Handsworth Grange Community Sports College
Child Protection and Safeguarding Policy

(Incorporating the Self Harm Policy and Online Safety Policy)

Current Policy as of: September 2018

LT Responsibility: Sally Ruczenczyn

Governor Committee: Pupil Wellbeing

Child Protection and Safeguarding Policy

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Designated Safeguarding Governor	Elizabeth Underwood

Date: September 2018

Next Review Date: September 2019

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- *Protecting children from maltreatment;*
- *Preventing impairment of children's health or development;*
- *Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*
- *Taking action to enable all children to have the best outcomes.*

(Working Together to Safeguard Children 2018)

(In this document a child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout.)

Committee: Pupil, Parents and Community

1. PURPOSE

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff and volunteers are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

(Keeping Children Safe in Education – DFE 2018)

The document 'Keeping Children Safe in Education' – DFE 2018, <u>MUST</u> be read in conjunction with this policy.

2. INTRODUCTION

The Minerva Learning Trust asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances as well as meet any statutory requirements.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have the responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances at least one member of the relevant panel should be a member of the Trust.

2.1 Handsworth Grange Community Sports College takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).

2.2 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

2.3 There are three main elements to our Child Protection Policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching and pastoral support offered to pupils.

- **Protection** by following agreed procedures and ensuring all staff (including volunteers) are trained and supported to respond appropriately and sensitively to child protection concerns.

- **Support** to pupils who may have been abused or who are defined as a 'Child in Need'.

2.4 This policy applies to all pupils, staff, parents and carers, governors, volunteers and visitors to the school.

2.5 Handsworth Grange Community Sports College recognises it is an agent of referral and not of investigation.

3. SCHOOL POLICY

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.
Our school therefore aims to:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and listened to
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations
- Make parents and carers aware of the school policies and practise for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents/carers and colleagues from partner agencies

4. FRAMEWORK

4.1 Child protection and safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practise are the responsibilities of the Sheffield Safeguarding Children Board (SSCB).

4.2 In Sheffield, all professionals must work in accordance with the SSCB Child Protection and Safeguarding Procedures.

4.3 Our school also works in accordance with 'Keeping Children Safe in Education' (DfE, 2018), 'Working Together to Safeguard Children (DfE, 2018), 'Information Sharing' (DfE 2018), 'Disqualification under the Childcare Act' (DfE 2006) and 'Thresholds of Needs Guidance' (Sheffield 2018).

5. ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the Designated Safeguarding Leads and Designated Safeguarding Deputies) are shown on the cover of this document.

5.2 The Designated Safeguarding Leads in School have responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals Children's Social Care are made in accordance with local procedures. If for any reason the Designated Safeguarding Leads are unavailable, one of the Designated Safeguarding Deputies will act in their absence.

5.3 The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (see 'Keeping Children Safe in Education' for further information).

5.4 The Designated Governor for Safeguarding ensures there is an effective Safeguarding Policy in place and that this is updated annually. Governors will not be given details relating to individual cases or situations to ensure confidentiality is not breached.

5.5 The Head of School and/or the Designated Safeguarding Leads provide an annual safeguarding report for the governing body. This report is sent to the Education Safeguarding Children Advisors at the SSCB.

5.6 This Child Protection and Safeguarding Policy is published on the school website alongside a link to the full set of SSCB school policies and procedures. Ofsted have confirmed that any Sheffield school or education setting can adopt the safeguarding policies and procedures on the SSCB website. The Local Authority is responsible for ensuring that they are accurate and updated annually.

5.7 The school will actively promote online safety on our website and signpost stakeholders to information that will help keep children safe online.

6.   PROCEDURES

6.1 All action is taken in accordance with the following guidance;

- Sheffield Safeguarding Children Service (SSCB) Child Protection and Safeguarding Procedures
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE 2018)
- Information Sharing: advice for practitioners providing safeguarding services (DfE 2018)
- Disqualification under the Childcare Act (DfE 2006)

6.2 When new staff, volunteers or regular visitors join our school they are given a Safeguarding Induction using the SSCB Safeguarding Children Induction Pack. They are required to sign to confirm they have received this induction and understand the procedures to follow if they have any safeguarding concerns or if abuse is disclosed to them.

6.3 All staff are kept informed about child protection and safeguarding responsibilities and procedures through induction, briefings and awareness training. Updates are delivered at least annually. Whole staff training takes place every three years in line with statutory requirements.

6.4 Any member of staff, volunteer or visitor to the school who receives disclosure of abuse, an allegation or suspects that abuse may have occurred **MUST** report it immediately to a Designated Safeguarding Lead or one of the Designated Safeguarding Deputies. In the absence of all of the above, the matter should be brought to the attention of the most senior member of staff who should contact the Sheffield Safeguarding Hub on 0114 2734885

6.5 The Designated Safeguarding Leads or Deputies will immediately refer cases of suspected abuse (including section 47 referrals) to Children's Social Care direct by telephone and confirm in writing using a Sheffield Multi-Agency Confirmation Form (MACF)

6.6 The school will always undertake to share our intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation.

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

6.8 The school are aware of the document 'SSCB Resolution of Practitioner Disagreements' and encourage its use where there are continuing professional concerns that a child remains at risk of harm following a referral.

7. TRAINING AND SUPPORT

7.1 The Sheffield Safeguarding Children Board has agreed that Designated Safeguarding Leads and Deputies should attend Advanced Refresher Safeguarding Children in Education Training for a half-day each year in order to keep up to date with the developments taking place in their area of safeguarding and to allow networking to take place between similar settings.

7.2 The school will ensure that the DSL (and Deputies) also undertake multi-agency training as appropriate.

7.3 The school provides supervision for those members of staff with a significant safeguarding role.

7.4 Whole Staff Safeguarding Training takes place every three years in line with statutory requirements.

7.5 All staff have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of the Safeguarding Induction and are referred to in the Code of Conduct.

8. CONFIDENTIALITY AND INFORMATION SHARING

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

8.2 Any member of staff receiving a disclosure of abuse will make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated and signed and will include action taken.

8.3 Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at the school **MUST** be reported directly to the Head of School, unless it involves the Head of School or CEO and then it should be reported directly to the Chair of the Governing Body.

8.4 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only. Any information shared with a member of staff must be treated confidentially.

8.5 The school recognises that it is essential to establish positive and effective working relationships with outside agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children. We share information:

- To ensure the fullest possible picture of the child's circumstances

- To enable practitioners to assess the needs of the child properly
- To co-ordinate and improve service provision to the child and family
- To protect other adults and children

Some examples of information to be shared:

- Child seems hungry, inappropriately dressed, has hygiene concerns;
- Child's behaviour is concerning or has changed e.g. aggressive, withdrawn, overly familiar, and sexually inappropriate;
- Suspicion/evidence child has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns;
- Things said by/about the child that are concerning

For further information see 'Information Sharing: advice for practitioners providing safeguarding services' (DfE 2018).

8.4 The school ensures:

- That all written information concerning a child of a child protection or safeguarding nature is kept in a secure place.
- That photocopies are not to be made or retained by other staff.
- That apart from the DSL and Deputies, the only other staff who may have access to such information are those who demonstrate 'the need to know'.
- If a child transfers from the school, their safeguarding file will be forwarded to the new educational setting by recorded delivery, marked 'Confidential' and for the attention of the receiving school's DSL.

9. SUPPORTING PUPILS AT RISK

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

9.2 The school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviour towards other children and adults.

9.3 The school will endeavour to view such behaviour as the impact of abuse or harm suffered rather than viewing the behaviour as a problem within the child.

9.4 The school will endeavour to support all pupils through:

- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and motivation.

- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's Behaviour for Learning Policy.
- A consistent approach which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount.
- Recognition that in a home environment where there is domestic abuse or drug or alcohol abuse, children may be in need of support or protection.

9.5 Disabled Children:

Under the Children Act 1989 (s17 (10), a child or young person who is disabled is automatically a Child in Need. This is because without the input of identified services, they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired. The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities"; this may include some long term illnesses as well.

Disabled children and young people are more vulnerable to abuse for a range of reasons which include:

• May be socially more isolated
• Dependent on their carers for day to day assistance including intimate care
• They may have communication difficulties
• Be more vulnerable to bullying and intimidation
• May experience a lack of continuity of care so patterns of changes are missed
• May be fearful of making a complaint in case of loss of services
• May not have any one person to trust
• May not be believed
• May not be aware of good and bad touching by parents/carers

Practitioners should be aware of the impact on the whole family and any siblings as well. Some families with a disabled child may be vulnerable to anti-social behaviour and bullying in their neighbourhood and other discrimination and hate crimes. All such concerns should be taken seriously by agencies.

10. ALLEGATIONS INVOLVING A MEMBER OF STAFF

10.1 The school works in accordance with statutory guidance in respect of allegations against an adult working with children (in a paid or voluntary capacity).

10.2 Schools must have processes in place for reporting any concerns about a member of staff (or any adult working with children) and have a named lead to whom concerns should be reported. This

role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection. In our school, any allegations about members of staff (or any adult working with children) must be made to the Head of School, Nick Parker or the CEO of The Minerva Trust Ms Anne Quaile.

Where the concern involves the Head of School or the CEO, it should be reported direct to the Chair of Governors.

SSCS procedures require that, where an allegation against a member of staff is received, the Head of School or the Chair of Governors must inform the Local Area Designated Officer (LADO) 0114 2734850 within one working day. No further action/investigation should take place until/unless sanctioned by the LADO.

For further information see 'Keeping Children Safe in Education' (DfE 2018)

All staff must be aware of their duty to raise concerns about the attitude or actions of a colleague in line with the school's Whistleblowing Policy. This duty is regularly reinforced via training and staff briefings.

11. DEFINITIONS OF ABUSE

11.1 General Definition: An abused child is someone under the age of 18 years who has suffered physical injury, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).

Some children will be deemed to be at particular risk where another child in the household has been harmed, or the household contains, or is regularly visited by, a known abuser (Person Posing a Risk to Children).

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

Possible signs and indicators of Physical Abuse may include:

- Injuries that are not consistent with the explanation offered
- Presence of several injuries that are at various stages of healing
- Repeated injuries over a period of time
- Injuries that form the shape of a pattern (buckle, hand, iron, teeth, cigarette burns)
- Runaway attempts or fear of going home
- Extremely aggressive or withdrawn
- Drug/alcohol misuse
- Depression

11.3 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible signs and indicators of Emotional Abuse may include:

- Bed-wetting or soiling that has no medical cause
- Has not attained significant developmental milestones
- Tearful, has low self-esteem
- Symptoms of depression, anxiety, withdrawal or aggression

- Self-harm, suicide attempts, engaging in drug or alcohol misuse
- Adult constantly calls the child names, labels the child or publicly humiliates them
- Adult has unrealistic expectations of the child
- Adult involves the child in 'adult issues' such as separation or access issues

11.4 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs and indicators of Sexual Abuse may include:

- Self-harm
- Eating disorders
- Sexually transmitted disease(s)
- Sudden lack of interest in friends or activities
- Withdrawal from friends and family
- Goes missing
- Truancy and / or running away from home
- Suicide attempts
- Drug / alcohol misuse

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

Possible signs and indicators of Neglect may include:

- Unattended medical appointments
- Lack of supervision
- Nutritional deficiencies
- Inappropriate dress for weather conditions
- Developmental delays
- Not attending school
- Constant hunger or steals food
- Abandonment
- Lack of parental participation and interest

12. SPECIFIC ISSUES

12.1 Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people is abuse and a criminal act. Many young people have been subject to what is called 'grooming' whereby an adult or a person of a similar age seeks to become their friend, supports their needs emotionally, financially and showers them with attention to make them feel special. In the eyes of the young person, the 'abuser/groomer' is seen as a friend, someone they can trust. Once in their power, the abuser may use the threat of physical, sexual or verbal harm to manipulate the young person. They may also seek to isolate the young person from their family and friends.

It can involve a broad range of exploitative activity, from seemingly 'consensual' relationships through to very serious organised crime. Increasingly adults are using the internet to meet and groom young people for sexual exploitation. Abuse of this kind can happen to anyone from any background. It does not just happen to young females – young males can be victims of abuse too.

The following are typical vulnerabilities in children **prior** to abuse:

- Living in chaotic or dysfunctional household (Parental substance abuse, domestic abuse, parental mental health issues, parental criminality)
- History of abuse
- Recent loss or bereavement

- Gang association
- Learning disabilities
- Low self-esteem or self-confidence
- Attending school with young people who are sexually exploited

The following signs and behaviour are generally seen in children who are **already** being exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Absent from school
- Repeat sexually-transmitted infections, pregnancy and terminations
- Estranged from their family
- Receipt of gifts from unknown sources

12.2 Self-harm and suicide

Any child who self-harms or expresses thoughts about this or about suicide has to be taken seriously and appropriate help and intervention should be offered at that point. Definitions from the Mental Health Foundation (2003) are:

• Deliberate self-harm is self-harm without suicidal intent, resulting in non-fatal injury
• Attempted suicide is self-harm with intent to take life, resulting in non-fatal injury
• Suicide is self-harm, resulting in death

Informed consent to share information should be sought if the child is competent unless:

• The situation is urgent or seeking consent is likely to cause serious harm to someone or prejudice the prevention or detection of serious crime

If consent is refused or cannot be sought, it should still be shared if:

• There is reason to believe that otherwise it will result in serious harm to a child or young person
• The risk is sufficiently great to outweigh the harm
• There is a pressing need to share the information

If a competent young person wishes to limit information to their parents/carers or to withhold information, their wishes should be respected unless the conditions above apply. For further details see chapter 3.22 in Sheffield Safeguarding Children Board Child Protection Procedures.

12.3 Forced Marriage (FM)

A Forced Marriage is a marriage conducted without the valid consent or one or both parties and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage of a young person under the age of 18 is a child protection issue, because it is likely to cause Significant Harm. It impairs a young person's emotional health and development. It may also involve underage sex and/or rape. Young people taken out of school to be married overseas suffer the loss of educational opportunities. As their marriages are not recognised in the UK many are kept overseas until they turn sixteen. Some young women may not be allowed to return home until they become pregnant. Young people unable to go against the wishes of their parents may suffer emotionally, leading to depression and self-harm.

Indications that a child may be at risk of being forced into marriage may encompass some of the following:

- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or family members at school
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Prevented from going on to higher education

12.4 Honour Based Violence (HBV)

Honour based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community.

Honour based violence, where it affects children and young people, is a child protection issue. It is an abuse of human rights. Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases they are also at risk of being killed.

Indicators:

• Children may truant to avoid family and relatives knowing where they are
• Children may be isolated, depressed and there may be concerns about self-harming behaviour
• Families may continue to feel 'shame' and the risks may transfer to children or siblings
• Children may be excessively restricted in their movements; grounded permanently
• Denial of access to internet, phones, friends, passport
• Children may be stopped from seeing their mother

12.5 Female Genital Mutilation (FGM)

FGM is a collective term for all procedures which include the partial or total removal of the external female genital organs for non-medical or therapeutic reasons. It is acknowledged that some FGM-practising families do not see it as an act of abuse. However, Female Genital Mutilation has severe significant physical and mental health consequences both in the short and long term, and must not be excused, accepted or condoned. The procedures are more common than most people realise and work is taking place worldwide to eradicate this illegal and dangerous practice.

FGM is illegal in the UK and in October 2015 it became mandatory to report all concerns about FGM on a girl under the age of 18 to the Police. This includes historical cases which may have occurred many years previously and outside of the UK.

Signs and Indicators of FGM being planned may include:

- The family belonging to a community in which FGM is practised and that they are planning to take a child on holiday, arranging vaccinations or planning absence from school
- The child may also talk about a special procedure or ceremony that is going to take place. FGM does not take place exclusively abroad.

Indicators that FGM may already have occurred include:

- Prolonged absence from school with noticeable behaviour change on return, possibly with bladder or menstrual problems
- The child finding it difficult to sit still and looking uncomfortable, or complaining about pain between their legs
- The child taking a long time when they visit the toilet

12.6 Extremism and Radicalisation

The 'Prevent' duty: All education settings must try to prevent people from being drawn into terrorism & extremism, whilst carrying out our usual educational functions. The Prevent programme must not involve any covert activity against people or communities, but specified authorities may need to share personal information e.g. to ensure that a person at risk of radicalisation is given appropriate support.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect

children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

Vulnerable children can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a child at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

Staff may also become concerned about the content of a pupil's written work (including drawings).

The Extremism and Radicalisation policy is available on request.

12.7 Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults and sexting.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm Children or young people who harm others may have additional or complex needs e.g.:
- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse

- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case.

Recognising peer abuse:

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer

Taking Action:

- Always take complaints seriously
- **Never ask a student for a written statement, it can interfere with a criminal investigation**
- Assess needs of victim and perpetrator
- Consider referral to Police or Social Care and contribute to multi-agency assessments

If a member of staff has a concern about any of the safeguarding issues listed above, they must pass these on to a member of the school's safeguarding team without delay.

Further information on specific safeguarding issues, including issue led guidance, can be found on the SSCS website. There are a number of factsheets and protocols in the Sheffield Safeguarding Children Service Child Protection and Safeguarding Procedures Manual which Designated Safeguarding Leads and Deputies (DSL/D's) will find useful for quick reference.

13 REASONABLE FORCE

13.1 The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils:

- 'Force' is either to control or restrain; e.g. guiding a pupil to safety, breaking up a fight, or restraint to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive, e.g. standing between pupils, or active, e.g. leading a pupil by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

13.2 All staff accompanying pupils on an education trip have a legal power to use reasonable force if authorised by the Head of School. Staff should use their professional judgement of each situation to make a decision to physically intervene or not. They should avoid causing injury, pain or humiliation, wherever possible. Settings do not require parental consent to use force on a pupil.

13.3 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder, e.g.

- Disrupting an event, trip or visit
- Leaving the classroom where this would risk their safety or disrupt others
- Attacking someone
- Restraining a pupil at risk of harming themselves through physical outbursts
- Stopping a fight

Reasonable force can also be used to remove disruptive pupils if they have refused an instruction to leave class.

Serious Case Review Process

A Serious Case Review will take place for every case where abuse or neglect is known or suspected and either:

- A child dies
- A child is seriously harmed and there are concerns about how organisations or professionals worked together to safeguard the child.

The Sheffield Safeguarding Children Board are responsible for initiating a serious case review, and all partner organisations and agencies are responsible for identifying cases of concern that may meet the SCR criteria.

Robust safeguarding procedures are in place at Handsworth Grange Community Sports College to ensure that serious safeguarding incidents are identified and appropriate notification effected by the DSL in school.

The purpose of a SCR is to:

- Identify improvements which are needed and to consolidate good practice
- Translate the findings from the SCR into programmes of action which lead to sustainable improvements and the prevention of death, serious injury or harm to children.

SCR are not inquiries into how a child died or was seriously harmed, or who is culpable. These matters are for coroners and criminal courts to determine.

Once it is apparent that a SCR may be needed, a Child Safeguarding Practice Review Panel will be convened and a representative from Handsworth Grange Community Sports College may be invited to join the panel. The representative should provide full and comprehensive information about the school's involvement with and knowledge of the family to this initial meeting, either directly, or via a Local Authority representative as required.

If it is agreed to recommend that the SCR criteria have been met, then the review panel will determine the scope of the SCR and terms of reference. The review panel will decide which organisations, agencies and professionals should contribute to the review.

Handsworth Grange Community Sports College may be asked to provide an Individual Management Report and chronology for the SCR, and to also provide a representative on the Child Safeguarding Practice Review Panel.

The person responsible for this and the person who also attends the preliminary panel, should be a member of the Senior Leadership Team within school and someone who has had no involvement with the case or have been the line manager of school staff involved in the case. This person will need to collect and collate files (including any existing safeguarding files) and correspondence pertaining to the child(ren)concerned and their family immediately after notification, in order to commence work on the Individual Management Report and chronology. The person may also need to interview key members of staff

 Their independence from the case must be explicit and clearly recorded within their report.

Alternatively Handsworth Grange Community Sports College may be asked to present all collected and collated files and correspondence to a Local Authority representative who will perform this function on the school's behalf.

The review panel will notify the school (or Local Authority) representative of the required format for the chronology of the report at the start of the review and time scales for presenting the report. The representative may have to attend a briefing session prior to commencing their report to ensure that the terms of reference are clear and understood. They may also have to present an early draft of the report to the Child Safeguarding Practice Review Panel.

The SCR Action Plan will be developed directly from the recommendations of the final SCR report. This will include any individual recommendations for school. The Action Plan should be realistic and set out clearly the responsible agencies/individuals and specific dates by which actions will be undertaken as well as the desired outcomes.

The representative from the Handsworth Grange Community Sports College Leadership Team will ensure that any actions for school are carried out and implemented within the set time scales set by the review panel.

The above process should also be followed where it has been decided by the Sheffield safeguarding Children Board that criteria for a Serious Case Review have not been met, however it is deemed necessary for a Learning Lessons Review to be conducted.

SELF HARM

1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young LGBT people and those with special educational needs. School staff can play an important role in preventing self-harm and also supporting pupils, peers and parents of pupils currently engaging in self-harm. This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy.

The Minerva Learning Trust asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances as well as meet any statutory requirements.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have the responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances at least one member of the relevant panel should be a member of the Trust.

2. Scope

This policy describes the school's approach to self-harm. It is intended as guidance for all staff including non-teaching staff and governors.

3. Aims
- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to pupils who self-harm and their peers and parents/carers
- To provide support for staff dealing with self-harm

4. Definition of self-harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:
- Cutting, scratching, scraping or picking skin

- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair pulling
- Banging or hitting the head or other parts of the body
- Risk taking behaviour e.g. unsafe sexual behaviour, substance misuse.
- Eating disorders e.g. anorexia nervosa, bulimia nervosa

5. Why young people harm themselves

The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it.

There are links between depression and self-harm. Quite often a young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they're in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

6. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:
- Depression / low mood / anxiety / stress
- Poor communication skills
- Low self-esteem
- Poor problem solving skills
- Hopelessness
- Lesbian, gay, bisexual and transgender (52% of young LGBT people report self-harm either now or in the past. 44% of young LGBT people have considered suicide)
- Young Asian women (one study found that the suicide rate in women aged 16-24 years was three times higher in women of Asian origin than in White British women)
- Struggling to cope with existing emotional, mental and / or physical health problems
- Impulsivity
- Drug or alcohol abuse
- Feeling like you have no control over your life

Family Factors:
- Unreasonable expectations including pressure to conform / achieve
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family. This can result in pupils struggling at significant dates in the year e.g. anniversaries

Social Factors:
- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers
- Self-harm behaviour in other pupils or friends outside of the school setting (contagion effect)
- Self-harm portrayed or reported in the media

7. Warning Signs

School staff may become aware of warning signs which indicate pupil is experiencing difficulties which may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from a member of the safeguarding team.

Possible warning signs include:
- Changes in eating / sleeping habits (e.g. pupil may appear overly tired if not sleeping well)
- Increased isolation from friends or family , becoming socially withdrawn
- Changes in activity and mood (e.g. more aggressive or introverted than usual)
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Displaying physical signs of self-harm such as cuts to arms or head banging

8. The cycle of self-harm

When a person inflicts pain on themselves, their body produces endorphins. These are natural pain relievers and can give temporary relief from distress and induce a feeling of peace. This can become an addictive sensation which in turn makes it difficult for the person to stop the self-harm behaviours. Self-harming can cause physical pain but this is easier to manage than the emotional pain which led to the self-harm in the first instance. The cycle also results in the person feeling a sense of shame of guilt. Within a school setting staff can

encourage a pupil who is self-harming to replace the self-harm behaviours with safer coping strategies.
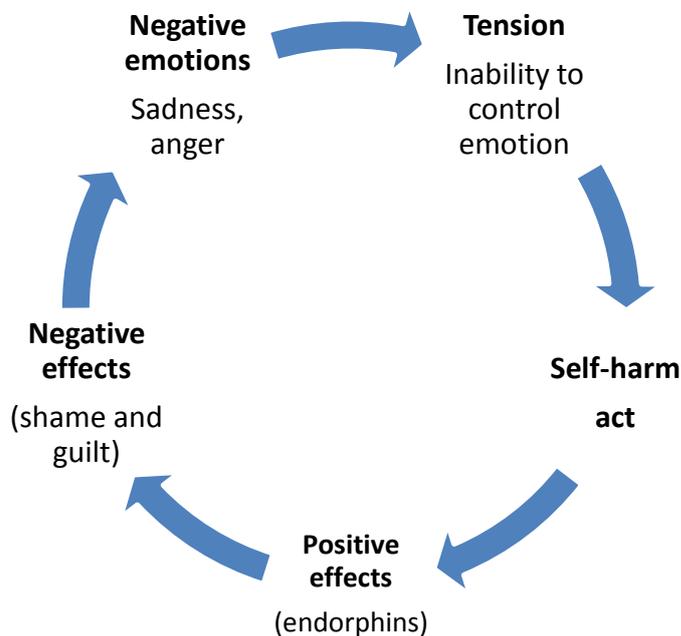
9. Management of the 'Contagion Effect'

Staff who have been made aware that a pupil is self-harming must remain vigilant in case their peers are also self-harming. Self-harm can become an acceptable way of dealing with stress and anxiety within a friendship group and can enable pupils to have a sense of identity.

Each individual pupil may have different reasons for self-harming and should be given the opportunity for one to one support. It is not appropriate for the school to offer group support.

10. Staff roles and responsibilities when working with pupils who self-harm

Pupils may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. If a pupil approaches a member of staff they should be listened to on a non-judgemental way. Staff should maintain a supportive and open attitude – a pupil who has chosen to discuss their concerns is showing a considerable amount of courage and trust.

Pupils must be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a pupil is at serious risk of harming themselves then confidentiality cannot be kept.

Any member of staff who is aware a pupil is engaging in or suspected to be at risk of engaging in self-harm should complete a **green safeguarding form** and pass to a member of the safeguarding team who will decide what action to take. This may include:

- Immediately removing the pupil from lessons if their remaining in class is likely to cause further distress to themselves of their peers
- Offering one to one support including harm reduction work
- Contacting parent / carers *
- Seek specialist advice
- Referring to an appropriate agency for further support

*parents / carers will **always** be informed where the pupil is under 13 years old (unless to do so would put them at greater risk of harm in which case the school's Child Protection and Safeguarding Policy will be followed).

A school risk assessment will be completed for each incident of self harm
Clear written records will be kept of all meetings with pupils including any risk assessments and actions taken. This information will be stored in the pupil's safeguarding file.

Do's and Don'ts: Advice for staff:
Do
- Stay calm and do not show anxiety, disapproval or disgust
- Listen to the pupil
- Make it clear that you cannot offer complete confidentiality and must inform a member of the schools safeguarding team
- Observe the pupil's non-verbal clues - does what they say and what you see match up?
- Reassure the pupil – they need to know they will be supported

Don't
- Panic. Self-harm is a complex issue. Panicking will not help the pupil feel safe and contained
- Send the pupil away. Make some time for them or signpost them to a member of the safeguarding team.
- Be judgemental or refer to the self-harm as 'attention seeking'
- Work alone. Concerns must be recorded on a green safeguarding form and passed to a member of the school safeguarding team
- Tell other members of school staff what the pupil has shared with you. Information is shared on a 'need to know' basis only.

- Contact parents / carers. This will be done by a member of the school's safeguarding team if appropriate.

11. Confidentiality, consent and information sharing

Confidentiality is a key concern for young people. Every pupil has the right to be treated with respect and dignity. They have the right to privacy, a safe environment and where appropriate, should be consulted and given the opportunity to express their views about decisions which may affect their lives.

The UN Convention on the Rights of the Child states that:
"the wishes of a young person must be taken into account when considering their best interests"

At Handsworth Grange Community Sports College, we recognise that our pupils span the age range of 11 – 16 years. When considering making a judgement about their interests, the member of staff should also take into account the age and maturity of the pupil and subsequently, their ability to make an informed decision about their life.

Pupils have the right to request confidentiality from a member of staff. When considering this request, staff **must** take into consideration the following factors:

- The age and the competence of the pupil (use Fraser guidelines to determine emotional maturity, intelligence, vulnerability and comprehension of the issues))
- The risk to the pupil or any another young person under the age of 18
- Whether to break confidentiality would actually increase the risk of harm to the pupil
- Whether the issue is of a safeguarding nature and the school's Child Protection and Safeguarding Policy should be followed.

Having considered the above factors, there may be occasions when trained staff feel able to keep information about a pupils self-harming confidential. Parents and carers will not automatically be informed unless:
- the pupil is under 13 years of age
- The pupil is not 'Fraser competent'
- The pupil refuses to engage with regular support ensuring that they can continue to be safely risk assessed and their emotional wellbeing monitored.

In the above circumstances, staff **must** have considered (and risk assessed using appendix 1) safeguarding factors to clarify whether informing parents / carers would increase the risk of

harm to the pupil. In these situations the school's Child Protection and Safeguarding Policy would be followed.

All decisions relating to the agreement to keep information confidential must be clearly recorded with evidence of a thorough risk assessment in the pupil's safeguarding file. Risk assessments are an on-going process and it may be that information that initially has been kept confidential may need to be shared at a future point. The pupil will always be informed of a decision to break confidentiality and share information (unless to do so would place them at greater risk).

12. Useful sources of further information

Childline
ChildLine offers free, confidential advice and support to under 18's.
0800 1111
www.childline.org.uk

YoungMinds
For anyone concerned about a child or young person's mental health
www.youngminds.org.uk
Parent helpline: 0808 802 5544

Epic Friends
A website developed by the Sheffield Children's NHS Foundation Trust specialising in mental health issues such as self-harm
www.epicfriends.co.uk

Self-Harm Risk Assessment
Appendix 1

This form **MUST** be completed for all self-harm incidents and securely stored in the pupil's safeguarding file.

Pupil Name: Gender:

Pupil Age:
(If under 13yrs then parents/carers must be informed unless to do so would place them at increased risk of harm. In such circumstances the school's Child Protection Policy should be followed).

Special Needs:

Incident (provide as much detail as known including location, method used, frequency and triggers):

Is/was first aid required?

Who else is aware?

Decision made with respect to contacting parents/carers and reasons for decision (consider age, competence, special needs, history, frequency, method used, triggers, past history and current presence of suicidal ideation and/or behaviours).

Action taken and recommendations for ongoing support

Report completed by:

Online Safety Policy

September 2018

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 online 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.
- Cyber-bullying.
- 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 online safety policy is read and used in conjunction with other school policies; specifically Anti-Bullying, Behaviour, Child Protection and Mobile Phone Use.

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 online 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

This policy applies to all members of the school community (including staff, pupils, governors, volunteers, parents/carers and visitors) who have access to and are users of school IT systems, both in and out of school. The Education and Inspections Act 2006 empowers Head teachers, to such extent as is reasonable, to regulate the behaviour of pupils 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 online safety incidents covered by this policy, which may take place out of school, but is linked to membership of the school. 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 online safety behaviour that take place out of school.

Roles & Responsibilities

This section outlines the roles and responsibilities for online safety of individuals and groups within the school.

Governors

Governors are responsible for the approval of the online safety policy and for reviewing the effectiveness of the policy. A member of the Governing Body, has taken on the role of Online safety Governor. The role of the Online safety Governor will include:

- Meetings with the ICT and Online safety Coordinators
- Regular monitoring of online safety incident logs
- Monitoring of filtering/change control logs
- Reporting to relevant Governors and/or committee(s) meetings.

Head Teacher & Senior Leadership Team (SLT)

The Head Teacher is responsible for ensuring:
- The safety (including online safety) of all members of the school community, although the day to day responsibility for online safety may be delegated to the Online safety Coordinator
- Adequate training is provided
- Effective monitoring systems are set up
- That relevant procedure in the event of an online safety allegation are known and understood.
- Establishing and reviewing the school online safety policies and documents (in conjunction with online safety co-ordinator)
- The school's Designated Child Protection Officers should be trained in online safety issues and be aware of the potential for serious child protection issues to arise through the use of IT.

Online safety Coordinator

The Online safety Coordinator takes day to day responsibility for online safety issues and has a leading role in:

- Liaising with staff, the LA, ICT Technical staff, Online safety Governor and SLT on all issues related to online safety;
- Ensuring that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place;
- Providing training and advice for staff;
- Receiving reports of online safety incidents and creates a log of incidents to inform future online safety developments;
- Co-ordinating and reviewing online safety education programme in school

ICT Coordinator

The ICT Coordinator is responsible for ensuring that:

- The school's ICT infrastructure is secure and meets online safety technical requirements
- The school's password policy is adhered to
- The school's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- Co-ordinator keeps up to date with online safety technical information
- The use of the school's ICT infrastructure (network, remote access, e-mail, VLE etc.) is regularly monitored in order that any misuse or attempted misuse can be reported to the Online safety Coordinator and/or SLT for investigation/action/sanction.

Teaching & Support Staff

In addition to elements covered in the Staff Accessible Usage Policy (AUP), all teaching and support staff are responsible for ensuring that:

- They have an up to date awareness of online safety matters and of the current school online safety policy and practices
- They have read, understood and signed the school Staff Acceptable Usage Policy (AUP)
- Online safety issues are embedded in all aspects of the curriculum and other school activities
- Students understand and follow the school's online safety and acceptable usage policies
- Students have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- They monitor ICT activity in lessons, extracurricular and extended school activities
- In lessons where Internet use is planned, pupils 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.

Students (to an age appropriate level)

- Are responsible for using the school ICT systems in accordance with the Pupil Acceptable Usage Policy, which they will be required to sign before being given access to school systems. Parents/carers will be required to read through and sign alongside their child's signature.
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- Should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's online safety policy also 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. Research shows that many parents and carers do not fully understand the issues and are less experienced in the use of ICT than their children. The school will therefore take opportunities to help parents understand these issues. Parents and carers will be responsible for:
- Endorsing (by signature) the Pupil Acceptable Usage Policy.
- Accessing the school website in accordance with the relevant school Acceptable Usage Policy.

Community Users

Community Users who access school ICT systems/website/Learning Platform as part of the Extended School provision will be expected to sign a Volunteer User AUP (see Appendix 6) before being provided with access to school systems.

Education and Training

Online safety education will be provided in the following ways:

- A planned online safety programme is provided as part of the form tutor and assembly programme and is regularly revisited in Information Technology and other lessons across the curriculum – this programme covers both the use of ICT and new technologies in school and outside of school.
- 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 the information.
- Students are helped to understand the need for the Pupil AUP and encouraged to adopt safe and responsible use of ICT, the Internet and mobile devices both within and outside of school.
- Students are taught to acknowledge the source of information used and to respect copyright when using material accessed on the Internet.
- Rules for the use of ICT systems and the Internet are posted in school
- Staff act as good role models in their use of ICT, the Internet and mobile devices.

Acceptable Usage Policy (see Appendix 5/6)

- **Parents/carers** will be required to read through and sign alongside their child's signature, helping to ensure their children understand the rules
- **Staff and regular visitors** to the school have an AUP that they must read through and sign to indicate understanding of the rules.

Copyright

- Students to be taught an appropriate understanding of research skills and the need to avoid plagiarism and uphold copyright regulations- staff to monitor this.
- Students are taught, appropriate to their age, to acknowledge the source of information used and to respect copyright when using material accessed on the Internet.
- If using a search engine for images – staff / children should open the selected image and go to it's website to check for copyright.

Staff Training

- Online safety coordinator ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.
- A planned programme of online safety training is available to all **staff**. An audit of the online safety training needs of all staff will be carried out regularly.
- All new **staff** receive online safety training as part of their induction programme, ensuring that they fully understand the school Online safety policy, Acceptable Usage and Child Protection Policies.
- The **Online safety Coordinator/SLT link** will receive regular updates through Local Authority and/or other information/training sessions and by reviewing guidance documents released.
- **Governors** are invited to take part in online safety training and awareness sessions, with particular importance for those who are members of any committee or working group involved in ICT, online safety, health and safety or child protection.

Communication

Email

- Digital communications with pupils (e-mail, online chat, VLE, voice etc.) should be on a professional level and only carried out using official school systems (see staff guidance in child protection policy).
- The school's e-mail service should be accessed via the provided web-based interface by default (this is how it is set up for the laptops, school curriculum systems);
- Under no circumstances should staff contact pupils, parents/carers or conduct any school business using personal e-mail addresses.
- School e-mail is not to be used for personal use. Staff can use their own email in school (before, after school and during lunchtimes when not working with children) – but not for contact with parents/ pupils.

Mobile Phones

- **School** mobile phones only should be used to contact parents/carers/students when on school business with students off site.
- **Staff** should not be using personal mobile phones in school during working hours when in contact with children.
- Students should adhere to the rules and guidelines set out in the Behaviour Policy regarding mobile phone use in school.

Social Networking Sites

Young people will not be allowed on social networking sites at school; at home it is the parental responsibility, but parents should be aware that it is illegal for children under the age of 13 to be on certain social networking sites.

- **Staff** should not access social networking sites on school equipment in school or at home. Staff should access sites using personal equipment.
- **Staff** users should not reveal names of staff, pupils, parents/carers or any other member of the school community on any social networking site or blog**.**
- **Students/Parents/carers** should be aware the school will investigate misuse of social networking if it impacts on the well-being of other students or stakeholders.

- If inappropriate comments are placed on social networking sites about the school or school staff then advice would be sought from the relevant agencies, including the police if necessary.
- Students in the KS3 curriculum will be taught about online safety on social networking sites as we accept some may use it outside of school.

Digital Images

- The school record of parental permissions granted/not granted must be adhered to when taking images of our students. A list is published to all staff on a termly basis, but can also be obtained from the data office or the child protection officers in school.
- Under no circumstances should images be taken using privately owned equipment without the express permission of the Head Teacher or the ICT co-ordinator.
- 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.
- Permission to use images of all staff who work at the school is sought on induction and a copy is located in the personnel file.

Although many of the above points are preventative and safeguarding measures, it should be noted that the school will endeavour whenever possible to use social networking in positive ways to publicise, inform and communicate information. The school has an active website and twitter account which are used to inform, publicise school events and celebrate and share the achievement of students.

Removable Data Storage Devices

- Only school provided / recommended removable media should be used
- All files downloaded from the Internet, received via e-mail or provided on removable media (e.g. CD, DVD, USB flash drive, memory cards etc.) must be checked for viruses using school provided anti-virus software before run, opened or copied/moved on to local/network hard disks.
- Students should not bring their own removable data storage devices into school unless asked to do so by a member of staff.

Websites

- In lessons where Internet use is 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 who may misinterpret information.
- If Internet research is set for homework, specific sites will be suggested that have previously been checked by staff. **Parents** will be advised to supervise any further research.
- **All** users must observe copyright of materials published on the Internet.
- Teachers will carry out a risk assessment regarding which students are allowed access to the internet with minimal supervision. Minimal supervision means regular checking of the students on the internet by the member of staff setting the task. All staff are aware that if they pass students working on the internet that they have a role in checking what

is being viewed. Students are also aware that all internet use at school is tracked and logged.

- The school only allows the Online safety Co-ordinator, ICT co-ordinator and SLT to access to Internet logs.

Passwords

Staff

- Passwords or encryption keys should not be recorded on paper or in an unprotected file
- Passwords should be changed at least every 3 months
- Users should not use the same password on multiple systems or attempt to "synchronise" passwords across systems

Students

- Should only let school staff know their in-school passwords.
- Inform staff immediately if passwords are traced or forgotten. All staff are able to access the network to allow students to change passwords

Use of Own Equipment

- Privately owned ICT equipment should never be connected to the school's network without the specific permission of the Head Teacher or ICT co-ordinator.
- Students should not bring in their own equipment unless asked to do so by a member of staff.

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.
- All 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.

Monitoring

All use of the school's Internet access is logged and the logs are randomly but regularly monitored by the school's external provider (Smoothwall). Whenever any inappropriate use is detected it will be followed up by the Online safety Co-ordinator, Student Managers, Progress Leaders or members of the Senior Leadership Team depending on the severity of the incident.

- Online safety Coordinator and ICT Co-ordinator will maintain the Change Control Log and record any breaches, suspected or actual, of the filtering systems
- Any member of staff employed by the school who comes across an online safety issue does not   investigate any further but immediately reports it to the online safety co-ordinator and impounds the equipment. This is part of the school safeguarding protocol. (If the concern involves the Online safety co-ordinator then the member of staff should report the issue to the Head Teacher).

Incident Reporting

Any online safety incidents must immediately be reported to the Head Teacher (if a member of staff) or the Online safety Coordinator (if a student) who will investigate further following online safety and safeguarding policies and guidance.

Responding to incidents of misuse

It is hoped that all members of the school community will be responsible users of ICT, who understand and follow this policy. However, there may be times when infringements of the policy could take place through careless or irresponsible, or very rarely, through deliberate misuse. Listed in Appendix 2 are the responses that will be made to any apparent or actual incidents of misuse. If any apparent or actual, misuse appears to involve illegal activity e.g. child sexual abuse images, adult material which potentially breaches the Obscene Publications Act, criminally racist material or other criminal conduct, activity or materials the flow chart should be consulted. Actions will be followed in accordance with policy, in particular the sections on reporting the incident to the police and the preservation of evidence. If members of staff suspect that misuse might have taken place, but that the misuse is not illegal (as above) it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation. It is recommended that more than one member of staff is involved in the investigation which should be carried out on a "clean" designated computer. It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures as follows (Appendix 3 for students and Appendix 4 for staff respectively).

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:

Communication Technologies		Staff and other adults					Students and young people			
		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		✓					✓			
Mobile phones used in lessons					✓					✓
Use of mobile phones in social time		✓						✓		
Taking photographs on mobile devices					✓					✓
Use of PDAs and other educational mobile devices		✓					✓			
Use of school email for personal emails					✓					✓
Social use of chat rooms/facilities					✓					✓
Use of social network sites				✓					✓	
Use of educational blogs		✓					✓			

When using communication technologies the school considers the following as good practice:

- The official school email service may be regarded as safe and secure and is monitored. Staff and students should therefore use only the school email service to communicate with others when in school, or on school systems (e.g. by remote access).
- Users need to be aware that email communications may be monitored
- Users must immediately report, to the nominated person (in accordance with the school policy) the receipt of any email that makes them feel uncomfortable, is offensive, threatening or bullying in nature and must not respond to any such email.
- Any digital communication between staff and pupils or parents/carers (email, chat, Learning Platform 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 public chat/social networking programmes must not be used for these communications.
- Students should be taught about email safety issues, such as the risks attached to the use of personal details. They should also be taught strategies to deal with inappropriate emails and be reminded of the need to write emails clearly and correctly and not include any unsuitable or abusive material.
- Personal information should not be posted on the school website and only official email addresses should be used to identify members of staff.

Appendix 2

Unsuitable / inappropriate activities

Some internet activity e.g. accessing child abuse images or distributing racist material is illegal and
would obviously be banned from school and all other ICT systems. Other activities e.g. Cyber-bullying would be banned and could lead to criminal prosecution. There are however a range of activities which may, generally, be legal but would be inappropriate in a school context, either because of the age of the users or the nature of those 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 certain internet usage as follows. 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:

User actions	Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Child sexual abuse images					✓
Promotion or conduct of illegal acts, eg under the child protection, obscenity, computer misuse and fraud legislation					✓
Adult material that potentially breaches the Obscene Publications Act in the UK					✓
Criminally racist material in the UK					✓
Pornography					✓
Promotion of any kind of discrimination				✓	
Promotion of racial or religious hatred					✓
Threatening behaviour, including promotion of physical violence or mental harm					✓
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				✓	

Using school systems to run a private business				✓	
Use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by BMBC and / or the school				✓	
Uploading, downloading or transmitting commercial software or any copyrighted materials belonging to third parties, without the necessary licensing permissions				✓	
Revealing or publicising confidential or proprietary information (eg financial / personal information, databases, computer / network access codes and passwords)				✓	
Creating or propagating computer viruses or other harmful files				✓	
Carrying out sustained or instantaneous high volume network traffic (downloading / uploading files) that causes network congestion and hinders others in their use of the internet				✓	
On-line gaming (educational)		✓			
On-line gaming (non- educational)				✓	
On-line gambling				✓	
On-line shopping / commerce			✓		
File sharing			✓		
Use of social networking sites			✓		
Downloading video broadcasting e.g. Youtube	✓				
Uploading to video broadcast e.g. Youtube			✓		

Incident involving students	Teacher to use school behaviour policy to deal with	Refer to Student Progress Leader – Liaise with CR/ZI/SR as appropriate	Refer to police	Refer to technical support staff for action re security/filtering etc
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable/ inappropriate activities**).**		✓	✓	✓
Unauthorised use of non-educational sites during lessons	✓			✓
Unauthorised use of mobile phone/ digital camera/ other handheld device.	✓			
Unauthorised use of social networking/ instant messaging/ personal email	✓	✓		✓
Unauthorised downloading or uploading of files		✓		✓
Allowing others to access school network by sharing username and passwords		✓		✓
Attempting to access or accessing the school network, using another student's account		✓		✓
Attempting to access or accessing the school network, using the account of a member of staff		✓		✓
Corrupting or destroying the data of other users		✓		✓
Sending an email, text or instant message that is regarded as offensive, harassment or of a bullying nature		✓		✓
Continued infringements of the above, following previous warnings or sanctions		✓	Community Police Officer referral	✓
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school		✓		✓
Using proxy sites or other means to subvert the school's filtering system		✓		✓
Accidentally accessing offensive or pornographic material and failing to report the incident		✓		✓

Appendix 3

The guidance in this policy should be implemented with cross reference to the School's Child Protection, Anti-Bullying and Behaviour Policies. Note, attempts have been made to synchronise guidance and sanctions.

Appendix 4

Incidents involving members of staff	Refer to the Head Teacher *See below	Refer to technical support staff for action re filtering, security etc	Referral to BMBC LADO Potential Disciplinary Action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable /inappropriate activities).	✓	✓	✓
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act	✓		✓
Excessive or inappropriate personal use of the internet/social networking sites/ instant messaging/ personal email	✓	✓	✓
Unauthorised downloading or uploading of files	✓	✓	✓
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account.	✓	✓	✓
Careless use of personal data e.g. holding or transferring data in an insecure manner	✓		✓
Deliberate actions to breach data protection or network security rules	✓	✓	✓
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software	✓	✓	✓
Sending an email, text or instant message that is regarded as offensive, harassment or of a bullying nature	✓	✓	✓
Using personal email/ social networking/ instant messaging/ text messaging to carrying out digital communications with students/ pupils	✓	✓	✓
Actions which could compromise the staff member's professional standing	✓		✓
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school	✓		✓

	✓	✓	✓
Using proxy sites or other means to subvert the school's filtering system	✓	✓	✓
Deliberately accessing or trying to access offensive or pornographic material	✓	✓	✓
Breaching copyright or licensing regulations	✓	✓	✓
Continued infringements of the above, following previous warnings or sanctions	✓		✓

*In event of breaches of policy by the Head Teacher, refer to the Chair of Governors.

Appendix 5

Acceptable Internet Use Policy – Students

This document is a guide to young people to be responsible and stay safe while using the Internet and other communication technologies. It clearly states what use of computer resources is acceptable and what is not. Irresponsible use may result in the loss of Internet or computer access, contact with parents or in the event of illegal activities contact with the police.

- I will only access the school network through my authorised username and password. I will not use the passwords of others.
- I will not use the school IT systems for personal or recreational use, for on-line gaming, gambling, internet shopping, file sharing or video broadcasting.
- I will not try to upload, download or access any materials which are illegal, inappropriate or which may cause harm and distress to others.
- I will not try to use any programmes or software that might allow me to bypass the filtering and security systems in place.
- I will not try to install programmes on any school computer or try to alter computer settings.
- I will only use my personal hand held devices (e.g. mobile phone/ipod) in school at times that are permitted. This commuting to and from school, or to contact parents after participation in an extra- curricular activity. When using my own devices I understand that I have to follow the rules set out in this document.
- I will carefully write email and other on-line messages making sure the language I use is not strong, aggressive or inappropriate and shows respect for others. I am responsible for the emails I send and the contacts I make.
- I will not open emails unless I know and trust the person/organisation who has sent them.
- For my own safety and that of others, I will not disclose personal information about myself or others when on-line. I will not arrange to meet 'on-line friends' unless I take an adult.
- I will not take, or distribute, images of anyone without their permission.
- I will only use chat and social networking sites with permission and at the times that are allowed.
- I will report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.
- Where the material I research on the Internet is protected by copyright, I will not try to download copies, including music and video. I will only use the work of others found on the Internet in my own work with their permission.
- I will take care to check that information I find on the Internet is accurate and understand that some work found on the Internet can be untruthful or misleading.

- I will immediately report any damage or faults involving IT equipment, however this may have happened.

Signed ……………………………………………………………………..

Date ………………………………….

Appendix 6

Acceptable Internet Use Policy – Staff and Volunteers

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 are powerful tools, which open up new opportunities for everyone. These technologies can inspire 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 have an entitlement to safe Internet access at all times.

This policy is intended to ensure that:
- Staff and volunteers will be responsible users and stay safe while using the Internet and other communications technologies for educational, personal and recreational use.
- All HGCSCICT systems users are protected from accidental or deliberate misuse that could put the security of the systems or users at risk.
- Staff are protected from potential risk in their use of ICT in their everyday work.

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

Responsible Use Agreement

I understand that I must use HGCSCICT 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 learners 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 online safety in my work with students.

For my professional and personal safety:

- I understand that the school will monitor my use of ICT systems, email and other digital communications.
- I understand the rules set out in this agreement also apply to the use of the school ICT systems (e.g. laptops, email, Learning Platform etc.) out of the school.
- I understand that the school ICT systems are primarily intended for educational use and that I
  will only use systems for personal or recreational use within the policies and rules set down by the school.

- I will not disclose my username and password to anyone else, nor will I try to use any other
 person's username and password.
- I will immediately report any illegal, inappropriate or harmful material/incident I become aware of to the appropriate person (see policy flowcharts).

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

- 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 when I take and/or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital/video images. I will not use my personal equipment to record these images.
- I will not use chat and social networking sites in the school in accordance with the school's policies.
- I will only communicate with student and parents/carers using official school systems. Any such communication will be professional in tone and manner.
- I will not engage in any on-line activity that may compromise my professional responsibilities.

HGCSC 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 personal hand held/external devices (PDAs/laptops/mobile phones/USB devices etc) in the school, I will follow the rules set out in this agreement, in the same way as if I was using school's equipment. I will also follow any additional rules set by the school about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- I will not use personal email addresses on the school ICT systems.
- I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.
- I will ensure that my data is regularly backed up, in accordance with relevant policies.
- 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 or 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 (unless I have permission) 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 this is allowed in school policies.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as
 outlined in the BMBC Information Security and Computer Usage Policy. Where personal data is transferred outside the secure LA network, it must be encrypted.
- I understand that data protection policy requires that any staff or learner data to which I have

access, will be kept private and confidential, except when it is deemed necessary that I am
required by law or by policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

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 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 HGCSC ICT equipment in school, but also applies to my use of school ICT systems and equipment out of the school and my use of personal equipment in the school or in situations related to my employment by BMBC.
- 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.

I have read and understand the above and agree to use the HGCSCICT systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

<u>**Staff/Volunteer**</u>

Name …………………………………………………………………………..

Signed ………………………………………………………………………….

 Date …………………………………………………………………………..

Approved by

Governor: …………………………………………………………… **Date**: …………....

Signature: …………………………………………………………………………………