where there are concerns or it is known that there is violence present in a teenage relationship it will be dealt with as a CP concern.

• **TRAFFICKING**
Children may be trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working with drugs. There is evidence that some children are trafficked through numerous countries before arriving in the UK. There are many legitimate reasons why children are brought to the UK, such as economic migration with their family, education, re-joining their family or fleeing a war-torn country. Some children will have travelled with their parents or carers. However, a number of children arrive in the UK accompanied by adults who are either not related to them or in circumstances which raise child protection concerns. For example, there may be little evidence of any pre-existing relationship between the child and the accompanying adult or even no knowledge about the person who will care for the child. There may be unsatisfactory accommodation in the UK, or perhaps no evidence of parental permission for the child to travel to the UK or stay with the sponsor. These irregularities may be the only indication that the child could be a victim of trafficking.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Appendix 2

Referral flowchart



PLEASE NOTE: Any member of staff can make a direct referral to the local authority Duty Line if unhappy with the school's response to a record of concern/referral. The Duty Line number is 020 7364 3444

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Appendix 3

Statement to students in the school planner

Child Protection – Feeling Safe

(A copy of the information included in the student planner)

Every young person has the right to feel safe in school, at home, in the community and on the phone and internet. Sometimes however, someone you know or a stranger may do or say something either to you or to a friend which you feel is wrong and may even be against the law. This could be something which makes you or a friend feel unsafe physically, emotionally or sexually.

If you feel someone is doing or saying something to you or a friend that is wrong, or that makes you feel uncomfortable, you should tell an adult in school about this as soon as you can. You should do this even if you have been told to keep it a secret. You could tell your form tutor, your Head of Year or any member of staff that you feel comfortable talking to about this.

There are also two teachers in school who have a special responsibility to make sure that young people are safe. Mr Cameron and Ms Regan are the school's Child Protection Officers. You can go and talk to either of them directly if you would prefer. They will listen carefully to what you tell them. They will also explain clearly to you what they will need to do to make sure that you or the young person you are worried about will be safe.

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Appendix 4

Duty Line referral form

Sir John Cass Red Coat School - Confidential Information (Duty Line number is 020 7364 3444) Child Protection Date of Referral …….
Name of Child: Yr Group/Form:
Date of Birth:
Address:
Telephone:
Do parents speak English? Yes / No
Doctor:
Is student on SEN register? Yes / No
Member of staff making referral and date:
Concern reported to:
School Health Team informed: Yes / No Fax: 02072657764
Date of incident: Summary of Concern: (attach separate sheet if necessary)
Action Taken:
Signed by Child Protection Officer:

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Appendix 5 (Student AUP)

Dear Students,

Acceptable Use Policy – Computers, Network, Email and Internet Contract
This document explains what you should and should not do when using computers in the school, including the school computer network, particularly when sending and receiving email and accessing the Internet.

Student Acceptable Use Agreement

School Policy
Digital technologies have become integral to the lives of children and young people, both within and outside school. These technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and promote effective learning. Young people should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:
- that young people are responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to ensure that students will have good access to digital technologies to enhance their learning and will, in return, expect the students to agree to be responsible users.

Acceptable Use Policy Agreement
I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. In addition, as email and the internet can be used to communicate with people outside, it is especially important not to do anything which could damage the reputation of the school.

It is essential to inform a member of staff if you find that someone else is breaking these rules.

For my own personal safety:
- I understand that the school may monitor my use of the systems, devices and digital communications in case of any concern.
- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it. In addition, I will not leave a computer unattended whilst logged on.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others without permission nor within a school context when online, for example on social media. This could include names, addresses, email addresses, telephone numbers, age, gender, educational details such as the name of the school, financial details, etc.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it online.

I understand that everyone has equal rights to use technology as a resource and:
- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not use the school systems or devices for online gaming, online gambling, internet shopping, file sharing or video broadcasting (e.g. YouTube), unless I have permission of a member of staff to do so. I will

not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not waste disk storage space or consumables such as printer supplies.

I will act as I expect others to act toward me:
- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:
- I will only use my own personal devices (e.g. USB devices) in school with permission. I understand that, if I do use my own devices in the school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. Mobile phones can only be used after school.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings.
- I will not use social media sites e.g. Facebook, Twitter within school.
- I will not do anything which is designed to damage the network, harm other people or their work, or avoid restrictions placed on people who use it.
- During the school day, I will only use computers, the network, email and the Internet for appropriate educational purposes. At no time is the use of school equipment for commercial purposes or private gain allowed.

When using the internet for research or recreation, I recognise that:
- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:
- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour that are covered in this agreement when I am out of school and where they involve my membership of the school community (e.g. cyber-bullying, use of images or personal information).
- I understand that I am not authorised, without permission, to represent the school online in any official or unofficial capacity by using the school name, logo, etc. and I recognise my responsibility to report when I discover this has been done by others.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, detentions, contact with parents and in the event of illegal activities involvement of the police.

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Please complete the section below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices.

Yours sincerely,

N. Jones (Assistant headteacher / E-safety officer)

Student Acceptable Use Agreement Form

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Policy. If you do not sign and return this agreement, access will not be granted to the school's ICT systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own devices in the school (when allowed) e.g. mobile phones, gaming devices, USB devices, cameras, etc.
- I use my own equipment out of the school in a way that is related to me being a member of this school e.g. communicating with other members of the school, accessing school email, VLE, website, etc.

Name of Student	
Tutor Group	
Signed	
Date	

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Appendix 6 Staff (and Volunteer) Acceptable Use Policy Agreement

Dear colleague,

School Policy
New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- staff and volunteers use the internet and other communication technologies responsibly and appropriately.
- school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- staff are protected from potential risk in their use of ICT in their everyday work.

The school will aim to ensure that staff and volunteers have good access to ICT to enhance their work and to enhance learning opportunities for students learning. The school will expect in return for staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement
I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. I recognise the value of the use of ICT for enhancing learning and will ensure that students receive opportunities to gain from the use of ICT. I will, where possible, educate the young people in my care in the safe use of ICT and embed e-safety in my work with young people.

For my professional and personal safety:

- I understand that all Internet / network usage can be logged and this information can be made available to the e-safety officer or the headteacher on request if there is cause for concern.
- I understand that the rules set out in this agreement also apply to use of the school's ICT systems (e.g. laptops, email, VLE etc.) out of school, and to the transfer of personal data (digital or paper based data) out of school.
- I understand that the school's ICT systems are primarily intended for educational use and I will only use the systems for personal or recreational use within the policies and rules set out by the school.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will immediately report any illegal, inappropriate or harmful material or incident, of which I become aware.
- I understand that it is my duty to support a whole-school safeguarding approach and will report any behaviour (of other staff or students), which I believe may be inappropriate or concerning in any way to the school's named child protection officers, the e-safety officer or relevant senior member of staff.
- Personal mobile phones, cameras and hand held devices should not be used when in the presence of children on school premises or when on school outings.

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I will be professional in my communications and actions when using school ICT systems:

- I will only communicate with students and parents / carers using official school systems. Any such communication will be professional in tone and manner. Please be aware that there are risks attached to the use of personal email addresses / mobile phones / social networking sites for such communications.
- 'All Staff' emails should only be used for the purpose of sharing information and with the permission of a member of SMT.
- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that if I take and / or publish images of others within school I will do so with their permission. I will not use my personal equipment to record these images, unless I have permission to do so. Where an images is published (e.g. on the school website / VLE) it must not be possible to identify by name, or other personal information, those who are featured.
- I will not engage in any on-line activity that may compromise my professional responsibilities.
- Social networking is only allowed in school on the personal devices of members of staff in accordance with the e-safety policy. Staff must not become "friends" with or "follow" current parents/carers or students on personal social networks for the protection of all concerned.
- I will ensure that any private social networking sites / blogs etc. that I create or contribute to are not confused with my professional role.
- I agree and accept that any computer or laptop loaned to me by the school, is provided solely to support my professional responsibilities.
- I understand that the data protection policy requires that any information seen by myself with regard to staff or pupil information and held within the school's information management system, will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority.

The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- When I use my mobile devices (PDAs / laptops / mobile phones / USB devices etc.) in school, I will follow the rules set out in this agreement, in the same way as if I were using school equipment.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate material that may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless permission is given.
- I will not disable or cause any damage to school equipment or to the equipment belonging to others.
- I will report any damage or faults involving equipment or software.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).
- I understand that I am not authorised, without permission, to create any blog / networking page etc. representing the school.

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I understand that I am responsible for my actions in and out of the school:

- I understand that this Acceptable Use Policy applies not only to my work and use of the school's ICT equipment in school, but also applies to my use of school ICT systems and equipment off the premises, and my use of personal equipment on the premises or in situations related to my employment by the school
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and / or the Local Authority and in the event of illegal activities the involvement of the police.

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Appendix 7 – Example of a photo permission letter

Date

Dear parent/guardian

We are in the process of updating our school prospectus and on Tuesday 6th March a photographer will be working with a group of students to produce photos for this purpose. Your child has expressed an interest in being involved in this, however, in order for us to use the photographs we would like to request your consent.

If you agree, the photographs will be used by the school for promotional purposes only. Names are not given of the students on any of the materials produced.

Please complete the form below to give your consent and return it to me at school by Friday 2nd March.
If you have any questions please do not hesitate to contact me at school on 020 7790 6712.

Kind regards

Name

I (name of parent / guardian) _____, authorise Sir John Cass School to use photographs of (name of child) _____, taken for the production of the new school prospectus.
Signature:

_____

(Parent or legal guardian)

Print name:

_____

Date: _____

SIR JOHN CASS'S FOUNDATION & RED COAT CofE SCHOOL

Appendix 8

Tower Hamlets "No Place for Hate" pledge

This is my personal pledge to making Tower Hamlets NO PLACE FOR HATE.

In making this pledge, I commit myself to:

- Do my best to combat prejudice and to stop those who, because of hate or ignorance, would hurt anyone or violate their dignity
- Try at all times to be aware of my own prejudices and seek to gain understanding of those who I perceive as being different from myself
- Speak out against all forms of prejudice and discrimination.
- Reach out to support those who are targets of hate
- Think about specific ways my community and I can promote respect for all people and make Tower Hamlets No Place for Hate.

I know that one person can make a difference and everyone has a part to play in achieving equality and social justice.

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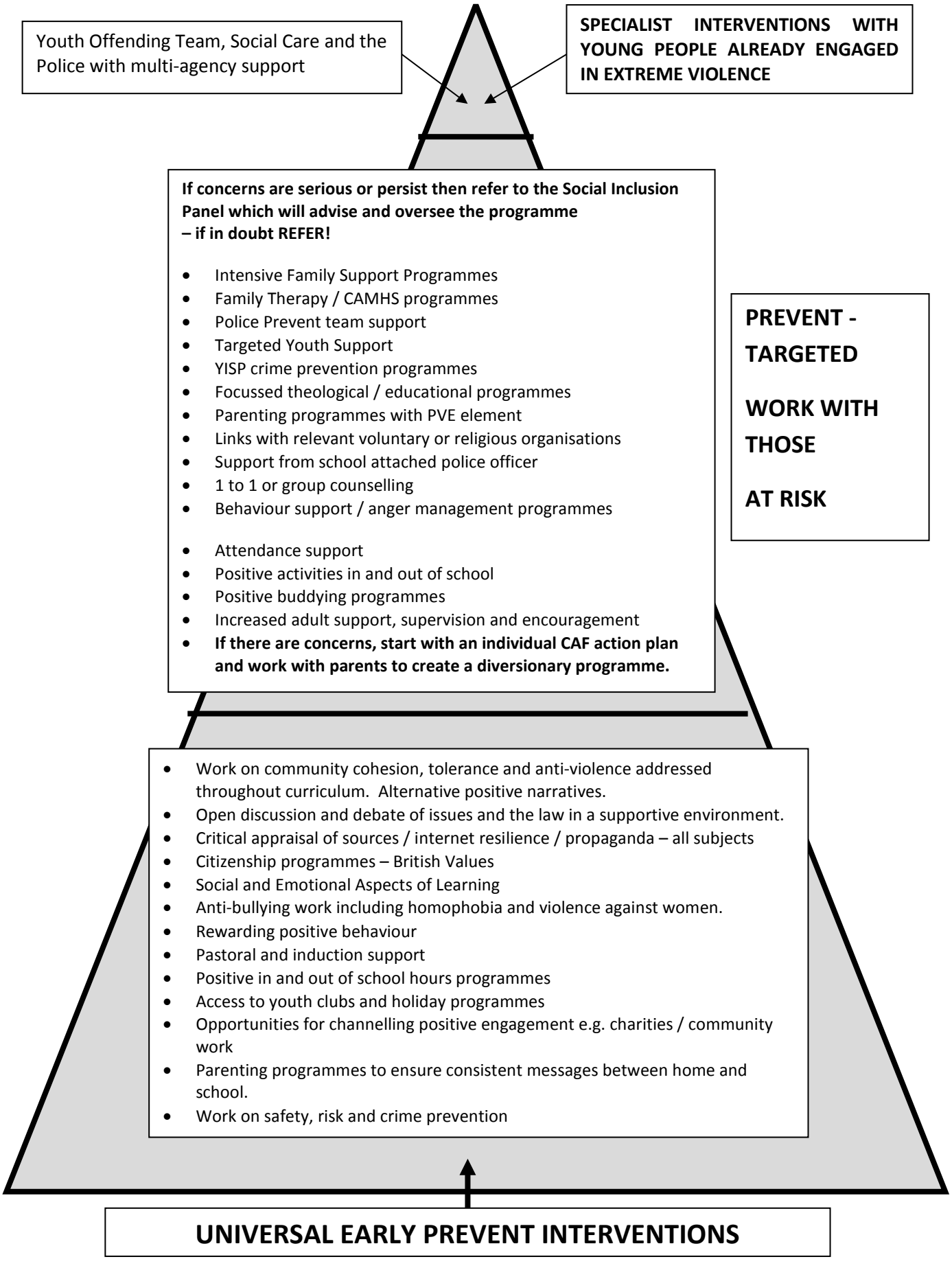
Appendix 9 - Prevent Intervention Triangle



Appendix 10

Risk assessment form

Sir John Cass School Risk Assessment

Area of concern:	**Who is at risk?**	
Assessment carried out by:	**Date:**	**Date of review:**

Risk	Who might be harmed and how?	Action in place / Existing controls	Risk rating	Any further action to manage this risk?	New risk rating

Risk Rating range: U-Unacceptable; H-High Priority; M-Medium Priority, L-Low Priority & T-Trivial.

Sir John Cass School Risk Assessment

Risk Rating Form and Matrix

The risk rating chart/matrix is used in risk assessment to consider the consequences and likelihood of a hazard/risk occurring.

Using the Risk Rating Formula:

1. From box 1 decide the rating of the probable severity/consequences of the hazard
2. From box 2 consider the rating of the likelihood of the event occurring
3. Look up the combination in the risk rating chart/matrix and link it to the action combination

Box 1- Rate severity/consequence

(A) Extremely harmful

(B) Harmful

(C) Slightly harmful

Box 2 – Rate Likelihood

(1) **Highly likely** (to occur)

(2) **Likely** (to occur)

(3) **Unlikely** (to occur)

Consequences → / Likelihood of event occurring ↓	Extremely Harmful (A)	Harmful (B)	Slightly Harmful (C)
Highly Likely (1)	Unacceptable (U)	High (H)	Medium (M)
Likely (2)	High (H)	Medium (M)	Low (L)
Unlikely (3)	Medium (M)	Low (L)	Trivial (T)

Action combination to calculate risk rating:

A1 **U – Unacceptable** – must act immediately to ensure adequate controls are put in place
A2/B1 **H – High Priority** – urgent action required to reduce severity or likelihood
A3/B2/C1 **M – Medium Priority** – must receive attention to reduce severity or likelihood
B3/C2 **L – Low Priority** – look at ways to see if risk can be reduced
C3 **T – Trivial** – minimal risk

Appendix 11
Visitors' Policy

INTRODUCTION

Visitors are welcome to Sir John Cass Red Coat School. Indeed they often make a contribution to the life and work of the school in many different ways. The learning opportunities and experience they bring are encouraged and appreciated. It is the school's responsibility, however, to ensure that the security and welfare of its pupils is not compromised at any time. The school is equally responsible to the whole school community for ensuring that visitors comply with the guidelines.

It is our aim to safeguard all children under this school's responsibility both during school time and in extra-curricular activities which are arranged by the school. The ultimate aim is to ensure the pupils of Sir John Cass Redcoat School can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

It is our objective to establish a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents and conforms to child protection guidelines.

The school is deemed to have control and responsibility for its pupils anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

The policy applies to:

- All teaching and non-teaching staff employed by the school
- All external visitors entering the school site during the school day or after school activities (including peripatetic tutors, sport coaches, and topic related visitors e.g. business people, authors, artists etc.)
- All governors of the school
- All parents/carers
- All pupils
- Education personnel (Local Authority staff, Inspectors)
- Building and Maintenance Contractors

This policy applies to all visitors invited to Sir John Cass Red Coat School.

Visitors Invited to the School

Where possible permission should be granted by the Head teacher before any visitor is asked to come into school. The Head Teacher and/or members of the senior management team should be given a clear explanation as to the relevance and purpose of the visit and intended date and time for the visit.

- All visitors must report to reception first-they must not enter the school via any other entrance.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification.
- All visitors will be asked to sign the Visitors' Record Book which is kept in reception at all times.
- All visitors will be asked to ensure that they remove any form of headwear that would hinder facial identification. This is to ensure ease of recognition by premises staff through the CCTV system. This is not just a matter of security it also has health and safety implication because the wellbeing of staff and students could be put at risk.
- All visitors will be required to wear an identification badge.

- Visitors will then be escorted to the point of contact or their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site.
- At no point should a visitor be left on their own with children (if the visitor is meeting a member of staff).
- In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point for support staff in the upper school playground.
- On departing the school, visitors should leave via reception, enter their departure time in the Visitors' Book and return their identification badge to reception.

Visitors whose purpose is to work with students in some capacity:

- Visitors may work with students in a variety of capacities, for example, to deliver a lesson (normally supervised by a member of staff), to meet with small groups of students or individuals (e.g. Connexions) or alternatively they may be working with a student on a one to one basis (e.g. Lifeline, Children's services or Local Authority Support for Learning Service).
  Staff should ensure all normal visitor policy requirements are followed.
- Any visitor who is not DBS checked must not be alone with students at any point. This includes whole class or small group teaching or one to one interviews of students or escorting by students around the building.
  If a visitor has DBS clearance they may work with students unaccompanied by another member of staff. At times this might be teaching a class or a one to one interview. This must be agreed in advance.
- Regular visitors to the school must have DBS clearance.
- Any visitor delivering a lesson or assembly must comply with the requirements of the visiting speakers' policy.

Unknown/uninvited Visitors to the School

- Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site.
- They should then be escorted to reception to sign the visitors' book and be issued with an identity badge.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Head Teacher and members of the Senior Management Team should be informed promptly.
- The Head Teacher and members of the Senior Management Team will consider the situation and decide if it is necessary to inform the police.
- If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

Governors

- All governors have DBS clearance.
- Governors should wear their id badge at all times.
- Governors should sign in and out using the Signing in Book.
- New governors will be made aware of the policy and familiar with its procedures as part of their induction.

Staff Development

As part of their induction, new staff will be made aware of this policy and will be asked to ensure compliance with its procedures at all times.

Appendix 12
New starters' induction letter

[Date]

Dear [name]

RE: Safeguarding Training

I am writing to confirm that arrangements have been made for you to attend Safeguarding Training with Iain Cameron (Safeguarding Officer) prior to starting your teaching employment at Sir John Cass's Foundation and Red Coat Church of England Secondary School, as follows:

Date:

Time:

Location:

Once you have completed the training, please sign and date the enclosed form and return it to the HR Department.

Yours sincerely,

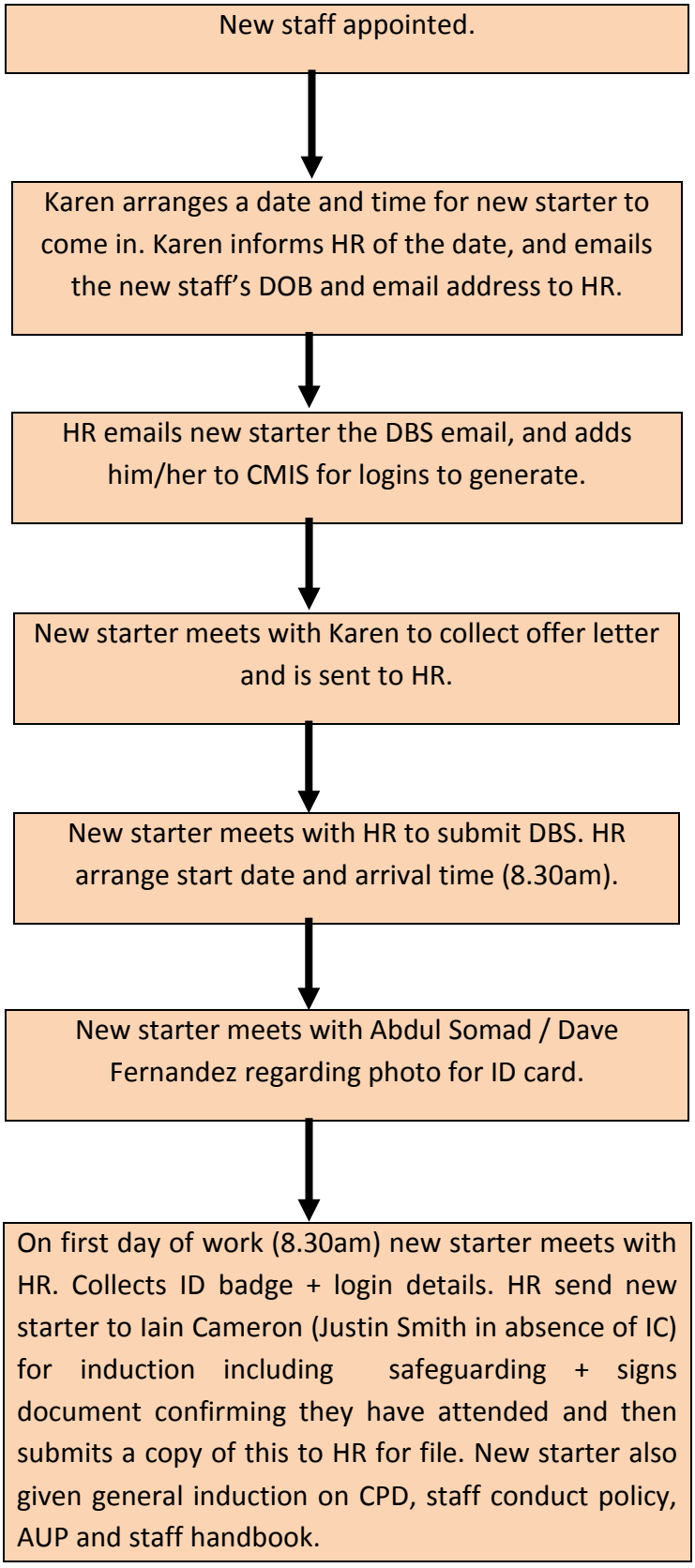
Shima Bashar

HR Manager

Safeguarding Training prior to starting teaching employment at SJCR

I confirm that I have received Safeguarding Training from the Safeguarding Officer, Iain Cameron on [date]:

Full name (Block Capitals):……

Signed: …….. Date: …….

SJCR Induction Flow Chart