



Lealands
High School
A Specialist Sports College

**LEALANDS HIGH SCHOOL
SAFEGUARDING AND CHILD
PROTECTION POLICY**

MODEL SAFEGUARDING POLICY FOR SCHOOLS AND EDUCATION SERVICES

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Note: Working Together 2018 replaces Local Safeguarding Children Boards, with Local Safeguarding Partners. However, at the time of this policy review the Local Safeguarding Children Board remains in place and as such should be understood as Safeguarding Partners as defined in Working Together 2018.

PART ONE: SAFEGUARDING POLICY

Ratified by the Governing Body – 10th September 2018

To be reviewed (annually) September 2019

Version: September 2018

1. INTRODUCTION

Our Aims

Excellence in everything we do:

- Everyone achieves success and makes excellent progress
- We all continually improve what we do and work hard
- We care about being the best we can be and getting the best out of those around us

Everyone has responsibility:

- To prepare young people for life and a positive future
- To ensure that school is a safe place
- To help and support others to grow and succeed

Respect for all:

- Everyone is valued for their contribution
- All are cared for and supported so that needs are met
- We recognise and celebrate the talents, gifts and uniqueness of every individual

Our values and aims are encapsulated in our vision statement:-

*"Everyone achieves **excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful".*

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors.

The culture of Lealands High School is one that is safe for children and unsafe for adults that may pose a risk to children. In accordance with the DfE document 'Keeping Children Safe in Education, September 2018' we follow a child centred and coordinated approach to safeguarding. We believe that safeguarding is the responsibility of **all** adults working or volunteering within the organisation and that all concerns will be reported to the designated safeguarding lead. Essential to this is professional curiosity, openness and transparency where the focus remains on the children attending the establishment. Safeguarding and promoting the welfare of children is **everyone's** responsibility and everyone who comes into contact with children and their families and carers has a role to play in safeguarding. When carrying out this duty, we consider, at all times, what is in the **best interests** of the child.

All staff and volunteers will, through induction and training, be aware of systems within the school which support safeguarding and will know how to recognise concerns about a child and know how to manage a disclosure made by a child.

We will not make promises to a child we cannot keep and we will not keep secrets. Every child will be told, by the adult they have chosen to talk to, what will happen next.

Lealands High School will endeavour to provide activities and opportunities throughout the curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work to establish effective working relationships with parents, carers and colleagues from other agencies such as Health or Social Care, the police, health services, and other services to promote the welfare of children and protect them from harm.

All staff are expected to sign to confirm they have read the document 'Keeping Children Safe in Education (September 2018).

2. SAFEGUARDING DEFINITION

2.1 Safeguarding is defined as –

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

2.2 Child Protection is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

(Working Together, DfE 2018)

This includes, but is not limited to safeguarding children in specific circumstances

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting

Online including grooming via social networking, online gaming, video messaging	Peer on peer abuse
Self Harm behaviours	Children with mental health difficulties or illness

Lealands High School is committed to safeguarding and promoting the welfare of all its children. We believe that:

- All children/young people have an equal right to be protected from harm;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs;
- It is our responsibility to contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

Lealands High School will fulfil their local and national responsibilities as laid out in the following documents:-

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DfE July 2018)
- Information Sharing (HM Govt July 2018)
- The procedures of Luton Safeguarding Children Board
- The Children Act 1989
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (DfE, 2015)
- Use of reasonable force in schools (DfE, 2013)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE, 2016)
- Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies (DfE, 2017)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

- Sexting in Schools and Colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home office guidance)
- Children missing education (DfE advice for schools)
- Child missing from home or care (DfE statutory guidance)
- Child sexual exploitation advice for practitioners (DfE advice for practitioners)
- Domestic abuse (Home Office advice)
- Drugs (DfE and ACPO guidance)

3. OVERALL AIMS

This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff and children;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Creating an organisational culture that is safe for children;
- Introducing appropriate work within the curriculum;
- Encouraging children and parents to participate;
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns;
- Addressing concerns at the earliest possible stage in the least intrusive way.

Ensuring that clear procedures are communicated so that every child who is a registered student at our school is safe and protected;

- Giving clear direction to **all** staff, volunteers and regular visitors about how concerns are managed;
- Ensuring that **all** staff, (including those who are employed by external contractors eg Mitie), governors and stakeholders understand their roles in contributing to the safeguarding of children and the procedures that should be followed;
- Ensuring that all safer recruitment procedures are understood and followed;
- Ensuring that **all** staff are developed in their awareness of the risks and vulnerabilities children face;
- Ensuring that **all** staff understand the early help process and are prepared to identify children who may benefit from early help;
- Reducing the potential risks children face of being exposed to violence, extremism, exploitation, or victimisation;
- Ensuring that all educational visits procedures are understood and followed;
- Ensuring that all fire and emergency procedures are understood and followed.

4. KEY PRINCIPLES

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance.
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Luton LSCB Thresholds Framework.
- Have conversations, build relationships and maintain professional curiosity.
- Focus on securing improved outcomes for children.
- Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.
- Every child is entitled to a rich and rounded curriculum.
- When issues arise, the Headteacher will speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures.

5. KEY PROCESSES

All staff will be aware of the guidance issued by Luton Safeguarding Children Board within the Threshold Framework in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way.

(<http://lutonlscb.org.uk/pdfs/threshold-framework.pdf>). This document is integral to safeguarding children in Lealands High School and will always be used to underpin decision making.

6. EXPECTATIONS

All staff and visitors will:

- Be familiar with this safeguarding policy and implement this consistently in the course of their work with children and young people;
- Be aware of the role and identity of the designated safeguarding lead and deputies for the school;
- Undertake referrals of child protection concerns to Children's Services in the absence of the designated safeguarding officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of safeguarding concerns and possible abuse;
- Record concerns and give the record to the Designated Safeguarding Lead, Mr Sam Ward;

- Recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the LSCB;
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two.
- All staff will receive single agency foundation training at the point of induction. This will be regularly updated at a minimum of three year intervals. The designated Safeguarding lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the Governing Body. This training will be regularly updated at a minimum of two year intervals.
- In addition to the above, all staff will receive annual safeguarding updates which may include E-learning, circulation of information and guidance internally, staff meetings, inset training. The subject / topics for training and updates will take into consideration LSCB priorities, local context, needs of our pupils and identified training needs of staff.

7. THE DESIGNATED SAFEGUARDING LEAD

- **Our Designated Safeguarding Lead, Mr Sam Ward**, is a member of the Senior Leadership Team and takes lead responsibility for coordinating all child protection activity within the school. He will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the early help hub, children's social care, health, police etc. Sam Ward has lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Leads:

Mrs Sharon Oliver
Mr Andrew Harris

- The Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility.
- When the school has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly. This may include providing a singly agency early help response, undertaking an early help assessment or referral to Children's Social Care for a statutory social work assessment. The Head Teacher will be kept apprised of cases as appropriate.
- The Designated Safeguarding Lead or Deputy will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- The Designated Safeguarding Lead or Deputy will refer cases to the Police where a crime may have been committed.
- The Designated Safeguarding Lead or Deputy will seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required.

- Liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child.
- The Designated Safeguarding Lead or Deputy will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.
- The Designated Safeguarding Lead will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- The Designated Safeguarding Lead will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files.
- The Designated Safeguarding Lead will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Leads will be restricted, and a written record will be kept of who has had access to them and when.
- The Designated Safeguarding Lead will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- **The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances advice will be sought from Children's Social Care.
- If a child moves from our school, the Designated Safeguarding Lead will ensure child protection records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. The practice guidance produced by Luton Safeguarding Children Board will be adhered to in relation to archiving child protection records.
- If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a child is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- If a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Local Authority Children's Services and Elective Home Education team.

- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

8. THE ROLES AND RESPONSIBILITIES SINGLE POINT OF CONTACT (SPOC)

The SPOC for Lealands High School is Sam Ward, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting children from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Lealands High School in relation to protecting children from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable children into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator;
- Sharing any relevant additional information in a timely manner.

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to;

- Establishing an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguarding individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity;
- Providing early intervention to protect and divert people away from the risks they face and reduce vulnerability.

9. THE GOVERNING BODY

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is to ensure that safeguarding permeates all activity and functions. This policy, therefore, specifically incorporates the following policies:

- Educational Visits (including work experience)
- Fire Drill Procedures

- Minibus Safety
- Safer Recruitment
- Children missing Education
- Visitor / External speakers

and complements and supports:

- Behaviour management
- First Aid and the Administration of Medicines
- Health & Safety
- Curriculum
- Equal Opportunities
- ICT and Access to the Internet
- Drugs and Substance Misuse
- Sex and Relationships
- PSHE
- Physical Restraint & Restriction of Liberty
- Code of Conduct
- PSHE
- Disqualification
- Online safety
- Social Networking
- Whistleblowing
- Health and Safety
- Bullying
- Inclusion
- Code of Behaviour/conduct

The above list is not exhaustive but when undertaking development or planning of any kind the school will need to consider safeguarding matters.

The Governing Body will:

- Ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2018 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

The governing body will ensure that:

- The school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The school provides an appropriate safeguarding response in accordance with the Luton LSCB Thresholds Framework in order to safeguard children.
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment or youth produced sexual imagery.
- The school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary arrangements, interim or full care order,

contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.

- There is a designated teacher with the appropriate training, skills and knowledge appointed to promote the academic achievement of looked after children and children previously looked after.
- The school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Luton however live outside of Luton.
- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2018 and Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers, 2015.
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Luton Borough Council.
- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.
- That the Head Teacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented
- The school has a staff) code of conduct which should amongst other things include - staff/child relationships and communications including the use of social media and other online platforms.
- The school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2018;
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2018
- The Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Leads.
- That any Deputy Designated Safeguarding Leads have the appropriate training, skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per appendix B of Keeping Children Safe in Education 2018.
- The Designated Safeguarding Lead and any Deputies undertake LSCB multi agency higher level training to ensure they have the appropriate training, skills and knowledge to

carry out this role. In addition, the designated safeguarding lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.

- The Head Teacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2018 and that they receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs.
- All training will incorporate safeguarding children in specific circumstances which includes, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and peer on peer abuse. The training will ensure that Peer on Peer abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence. The training recognises how alcohol use, drug use, truancy and youth generated sexualised imagery increases risks of harm to children. In addition the training will also ensure that staff have the skills and knowledge about the additional vulnerability of Looked After Children. Training also includes information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child using CPOMs. This training is led by Sam Ward, Sharon Oliver and Andy Harris.
- The school has appropriate safeguarding responses for children who go missing from education which include requesting and holding more than one emergency contact number for pupils.
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements.
- There are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided.
- The curriculum is delivered in such a way as to include educating children about how to stay safe which includes Sex and Relationship Education (SRE), online safety and broader safeguarding messages within PSHE lessons delivered through CITRs, tutor periods and the assembly programme.
- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback.
- The governing body reviews its policies/procedures annually.
- The Nominated Governor for child protection at the school is Mr Paul Troughton. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children.

- Ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher.

10. A SAFER SCHOOL CULTURE

- The culture of this school is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Head Teacher when concerns relate to an adult.
- The school has a culture of listening to, and hearing the voice of the child.

11. SAFER RECRUITMENT AND SELECTION

- The school pays full regard to 'Keeping Children Safe in Education' (DfE 2018). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS) and prohibition order checks which will also include historic GTCE sanctions and EEA regulating authorities.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children.
- The following staff have undertaken Safer Recruitment training. One of the below will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

Mr Burridge	Headteacher
Mr Ward	Deputy Headteacher
Mr I Little	Assistant Headteacher
Mr W Cullum	Assistant Headteacher
Mr J Hall	Assistant Headteacher
Jo Gosling	Assistant Headteacher
Alex Orr	Assistant Headteacher
Sharon Oliver	Senior PSM

Angela Buxton holds responsibility for the Single Central Record (SCR) under the supervision of the school Business Manager, Johanna Goslin and will ensure that it is kept up to date and accurate and safe at all times. This will include all employed staff (including supply staff) and all others who work regularly with children (including volunteers). The SCR will include information on the following checks and the dates of their completion with the initials of the member of staff who made the check:

- An identity check;
- A barred list check;
- An enhanced DBS check;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications;
- A check to establish a person's right to work in the UK.

An enhanced DBS check with barred list information will be undertaken for all employed staff engaging in regulated activity. The school will ensure that all staff at the school including volunteers will have an enhanced DBS check including those who are not employed by the school but have frequent contact with students. Supervised volunteers who do not work in the school frequently will not require a DBS check. In all these cases, the volunteer will be with a member of Lealands staff at all times.

In relation to contractors working in the school, Johanna Goslin will ensure that the contractor or any employee of the contractor, has been subject to the appropriate level of DBS check and if this has not been done, that they are appropriately supervised.

The school has contracts with a facilities management company; Mitie and a catering company; AIP. Staff employed by these companies to work at the school will be subject to an enhanced DBS check by their employer who will, in turn, provide details and assurance to the school that this has been completed. All staff working regularly in the school for other companies will complete a school based safeguarding induction to understand the school's procedures as well as completing safeguarding training with their employing organisation.

Staff starting at the school will show a completed DBS certificate before they take up the post or as soon as practicable afterwards. If this is not possible during the first days, the member of staff will be appropriately and reasonably supervised to ensure the safety of children. No member of staff will start at the school unless a barred list check has been completed.

All staff involved in interviewing and selecting staff are responsible for incorporating appropriate procedures into the process, eg appropriate safer recruitment check and questions.

Johanna Goslin is responsible for the administrative procedures in the recruitment and selection process.

When a new member of staff is appointed, a number of pre-appointment checks will be carried out including:

- Verifying a candidate's identity;
- Obtaining a certificate for an enhanced DBS check with barred list information for those in regulated activity;
- Obtain a barred list check if an individual is to start work before a DBS certificate is available where they will be supervised at all times as part of a formal 'risk assessment';
- Check that the candidate is not subject to a prohibition order issued by the Secretary of State;
- Before and during the interview process and induction, verify the candidate's mental and physical fitness to carry out their work responsibilities.

During the interview process, the school will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will always be obtained and scrutinised and any concerns resolved satisfactorily before appointment is confirmed. Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for a post.

12. OUR ROLE IN THE PREVENTION OF ABUSE

In accordance with Working Together 2018, the school recognises the need to safeguard children from:

- Neglect

- Emotional Abuse
- Physical Abuse
- Sexual Abuse

Appendix one contains more information about definitions and indicators

- In addition, the school are alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education 2018.
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Other areas of work

All our policies which address issues of power and potential harm to ensure a whole school approach. These include

- Code of Conduct CCTV
 - Behaviour Curriculum
 - Attendance Complaints
 - ICT and Acceptable Use Social Networking
 - Whistleblowing Health and Safety
 - Anti-Bullying Medical
 - SEN Drugs and Substance misuse
- Sex and relationship

13. THE CURRICULUM

- We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values.
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online and bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum, for example, Tutor time, English, History, Drama, ICT and Art.

14. Safeguarding in specific circumstances: Children who are vulnerable to extremism

- Lealands High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

- In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. Lealands High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Lealands High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.
- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

Risk reduction

- In consideration of the potential risk of students being influenced by messages related to radicalisation and extremism, the school governors, the Head Teacher and the Designated Safeguarding Leads assess the level of risk as part of our safeguarding responsibilities within the school and put actions in place to reduce that risk. Consideration will be taken of the school's Citizenship and RE curriculum, SEND policy, assembly programme, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Procedures will demonstrate how the organisation is fulfilling the prevent duty.
- This procedures and potential risk will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.
- In accordance with the Prevent Duty, Mr Sam Ward is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with Mr Sam Ward - Designated Safeguarding Lead/SPOC or in his absence to one of the Deputy Designated Safeguarding Leads or the Headteacher. If a child or Young Person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form.
- In all cases, in accordance with advice provided from the Early Help Hub the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.
- If the school are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child protection referral will be made to the Multi Agency Safeguarding Hub.

15. Safeguarding Children in Specific Circumstances: Female Genital Mutilation / forced marriage / Modern Day Slavery

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision

or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.

- FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.
- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures. A Teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged to carry out teaching work at schools or other institutions.
- Those failing to report such cases will face disciplinary sanctions.
- If the school is concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.
- Further information regarding FGM can be found in Appendix five
- A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights
- The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.
- The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:
 - Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
 - Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
 - Breaching a Forced Marriage Protection Order
- Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol).
- These crimes include holding a person in a position of slavery , servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour
- Domestic servitude
- Organ harvesting

- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- Forced marriage and illegal adoption (if other constituent elements are present)

16. Safeguarding Children in Specific Circumstances: Peer on Peer abuse

- The school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that peer on peer abuse can take many different forms such as:
 - Cyber-bullying
 - Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery)
 - Sexual assault
 - Sexual violence or harassment
 - Sexually harmful or problematic behaviour
 - Gang initiation or hazing type violence

The school will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The school will respond to reports of sexual violence and sexual harassment on a case by case basis considering the LSCB thresholds framework, whether a criminal offence may have been considered and whether a report to the Multi-Agency Safeguarding Hub is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

17. Safeguarding Children in Specific Circumstances: Sexualised behaviours

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care (MASH).
- In all cases of peer on peer abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the LSCB Thresholds Framework.
- Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures.
- Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police.

18. Safeguarding Children in Specific Circumstances: Gang related violence

- The school recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition children may experience violence as part of an initiation or hazing practices.

- The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity.
- If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with Local procedures as part of the safeguarding response.

See Appendix seven for more information

19. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised imagery

- The school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.
- In all cases where an incident of youth produced sexual imagery is reported the following actions will be undertaken:
 - The incident should be reported to the Designated Safeguarding Lead or Deputy as soon as possible.
 - The Designated Safeguarding Lead or Deputy should hold an initial review discussion or meeting with appropriate school staff.
 - There should be subsequent interviews with the young people involved (if appropriate).
 - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
 - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care (MASH) and/or the police immediately.
- An immediate referral will be made to the Police and Social Care (MASH) in the following circumstances:
 - The incident involves an adult;
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs);
 - The imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
 - The imagery involves sexual acts and any pupil in the imagery is under 13 ;
 - There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming;
- If none of the above applies the school may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren.

- The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice.
- Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the designated safeguarding lead will respond to an incident based on what they have been told about the imagery.
- All incidents will be recorded.

More information is available in Appendix Six

20. Safeguarding Children in specific circumstances: Child Sexual Exploitation

- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE, 2017)
- Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
- The school recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators.
- The school recognises that there are various 'models' of CSE which include but are not limited to:

Gangs and groups	Boyfriend/Girlfriend model
Peer on Peer	Familial
Online	Abuse of authority

- Where concerns are identified in relation to Child Sexual Exploitation the LSCB thresholds framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.
- An Early Help multi agency response may be initiated by completing an Early Help Assessment form and engaging with the Early Help Hub or Stronger Families' team. Where parental consent cannot be obtained, advice will be sought from the Early Help Hub.
- If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within children's social care.
- In all cases intelligence will be shared with Bedfordshire Police using the information sharing form which will also be copied to the Single Point Of Contact for CSE within Luton Borough Council.

21. Safeguarding Children in specific circumstances: Children missing from Education (CME)

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. All staff understand that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Clear procedures for unauthorised absence and for dealing with children that go missing from education are followed.

- Electronic registers are taken in every lesson during the day and absence is followed up promptly by the school attendance officer. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.
- When a new student starts at Lealands they are placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on this day, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education. Our attendance officer, working closely with the Education Welfare Officer will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.
- Where a parent notifies school that a pupil will live at another address, we record in the admission register:
 - the full name of the parent with whom the pupil will live;
 - the new address;
 - the date from when it is expected the pupil will live at this address.
- We notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 and amended 2016 according to this regulation
- Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in the admission register the name of the new school and the date on which the pupil first attended or is due to start attending that school and inform the local authority.
- A pupil's name will only be deleted from the admission register if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.
- If we notify the local authority that a pupil's name is to be deleted from the admission register, we will provide the local authority with:
 - the full name of the pupil
 - the full name and address of any parent with whom the pupil lives;
 - at least one telephone number of the parent with whom the pupil lives;
 - the full name and address of the parent with whom the pupil is going to live and the date the pupil is expected to start living there;
 - the name of pupil's destination school and the pupil's expected start date there.

22. CHILDREN IN SPECIFIC CIRCUMSTANCES

- Further guidance in relation to safeguarding children in specific circumstances can be located in the Luton Safeguarding Children Board / Luton Borough Council procedures as listed below
 - Abuse Linked to Spiritual Belief
 - Child Sexual Exploitation
 - Safeguarding Children vulnerable to Gang Activity
 - Supporting individuals vulnerable to violent extremism
 - Private Fostering
 - Children missing from home or care
 - Children missing education
 - Children of Parents who Misuse Substances
 - Children of Parents with Learning Difficulties
 - Working with parents/carers with mental health problems
 - Working with parents/carers with disabilities
 - Disabled Children
 - Protocol for dealing with domestic violence when children are involved
 - Online – Children Exposed to Abuse through the Digital Media
 - Fabricated or Induced Illness
 - Female Genital Mutilation
 - Forced Marriage / Honour Based Violence
 - Modern Day Slavery / Human Trafficking
 - Criminal Exploitation of children across county Lines
 - Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
 - Safeguarding children who may have been trafficked
 - Protocol & Guidance; Working with Sexually Active Young People
 - Working with hostile, non-compliant clients and those who use disguised compliance

23. CHILDREN WITH ADDITIONAL NEEDS

- Lealands High School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, children with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health, or substance abuse or has returned home to their family from care.

- When the school is considering excluding, either fixed term or permanently, a vulnerable child and/or a child who is the subject of a child protection plan or where there is an existing child protection file, further discussions and careful consideration takes place in relation to the child's individual needs take place before any decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, a risk assessment *will* be completed prior to convening a meeting of the Governing Body.

24. WHAT WE DO WHEN WE ARE CONCERNED ABOUT A CHILD

- All concerns will be viewed alongside the LSCB Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The school also places due regard to the guidance contained in 'What to do if you are worried a child is being abused, 2015'.
- If, in consultation with the LSCB Thresholds Framework the level on concern sits at Level 2 or 3 an Early Help Assessment should be completed with the consent of the parent/carer. Early help may also be provided on a single agency basis by the school, or additional support or advice for this work may be sought from the Early Intervention Hub / Stronger Families team as a multi-agency response. In cases where it is not possible to obtain consent from the Parent / Carer the school will seek advice from the Early Help Hub.
- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare/safety of the child or young person and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child/young person, or concerns escalate, the school will follow the step-up procedures published by the LSCB.
- In consultation with the LSCB Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub. The parent will be informed of the referral unless informing the parent may place the child/young person at increased risk of harm.

In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

25. Recording & Reporting concerns about the Safety & Welfare of a Child

All staff, volunteers and visitors have a responsibility be alert to signs and indicators of possible abuse and to take prompt action if they are concerned about the safety and welfare of a child. If a child is suffering or likely to suffer 'significant harm' action must be taken immediately including informing the Designated Safeguarding Lead.

All concerns about the safety and welfare of a child must be taken seriously.

All staff, volunteers and visitors should:

- record the concern, using the school's safeguarding children recording system, CPOMs and share this concern with the Designated Safeguarding Lead. (In certain circumstances as described above, individuals may refer to children's social care (MASH) directly).
- speak to the school's Designated Safeguarding Lead or the person who acts in their absence.

All concerns about a child should initiate some form of action.

- Staff, volunteers & visitors at the school will be watching for signs that a student is under stress. Students are normally under stress from time to time, arising from pressures at school

Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through the school website.

27. MULTI-AGENCY WORK

- Lealands High School works in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to children's social care. Referrals and contacts should be made by the Designated Safeguarding Lead or Deputy to either the Early Help Hub, or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.
- We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC, MAGPAN or CHANNEL the school will contribute to such arrangements.

28. RESPONDING TO AN ALLEGATION OR CONCERN ABOUT A MEMBER OF STAFF

- The school will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances.
- This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
 - Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child;
 - Behaved in a way that indicates s/he may pose a risk of harm to children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.

- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Headteacher unless the concern relates to Headteacher. If the concern relates to the Headteacher, it must be reported immediately to the Chair of Governors. Alternatively concerns can be reported

directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.

- If the Headteacher is not available, the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact into the LADO should happen at the earliest possible opportunity and within 1 working day.

The LADO in Luton can be contacted on 01582 548069.

- The LADO may request a referral. If this is requested the referral will be completed and submitted within 1 working day.
- The school will engage with the LADO at all stages of the management of the allegation/concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2018) and the local procedures published by the LSCB. In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.
- Should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is engaged in teaching work, the school will, in accordance with published guidance from the Department for Education, consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.
- The school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2018) with regard to record keeping, references and compromise or settlement agreements.

If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Head Teacher, Senior Leadership Team or Governing Body following the Whistle Blowing Procedures of the school.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk.

APPENDICES

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;

- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

The intelligence reporting form on the LSCB website will be used to share information with Police and children’s social care that raises a concern around CSE.

5. EMOTIONAL ABUSE

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Behaviours such as rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;

- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional vulnerabilities to abuse and neglect such as:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care (MASH) without delay, by the Headteacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.

- **Emotional**

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Excessive or aggressive shouting.

- **Sexual**

For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.

- **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs.

- **May Pose a Risk**

Behaviours that may take place outside of the workplace that present a transferable risk in their professional role with children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. If the allegation or concern may fall within the following criteria the LADO will be contacted at the earliest possible opportunity and within 1 working day.

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may pose a risk of harm to children.

The Headteacher will not carry out the investigation him/herself or interview pupils.

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries or if a child makes an allegation of sexual abuse against an adult that works with children Child Protection procedures will be followed and a referral made to the Rapid Interventions and Assessment Team. The LADO will also be informed.

The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

If the actions of the member of staff, are felt likely to fall within the scope of the interagency allegation management procedures as stated in point 2, the Headteacher will notify the Local Authority Designated Officer (LADO) (Tel: 01582 548069). The LADO will liaise with the Head Teacher and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations.

- If the Headteacher is uncertain whether the concern or allegation falls within the scope of the allegation management procedures a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.

Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Luton Safeguarding Children Board

APPENDIX FOUR

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX FIVE

Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain;
- pain and/or difficulty having sex;
- repeated infections, which can lead to infertility;
- bleeding, cysts and abscesses;
- problems passing urine or incontinence;
- depression, flashbacks and self-harm;
- problems during labour and childbirth, which can be life-threatening for mother and baby.

Some girls die from blood loss or infection as a direct result of the procedure.

Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM);
- help a girl perform FGM on herself in or outside the UK;
- help anyone perform FGM in the UK;
- help anyone perform FGM outside the UK on a UK national or resident;
- fail to protect a girl for whom you are responsible from FGM;

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Possible signs and indicators of FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing;
- spend longer than normal in the bathroom or toilet;
- have unusual behaviour after an absence from school or college;
- be particularly reluctant to undergo normal medical examinations;
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM

- Parents requesting additional periods of leave around school holiday times;
- If the girl comes from a country with a high prevalence of FGM;
- Mother and siblings have undergone FGM;
- Child may indicate that they are going for a special event;

Further information can be obtained from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

APPENDIX SIX

Safeguarding in specific circumstance: Youth produced sexual imagery

Under 18's Sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet.

Incidents covered by this policy:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person;
- a topless girl;
- an image which displays genitals;
- sex acts including masturbation.

Indecent images may also include overtly sexual images of young people in their underwear.

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe young people need education, support, and safeguarding not criminalisation.

National Police Chiefs Council has made clear that incidents of youth produces sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

- When assessing the risks the following should be considered:
- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before

Informing parents (or carers)

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved);
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal;
- Discuss the decision with the Headteacher;
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher;
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images;
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office;
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only).

APPENDIX SEVEN

Safeguarding in Specific Circumstances: Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- Becoming withdrawn from family;
- Sudden loss of interest in school - decline in attendance or academic achievement;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason;
- Sudden change in appearance - dressing in a particular style or 'uniform';
- Dropping out of positive activities;
- New nickname;
- Unexplained physical injuries;
- Graffiti style tags on possessions, school books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Broken off with old friends and hanging around with a new group;
- Increased use of social networking sites;
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs;
- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past;
- Being scared when entering certain areas;
- Being concerned by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

APPENDIX EIGHT

Safeguarding in Specific circumstances: Child Sexual Exploitation

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in Sexual Abuse, including via social networking and other internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

Health

- Physical symptoms (bruising suggestive of either physical or sexual assault);
- Chronic fatigue;
- Recurring or multiple sexually transmitted infections;
- Pregnancy and/or seeking an abortion;
- Evidence of drug, alcohol or other substance misuse;
- Sexually risky behaviour.

Education

- Truancy/disengagement with education or considerable change in performance at school.

Emotional and Behavioural Issues

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language;
- Involvement in petty crime such as shoplifting, stealing;
- Secretive behaviour;
- Entering or leaving vehicles driven by unknown adults;
- Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs).

Identity

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

Relationships

- Hostility in relationships with staff, family members as appropriate and significant others;
- Physical aggression;

- Placement breakdown;
- Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation;
- Detachment from age-appropriate activities;
- Associating with other young people who are known to be sexually exploited;
- Known to be sexually active;
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive;
- Unexplained relationships with older adults;
- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet;
- Phone calls, text messages or letters from unknown adults;
- Adults or older youths loitering outside the home;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for in spite of having no known home base;
- Missing for long periods, with no known home base;
- Going missing and being found in areas where they have no known links.

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- Change in appearance;
- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

Family and Environmental Factors

- History of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties.

Housing

- Pattern of previous street homelessness;
- Having keys to premises other than those known about.

Income

- Possession of large amounts of money with no plausible explanation;
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation;
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

APPENDIX Nine

Information Sharing advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

This HM Government advice is non-statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance.

This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government *Information sharing guidance for practitioners and managers* published in March 2015.

APPENDIX Ten

EDUCATIONAL VISITS

Lealands High School supports the challenge of education beyond the classroom. Educational visits bring the curriculum alive and have huge benefits in encouraging and consolidating the learning process. Experiences of this type develop self-esteem, thought for others, listening to others and sharing, learning to manage the safety of self and friends, and learning to overcome problems. The school's over-riding responsibility is to ensure the safety of students, staff and other volunteers taking part in school visits. An educational visit is deemed to be any venture, taking place outside the physical bounds of the school; such visits organised in the name of the school must adhere to this policy and follow the guidelines as set out in the document – Luton Borough Council, Educational Visits – A Guide to Good Practice.

Before planning a trip or visit, permission must be obtained from the Deputy Headteacher who maintains the school diary. Permission will only be given if it does not impinge on other aspects of the school's work, e.g. excessive cover requirements.

Planning & Approval Process

Local Trips

Trips within the county or neighbouring area, such as a traffic census outside the school gate or sports teams at away fixtures will be deemed local visits; at the beginning of the year parents/carers will be asked to consent to all such trips. Parents will be informed of fixtures or local visits by text message.

Distant, Residential & Overseas Trips

In principle the majority of visits should be proposed at the beginning of the academic year, if not as soon as possible. An 'Educational Visits – Proposal Form' must be completed and given to the Educational Visits Coordinator (EVC) for initial approval. After this, the students and parents can be presented with initial information about the visit. The party organiser or leader must then complete a detailed **Risk Assessment and Management Plan** before final approval is given by the school (EVC, Headteacher & Nominated Governor) and, where required, by the Council through the Evolve system.

Risk Assessment

All risk assessments must be completed by the party leader highlighting risks and control measures in place). The document must be signed by all staff attending the trip and a hard copy must then be submitted to the Educational Visits Co-ordinator. In addition, an email copy of the risk assessment and any letters sent to parents/carers must be sent to the Educational Visits Coordinator. A copy of the risk assessment and relevant trip information will be held in a file at reception should there be any emergency necessitating access to this information.

Staffing

All party leaders will be teachers or staff who have led and managed previous successful visits or be accompanied by teachers with such experience. Levels of adult supervision will be in line with the Luton Borough Council guidelines. Details can be obtained from the Educational Visits Co-ordinator. All adults who will be alone with groups of students must have an enhanced DBS check. All adults must be fully briefed about their roles and responsibilities by the party leader.

Parental Information

Parents/Carers must be told in writing about the visit and should be given adequate notice. Where outside contractors are being used their names must be given. If the visit involves a known hazard/risk parents must be informed in writing at the time of giving the initial information. Students and parents must be given the opportunity before the journey to meet/telephone the party leader to discuss matters relating to the trip.

Charging

Party organisers/leaders must draw up a budget for the visit, and cover the whole cost of the arranged activities. The VAT liability should be clarified before the final costs are determined. An account of all monies paid into the School Fund must be kept by the party organiser/leader, and an income/expenditure statement supplied to the Business Manager, no later than one month after the visit.

Insurance

It is essential that adequate insurance cover is put in place. The Council's insurance scheme indemnifies staff, governors and volunteers and gives them protection in respect of claims made against them personally.

Visits require extra insurance where these comprise of overseas visits or they are defined as adventurous.

Cover is also needed for residential visits or those where tickets have been purchased. Details of the school's insurance arrangements can be obtained from the Finance Office.

Expectations of Students & Parents/Carers

The school policy towards Behaviour Management will apply during all visits and students must understand the code of behaviour that should be followed. Students and parents/carers must be clearly informed in writing by the party leader of the consequences of falling short of these expectations. This may involve collection of the child from distant locations, which would involve a substantial cost.

Emergency Procedures

Prior to the visit the Educational Visit – Proposal Form should be completed and passed to the Educational Visits Co-ordinator. Party leaders must have an accurate list of students' contact numbers and any other information relevant to the visit. An accurate list of all members on the visit with their up to date contact numbers should be given to the Educational Visits Co-ordinator, Student Services and main reception on departure. Parents/Carers must be provided with contact details. The party leader should carry the school mobile phone in case of emergency.

In the event of a serious emergency all actions must be recorded and reported back to the school.

Evaluation

All visits must be evaluated and any 'near miss' experiences reported for future reference. If third party providers have been used, form EV4 must be completed and handed to the Educational Visits Co-ordinator.

Work Experience

In relation to students attending short term or extended work experience placements, all administration is completed by *Develop - Education Business Partnership* who undertake their own risk assessments and ensure that the relevant checks (including insurance) are undertaken.

EDUCATIONAL VISITS INFORMATION PACK



Educational Visit & Fixture - Proposal Form

(This should be completed as soon as possible - approval must be given before letters are sent to parents)

Name of organiser:

Contact Number of Organiser :

Name of Party Leader (if different):

Contact Number of Party Leader:

Name of Deputy Leader:

Contact Number of Deputy Leader:

Location of Visit (Full Address):

.....

Mode of Travel/Coach Details &

Address:

.....

Proposed dates of Departure & Return:

Year Groups involved:

Number of Students: Boys: Girls:

Number of Staff: Teachers. Adults:

Activities:

.....

Estimated Cost per Student:

Names of Contracting Agencies:

Signature of Organiser: Date:

Signature of Deputy Headteacher: Date:

The above Educational Visit has now been approved at this stage. It is now expected that the Organiser/ Party Leader/Deputy Leader are familiar with and follow the procedures and guidelines set out in the Luton Borough Council Off-Site Educational Visits Policy and the Lealands High School Policy on Educational Visits.

Signature of Educational Visits Co-ordinator: Date:

Trips and Visits Risk Assessment Form

Visit:

Date of Visit:

Time of Visit:

Location (full address):

Activity:

Supervising Teachers:

.....

Support Staff:

Total Members of Staff:

PROCESS	HAZARDS	RISK ASSESSMENT	CONTROL MEASURES

I confirm that I have read the above risk assessment and I will adhere to all the terms and procedures to the best of my ability:

Name: **Signature:** **Date:**

SAMPLE TRIP LETTER TO PARENTS

Our Ref: ??/??

Date

Dear Parent/Carer

Trip Information.....

If you have any questions please do not hesitate to contact me.

Yours sincerely

Staff



Title of Trip
Date of Trip

I give / do not give* permission for my son/daughter to attend the NAME OF TRIP AND DATE

*My child will be making their own way home/ *My child will be collected from school

***Please delete as appropriate**

Student Name: Form:

Emergency Contact Number:

Medical Details:

Signature of Parent/Carer: Date:

Please return to: STAFF by DATE

Emergency Card (Visit Leader)

This 'card' must remain with the Visit Leader at all times on a visit

In the event of a significant incident or accident that **does not** involve serious injury or fatality, and/or **is not** likely to attract media attention, the Visit Leader should seek advice from their establishment emergency contact(s). This should normally include a member Senior Management of the establishment.

In the event of an incident that **does** involve serious injury or fatality, and/or **is** likely to attract media attention, the Visit Leader should adopt the following protocol:

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate.
(999 or appropriate local number if abroad, Europe 112, North America 911)
5. **Contact the LA Emergency Contact Number (01582 546083)** and request the help of the Luton Borough Council Duty Emergency Planning Officer.

Luton Borough Council Emergency Contact – 01582 546083

or if abroad - +44 1582 546083

Ask for Duty Emergency Planning Officer (DEPO)

Be prepared to give:

- Your name and Establishment/Group
- Phone number & back up phone numbers
- Exact Location
- Nature of Incident
- Number in the Group

You will be called back within 30 minutes so try not to make outgoing calls until contact is made. You will be given advice and asked what the Council can do to support you.

Then:

- Contact your establishment, EVC or Home Contact (see below) and seek further advice. If you are unable to do this, Luton Borough Council will contact your establishment on your behalf.
- If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions;
- You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to the Council and for continuing contact with the Council during the incident.
- Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by Luton Borough Council.
- Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage;
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale – It may be appropriate to ask someone else to do this;
- Contact the British Consulate / Embassy if abroad.

Name	Home	Mobile
Establishment: Lealands High School	01582 611600	
Luton Borough Council Emergency Call Centre (for initial contact during an emergency only)	01582 546083	-

If the visit will be outside normal establishment hours:

Establishment Contact	Mrs Johanna Goslin		
Head of Establishment	Mr J. Burridge Mr S. Ward		
Other/EVC	Mr Abdul Quddus Mr Ian Little		

APPENDIX Eleven

EMERGENCY EVACUATION PROCEDURES

An emergency evacuation warning is given by a continuous undulating siren. Fire notices and exit routes are displayed clearly throughout the school and these should be followed in the case of an evacuation.

It is important that the evacuation procedures are followed whenever the alarm is activated.

Staff must ensure that all doors and windows are closed on evacuation and that no person re-enters the building until instructed it is safe to do so.

The Evacuation Assembly point is the school field; a plan is detailed in Appendix H.

Student Registers

On hearing the fire alarm, teachers are to evacuate students in a controlled manner to the assembly point on the field. Once on the field students are to line up in their tutor groups at the designated area on the field. Tutors will be responsible for taking the registers and Head of Year will be responsible for ensuring that students are behaving sensibly.

Alex Maczugowska (Attendance Officer) is responsible for taking out all registers and the student signing out book to the assembly point. In her absence this role will be covered by another member of staff line managed by Johanna Gosling.

Pastoral Support Managers are to collect the associated registers for their year group from Alex Maczugowska and distribute to tutors. In the absence of a PSM this will be carried out by the Head of Year.

Tutors are to check their register and once completed return these to the PSM. At the same time they should be advising the PSM if any students are missing.

Once the PSM has received all of the registers they will return these to Alex Maczugowska and confirm if everybody is accounted for or if there are any missing students. If there are missing students Alex Maczugowska will check the student signing out book.

Once Alex Maczugowska has all registers she will confirm to the Fire Officer (Johanna Goslin) that everybody is accounted for or if any students are missing.

Johanna Goslin will confirm to the Headteacher, John Burridge, that all students have been accounted for or if any students are missing. In the absence of the Headteacher this will be the Deputy Headteacher, Sam Ward.

Staff Registers

All staff who are not tutors or involved in the process above should assemble at their designated assembly point on the school field in order to be registered. Once this has been completed they should join the rest of the staff to support with the students in their linked year groups (detailed in Appendix H).

Abdul Quddus is responsible for accounting for all teaching and teaching support staff.

Johanna Goslin is responsible for accounting for all admin and technical staff.

Johanna Goslin is responsible for accounting for all visitors.

The Catering Manager is responsible for accounting for all catering staff.

All those responsible for staff registers will report to the Fire Officer (Johanna Goslin) to confirm that everybody is accounted for or if anybody is missing.

Johanna Goslin will confirm to the Headteacher or the Deputy Headteacher, in the absence of the Headteacher, that all staff and visitors are accounted for if anybody is missing.

Fire Wardens

The school's Facilities Management Company (MITIE) act as Fire Wardens and ensure that the school has been fully evacuated whilst at the same time checking for signs of fire.

All members of staff have a responsibility to ensure that their area (classroom, office, etc.) has been fully evacuated and that windows and doors have been closed.

Locating the source of the Alarm

The school's Facility Management Company (MITIE) are responsible for locating the source of the alarm.

On the alarm sounding they will identify on the alarm panel where the alarm has been activated. They will then investigate whether this has been set off accidentally or if there is actual cause for evacuation. They will then report back to the Fire Officer their findings.

If the alarm has been triggered accidentally the site team will reset the alarm panel and silence the alarm.

If the site team confirm that there is an emergency situation the Fire Officer is to call the appropriate emergency service and ask them to attend the site.

The Fire Officer will report back to the Headteacher to confirm whether it is a false activation or an emergency situation.

If there is an emergency situation the fire alarm is to continually sound and should not be silenced.

Re-occupation of the Building

There should be no re-entry to the building if there is a confirmed emergency situation.

The buildings should only be re-occupied once the Fire Officer has confirmed to the Headteacher/Deputy that it is a false activation and that everybody has been accounted for.

Only the Headteacher or the Deputy Headteacher, in the absence of the Headteacher, can authorise the re occupation of the building.

Once authorisation has been given, students and staff should re-enter the building in a controlled manner one year group at a time. All students and teachers should return to the lesson they were at the time of the alarm sounding.

Confirmed Emergency Situation

In a confirmed emergency situation the Fire Service are to be called by the Fire Officer.

The Fire Officer should also contact LBC Health & Safety division.

All staff, students and visitors are to remain on the school field.

The Fire Officer is to liaise with the Fire Service concerning the situation and keep the Headteacher/Deputy Headteacher updated. If re-occupation of the property is not possible the school's Contingency Plan should be followed.

Defined Duties

Attendance Officer (Alex Maczugowska - AMZ) – takes all student registers onto the field and distributes to Pastoral Support Managers. PSMs confirm back to AMZ once the registers have been completed if all accounted for. If any students are missing AMZ is to check against the student signing out book. AMZ confirms to the Fire Officer (Johanna Goslin) if all students are accounted for or if there are any missing.

Pastoral Support Managers (PSMs) (Heads of Year in absence of PSM) – Collect the registers from AMZ and distribute to tutors. Once registers are completed they should be returned to AMZ and AMZ should be advised if anyone is missing.

Tutors – Once they receive the register from the PSM they take a register of their tutor group. The register is then handed back to the PSM with confirmation that everybody has been accounted for or detailing if anybody is missing. Tutors are to ensure their tutor group behave in a suitable manner.

Heads of Year – If the PSM is absent the Head of Year will fulfil the role of the PSM. If the PSM is present the Head of Year is to ensure that the year group are behaving in a suitable manner and assist with the registers if needed.

Cover Manager - Abdul Quddus – is responsible for accounting for all teaching and teaching support staff who are not tutors.

Johanna Goslin– is responsible for accounting for all admin and technical staff and visitors.

The Catering Manager – is responsible for accounting for all of the kitchen staff.

MITIE (site team) – are responsible for locating the source of the alarm. They are to report to the Fire Officer if the alarm is false or if it is an actual emergency situation. In the case of a false alarm they are to silence the alarm, in the case of an actual emergency situation it is to continue sounding. MITIE are to act as fire wardens and ensure that the premises as been fully evacuated.

Fire Officer – Johanna Goslin is the Fire Officer. The Fire Officer is responsible for confirming to the Headteacher that everybody has been accounted for or if anybody is missing. The Fire Officer also informs the Headteacher if it is a false activation or an emergency situation. In an emergency situation, the Fire Officer will call the appropriate emergency service. If the emergency services are called, the Fire Officer will liaise with them concerning the situation keeping the Headteacher updated at all times. In the absence of the Fire Officer this role will be completed by the Deputy Headteacher.

Headteacher & Deputy Headteacher – The Headteacher is responsible for confirming it is safe to re-occupy the premises this should only be done once everybody has been accounted for and it has been confirmed as a false alarm. In an emergency situation, the school's critical incident/contingency plan is to be implemented by the Headteacher. In the absence of the Headteacher this will be completed by the Deputy Headteacher.

Emergency Situations - Exams

In the event of a fire alarm invigilators should adhere to the following instructions:

1. Children should be told to stop writing.

2. A note of the time the fire alarm started should be written on the white board.
3. The senior Invigilator in the venue should pick up the attendance register.
4. Students should be instructed to remain in absolute silence throughout the evacuation from beginning to end and all papers and belongings should be left in the exam venue.
5. Follow the directions for the exit to be used from the room (displayed in each venue).
6. Students should be dismissed from the venue in single file unless otherwise directed by a member of staff and remain in orderly lines to ensure a speedy exit and avoid congestion at the exits.
7. Once outside, students should remain grouped on the playing field in the allocated area away from the rest of the students, in silence and closely supervised.
8. Attendance should be taken by an invigilator as soon as possible and passed to the Fire Officer to ensure anyone missing can be located as soon as possible.
9. Students should remain silent throughout and be informed that any communication will result in them not being able to return to the venue upon conclusion of the evacuation to complete the exam. A log of any malpractice needs to be kept throughout the evacuation.
10. When instructed by the Fire Officer that it is safe to return to the venue, ensure that students maintain the silence and return to the venue in a single, orderly line.
11. When all candidates are seated a note of the time should be made on the white board and students should be given the full time in which to complete the examination.
12. The Examinations Manager will apply for special consideration following the exam, any malpractice is to be reported to the Examinations Manager to be included in the report to the board.

Emergency Procedure for Intruder on Site (Lockdown)

In the event of an intruder on site or any other emergency requiring staff/students to remain in offices/classrooms, the lesson change bell will be rung for a longer period of 15+ pips. On hearing this, staff and students should remain in offices/classrooms or move to the nearest free room. Blinds should be closed and doors locked (where possible). Staff and students should be positioned away from windows/visual panels. Nobody should leave the room until given the 'all clear' from a member of the SLT. If an intruder is seen on site, reception should be contacted immediately.

APPENDIX Twelve

MINIBUS SAFETY PROCEDURES

Requirements

All drivers will complete a recognised course of minibus training and be accredited before they are allowed to use a minibus on school business. Initially this course of training will be the Luton Borough Council Minibus Driver Accredited Scheme. No member of staff who has completed a morning and an afternoon session of work may then drive a minibus on a return journey where the planned total distance (or time) exceeds fifty miles (or two hours).

On all occasions when the minibus is taken out there must now be a list of occupants left with main reception and a checklist given to the minibus driver. When a driver undertakes a single planned journey of up to two hours, a rest period is voluntary. When a driver undertakes a planned single journey of between two and three hours, a half hour break is compulsory.

There must be a second driver for any minibus undertaking a planned single journey of more than three hours. Neither driver may drive for more than three hours in any four. Neither driver may drive for more than two hours without a break.

Where possible, an additional adult should accompany students on each trip. Any driver who is not a member of staff shall be subject to the same requirements as staff.

Every person on a minibus must wear a seat belt. The driver will check that all passengers are wearing seat belts correctly before commencing a journey.

Drivers are required to observe all legal requirements including speed limits.

No alcohol is allowed on minibuses and drivers are required to have a zero intake of alcohol.

Any hired or borrowed minibus must have forward-facing seats and be fitted with seat belts, which must be worn.

Minibus roof racks must be used for the storage of large luggage, and the driver will be responsible for seeing this is properly secured. There must be a clear passage for emergency escape.

Extra-curricular activities (excluding school sporting activities and visits related to coursework) must be costed at 25p per mile.

All minibuses will be maintained to a high standard and every driver will make a report of any defects, in writing to the minibus coordinator. A minibus may not be used unless the minibus coordinator has confirmed there are no known safety defects. All drivers should make a visual check of the minibus before starting a journey.

Any breach of the policy will be investigated and disciplinary action taken if appropriate. Any driver found to have behaved irresponsibly will be removed from the list of approved drivers. Any breach of the policy due to negligence of the staff will not affect the legal rights of students and others travelling in the minibus in the event of an accident.

All mileage travelled by a driver must be logged and accounted for. The log will be checked every month and all mileage must be accounted for.

All users of the school minibus must book the bus at least one week in advance and inform the Business Manager of the nature of their journey.

A Minibus Hire Form must be filled in at least 7 working days before any trip involving:

- staff hiring the minibus for non-school use;
- hire by approved outside bodies;
- any school trip outside a 25 mile radius of Luton.

Additional Notes

- The school recommends the use of coaches for long road journeys, where practical.
- Students and staff should be alert to the possibilities of safety hazard in alternative forms of transport.
- The school is aware that alternative transport will be more expensive than the minibus and that consequently fewer students may be able to afford to go on trips. The school regrets this but cannot compromise its position on safety.
- The school wishes to support and encourage staff and others who wish to organise trips, visits and similar activities.
- The school hopes that from time to time it may be possible for organisers to hire accredited drivers or to provide appropriate staff cover for lessons enabling after school trips to take place. The school will endeavour to maintain a list of retired staff, parents or others who may be willing to drive subject to becoming accredited.
- Where staff or others have not reached the required standard at the end of the accreditation test, they may not drive students until the standard is achieved. However, such drivers may practise in a school minibus but under the supervision of an accredited driver. They are encouraged to undertake the defensive driver course organised through Bedfordshire County Council. This course is also open to drivers who have reached the required standard.
- Fire extinguishers and first aid kits are carried in school buses.
- School insurance covers staff who organise trips whatever travel arrangements are made.
- In case of emergency, the school mobile telephone must be taken on all journeys outside of the Luton area.

Procedures following an Accident or Theft from the Minibus

In the event of an incident requiring the hospitalisation of either a member of staff or student or serious theft then the school **MUST** be informed by telephoning the Business Manager on 01582 611600 and he will then contact a member of the SLT.

- If you are involved in an accident:
- Seek medical attention if necessary.
- Don't admit blame.
- Give other parties involved your name, address and details of the vehicle's owner. If anyone is injured, you must produce your insurance certificate.

If you cannot comply with the above, you must report the accident at a police station or to a police officer as soon as reasonably practicable, but within 24 hours. Before leaving the scene, obtain information from everyone involved including potential witnesses. Get names, addresses and phone numbers of all passengers in each vehicle. If possible, make sketch of the scene, noting width of road, speed limits and weather conditions. Always call the school's insurance company straight away to report the accident.

A form will be kept in the Minibus Log Book which must be completed at the time of the incident and given to a senior member of staff as soon as possible but no later than the beginning of the following school day. This will record:

- The nature of the incident;
- The personal injuries that have occurred;
- The damage to the vehicle and to any third party vehicles;
- The loss of personal effects and other property.

APPENDIX Thirteen

EMERGENCY PROCEDURES

Dealing with Serious Incidents in the Classroom & Requests for Support on Site

A Support Duty Rota of senior members of staff will be made available at the start of each year. In the case of an emergency or when a member of staff feels they need support, will they please follow these procedures:

- Email Duty Support if general support is needed.
- In the case of an emergency telephone extension 315380 to ask Receptionist to alert the senior member of staff on duty;
- If a telephone is not available, please send a reliable member of your teaching group to the nearest teacher/subject leader so that help can be requested;
- All incidents that require a senior member of staff to be called should be entered on SIMS and followed up by the teacher or subject leader.

Code 5 Emergency - Intrusion onto the School Site/Serious Internal Incidents

If any person is seen acting strangely or aggressively on the school site (indoors or outside) a member of staff must follow the details below.

- The member of staff should contact reception on 315380 to inform them of the intruder.
- Reception should contact the Headteacher's PA who will inform the Headteacher or in his absence the Deputy Headteacher to assess the situation.
- If, in the view of the member of staff, the situation is serious, a member of the office staff should not only carry out the above but should also call for the Police (999).
- Once the situation has been assessed by a member of the SLT, it may be decided to carry out a CODE 5 procedure as follows:

• Action	Responsible Person	Notes
Raise the alarm	Reception Staff	If 'panic button' used - police are automatically contacted and should arrive at site. Mitie should call Reception to check status – if no answer proceed with caution and call Headteacher's PA/Headteacher's office before sending senior staff to reception. If reception staff answer codeword "Mr Berkely is not available" signals need for 'lock down' due to intruder.

• Action	Responsible Person	Notes
		<p>If intruder is not in reception, reception staff should inform the Headteacher and/or Headteacher's PA or next available SLT and sound the 'lock down' alarm signal (10+ rings of the normal lesson change over bell).</p> <p>Staff training and induction for all new starters needed on signal and procedure.</p>
<p>Sound alarm for 'lock down' (10+ sounds of the lesson change bell)</p>	<p>Reception staff/ Headteacher/next available member of SLT All staff/students to remain in 'lock down' until a member of SLT comes to the room or speaks to them directly to give the 'all clear'.</p>	<p>Lesson change/lock down signal (intermittent pips) is distinct from the fire alarm (continuous bell).</p> <p>Lock down alarm will only be used to signal the beginning of a lock down. If the alarm or bells are heard again after this, they should be ignored (normal lesson change bells may continue).</p> <p>End of lock down will be signalled by direct instruction from a member of SLT visiting the room and speaking to staff.</p> <p>Under no circumstances should staff 'pass on' an all clear message nor assume all clear due to other staff and students moving out of rooms.</p> <p>If the fire alarm is heard during a lock down, staff should proceed with great caution; and ideally checking status with SLT.</p>

Action	Responsible Person	Notes
<p>Staff and students remain in classrooms until all clear is given.</p> <p>If lock down alarm is at break, lunchtime or lesson change-over, staff and students should move quickly and sensibly to their next lesson room. Duty staff should remain at their posts until students are safely in rooms.</p>	<p>All staff.</p>	<p>Students and staff (during lesson time) who are not in classrooms when alarm sounds for 'lock down' should move quickly to the nearest available classroom/ office space and shut the door (lock door if possible).</p> <p>Windows and blinds should be closed although caution should be exercised and staff and students should avoid being obviously visible at windows or doors.</p> <p>Students and staff should move away from windows and doors where possible to avoid being seen from corridors and outside spaces.</p>
<p>Informing students</p>	<p>Staff should tell students that "there is an emergency and we are to remain very quietly where we are until we receive further instructions".</p>	<p>Students should be reminded to remain calm and quiet.</p>
<p>Close down school to visitors</p>	<p>Reception staff following instruction from the Headteacher or next available member of SLT.</p>	<p>Phones and doors should not be answered and doors shut and locked where possible.</p>
<p>Gather information and coordinate responses</p>	<p>Headteacher or Deputy Headteacher in his absence.</p>	<p>No action should be taken without hearing it directly from the Headteacher or Deputy Headteacher.</p> <p>A cascade of information system will be used where appropriate (see below).</p> <p>In most circumstances, Headteacher will call or text SLT on their school mobiles to arrange a time and place to meet when/where possible.</p>
<p>Call emergency services</p>	<p>Headteacher or Deputy Headteacher in his absence.</p>	
<p>Contact LA</p>	<p>Headteacher or Deputy</p>	

	Headteacher in his absence.	
Designating roles to staff	Headteacher or the Deputy Headteacher in his absence.	Roles might include contacting parents, informing or updating staff, liaising with emergency services, etc.
Monitoring CCTV	Business Manager.	To keep Headteacher informed via mobile/phone contact.
Dealing with any casualties	First aiders under the direction of the Headteacher/Deputy Headteacher. Matron to ensure first aiders have necessary supplies.	Only after SLT have released staff/students by giving the 'all clear'. Matron to ensure stocks of emergency supplies are sustained at adequate levels for a serious emergency.
Communicating with staff during incident	SLT under direction of Headteacher only (or Deputy Headteacher in the absence of the Headteacher).	SLT to always have their Lealands mobile with them, charged and switched on vibrate during the school day. Other staff should not make decisions or cause confusion by communicating about the incident without the express permission of the appropriate senior leader.
Moving students from outside PE areas	PE staff.	Go to nearest classroom or office on hearing the signal or to the e-learning centre if in doubt as to safety of school site. PE staff will be informed by the most appropriate method depending on circumstances – phone/SLT/megaphone siren.
Signal end of 'lock down' – SLT to speak directly to staff in each room to give all clear (no bells/pips).	SLT only.	Lock down alarm will only be used to signal the beginning of a lock down. If the alarm or bells are heard again after this, they should be ignored (normal lesson change bells may continue). End of lock down will be signalled by direct instruction from a member of SLT visiting the room and speaking to staff. Under no circumstances should staff 'pass on' an 'all clear' message nor assume all clear due

		<p>to other staff and students moving out of rooms.</p> <p>If the fire alarm is heard during a lock down, staff should proceed with great caution; and ideally checking status with SLT.</p>
<p>Ensuring all students and staff are accounted for at the end of emergency</p>	<p>Attendance Officer and Business Manager.</p>	<p>Lists to be printed and provided to class teachers to check.</p> <p>Checked lists returned to Business Manager via Heads of Year.</p>

Cascade for communication

1. Headteacher – Mr Burridge
2. Deputy Headteacher (DSL) – Mr Ward
3. Assistant Headteacher (Assessment and Reporting) - Mr Cullum
4. Assistant Headteacher (SENCO) - Mr Hall
5. Assistant Headteacher (Curriculum) - Mr Little
6. Assistant Headteacher (Teaching and Learning) - Miss Orr
7. Assistant Headteacher (Pastoral & Safeguarding) Mr Harris

Contacting parents

No contact should be made with parents without the consent of the Headteacher. Students should be reminded that alerting parents through mobile phone contact at times of emergency may bring their parents to school and put them in unnecessary danger as well as causing confusion and potential upset. The Headteacher will put a message on the website/text parents at the earliest safe opportunity with any information regarding an incident.

APPENDIX Fourteen

ADMINISTRATION OF MEDICATION

In compliance with the Borough of Luton Education Service we are able to administer paracetamol tablets for pain relief in school. This is safer than students carrying around their own tablets.

Other medication, i.e. antibiotics, etc., will still be administered in school but will need a parental consent form to be completed. Medication that is required three times a day should be given at eight hourly intervals i.e. 7.00 am, 4.00 pm and 11.00 pm and, therefore, does not need to be taken during school hours. All medication prescribed and brought into school must be in its original container with the pharmacist's instructions and the student's name.

Any asthmatic students should have filled in an asthma card, available from the Medical Room. Asthmatic students are encouraged to carry their own inhalers around with them and should have a spare one in the Medical Room in case of an emergency.

In cases of sickness and diarrhoea students should not return to school until 48 hours after the last attack.

Parents should:

- complete the 'consent' form for administration of paracetamol in school;
- discourage their son/daughter from bringing any medication into school;
- contact the school and complete a form giving your permission for administration of any routine prescribed drugs;
- inform the school of any changes of contact number in case of illness/accident.

MONITORING, EVALUATION & REVIEW

This policy will be reviewed annually by the Deputy Headteacher and the Governing Body. The Headteacher has overall responsibility for the successful implementation of this policy. Subject team leaders are responsible for monitoring the successful implementation of this policy within their subject teams.

The Business Manager and Human Resource manager are responsible for monitoring the safer recruitment process.

The Deputy Headteacher is responsible for monitoring safeguarding and child protection procedures.

The Business Manager is responsible for monitoring fire drill procedures and mini bus safety.

The Deputy Headteacher, and EV Coordinator are responsible for monitoring educational visits.

The Business Manager and Headteacher's PA is responsible for the Single Central Register and all associated checks.