



Child Protection Policy, Procedure & Safeguarding Guidance

Child Protection Policy

Purpose

Robert May's School fully recognises our responsibility to safeguard & promote the welfare of students at our school.

The purpose of this policy is to provide staff, volunteers and governors with the guidance they need in order to keep students safe and secure in our school and to inform parents and guardians how we will safeguard our students whilst they are in our care.

Context

We recognise that students have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm students either by direct acts or failure to provide proper care or both. Students may suffer neglect; emotional, physical or sexual abuse or a combination of such types of abuse. All students have a right to be protected from abuse. Whilst Robert May's School will work openly with parents as far as possible, we reserve the right to contact Children's Services or the Police, without notifying parents if this is in the child's best interests.

Aims

These procedures apply to all staff, governors & volunteers working in Robert May's School.

The aim of our procedures is to prevent students being abused & to safeguard & promote the welfare of students at this school in the following ways:-

- Raise awareness of child protection and safeguarding roles and responsibilities with Staff, Governors and Volunteers.
- Develop, implement and review procedures in our school that enable all staff & volunteers to identify and report cases, or suspected cases, of abuse.
- Support students who have been abused in accordance with their agreed child protection plan
- Support students with additional needs, e.g. through multi-agency working
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with students.
- Establish a safe environment in which students can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with DfE & local guidance.

Whole Staff Responsibilities

Robert May's School recognises that because of our day to day contact with students, school staff are well placed to observe the outward signs of abuse. We will therefore:-

- Establish and maintain an environment where students feel secure, are encouraged to talk and are listened to.
- Ensure students know that there are adults in Robert May's School whom they can approach if they are worried about any problems.
- Include opportunities in the PSHEE curriculum for students to develop the skills they need to recognise and stay safe from abuse.
- Follow the procedures set out by the Local Safeguarding Children's Board and the Local Authority and take account of guidance issued by the Department of Education
- Treat all disclosures with the strictest confidence.
- Ensure that parents have an understanding of the responsibility placed on Robert May's School and our staff for child protection by setting out our obligations in the school prospectus and that parents are offered a copy of the policy on request.
- Notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the allocated Social Worker if there is an unexplained absence of more than two days of a pupil with a child protection plan.
- Develop effective links with Children's Services and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences.
- Liaise with other agencies that support pupils such as Child and Adolescent Mental Health Service, The MASH team and the Educational Psychology Service through normal referral routes and the CAF process.
- Ensure that there is a **named** Senior designated person (Designated Safeguarding Lead (DSL))

CPLO responsibilities

In this school the current CPLO are: *Jonathan Searle (Designated Safeguarding Lead), Richard Wilson (Deputy Designated Safeguarding Lead) Martin Longhorn, Louisa Chaplin, Lee Mason and Joanna West*

They will:

- Ensure that the Governing Body understand their responsibilities under our Articles of Association, Funding Agreement, the latest version of Keeping Children Safe in Education document and other current legislation.
- Ensure they have received appropriate training and attend training every 2 years.
- Ensure every member of staff, volunteer and governor knows the name of the designated person (DSL and Deputy DSL), their role and their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person (DSL or Deputy DSL).
- Ensure that whole school training occurs at least every two years so that every member of staff, volunteer and Governor can fulfil their child protection

responsibilities effectively and to comply with the requirements set out in **'Keeping children safe in education' DfE 2018**

- Ensure that Child Protection and Safeguarding Policies and Processes form part of the early induction of all members of staff.
- Keep written records that are kept securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that copies of child protection records and or records of concern are transferred accordingly (separate from pupil files) when a student leaves Robert May's School.
- Ensure that, where a pupil on a child protection plan, or is a child looked after, leaves Robert May's School, their information is transferred to the new school immediately and that the child's Social Worker is informed.

Responsibilities of Adults within Robert May's School community

- All adults are required to be aware of and alert to the signs of abuse.
- If an adult identifies that a student may be in an abusive situation they should record their concerns and report them to the senior designated person (CPL0) as soon as practical.
- If a student discloses allegations of abuse to an adult, they will follow the procedures attached to this policy.
- If the disclosure is an allegation against a member of staff they will follow the procedures attached to this policy.

As a school we will educate and encourage pupils to keep safe through:

- The content of the curriculum
- A school ethos which promotes mutual respect, a positive, supportive and secure environment and gives pupils a sense of being valued
- Promoting British Values within a strong Spiritual, Moral, Cultural and Social framework
- Preventing radicalisation and/or or the promotion of extremist views
- The creation of a culture which helps students to feel safe and able to talk freely about their concerns about themselves and other students, believing that they will be listened to and valued.
- Enabling students to recognise when they are at risk and how to get help if they need it.

Annual Review

We review this policy annually in line with Hampshire Safeguarding Children's Board procedures, the following Local Authority procedures and DfE guidance.

Keeping Children Safe in Education – DfE (September 2018) which supersedes previous Government Advice.

Working together to safeguard children (Updated 2018)

[Sexual Violence and Sexual Harassment between children \(May 2018\)](#)

We comply with Hampshire Safeguarding Children Board requirements and procedures.

The school uses the following guidance issued by the DFE in July 2018 in respect of Information Sharing with partner agencies with regard to Safeguarding

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

Date last reviewed by Governing Body: January 31st 2018

Review date: November 21st 2018

Next Review: November 2019

Date of DSL Training/Refresher: 09/15; 11/15; 01/16; 7/16; 11/16; 07/17, 11/17, 3/18 and CPLO training continuing on a rota basis

Date of Whole School Training: 09/2018

Child Protection Procedures

The prime concern at all stages must be the interests and safety of the student. Where there is a conflict of interests between the student and parent, the interests of the student must be paramount.

When considering the wellbeing and protection of individual children, staff should consider the wider environmental factors in child's life that may be a threat to their safety and/or welfare. This is called Contextual Safeguarding and is referred to in Working Together to Safeguard Children (2018) and in Keeping Children Safe in Education (2018).

These procedures should be read in conjunction with the flow chart (Annex 2). Instructions can also be found on the following Hampshire website:

<http://www3.hants.gov.uk/child-protection>

If a member of staff suspects abuse e.g. through physical injury etc. they must:

1. Record their concerns using MyConcern (online safeguarding record)
2. Report it to the DSL, Deputy DSL or a CPLO (member of the LMT) immediately
3. If there is a requirement for immediate medical intervention, assistance should be called for.
4. Make and an accurate record on MyConcern (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
 - what they have observed and when
 - injuries/other evidence
 - times when any observations / discussions took place
 - explanations given by the student / adult
 - what action was taken.

Following a report of concerns from a member of staff, the CPLO must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm. For the avoidance of doubt, the default position should always be to telephone Hampshire Children's Services to seek advice. For the avoidance of doubt, all necessary information is on the Hampshire Safeguarding Children Board website, and on the Hampshire County Council website:
<http://www3.hants.gov.uk/child-protection>
 - If there are grounds for concerns they must make contact as follows: During office hours (8.30am – 5:00pm) - **Children's Services: 0300 555 1384**
 - At all other times they should contact the **out-of-hours Service: 0300 555 1373**
2. Children's Services also have a duty office available on 01329 225379. This is to be used when there is an imminent and significant risk of harm to a student. Other referrals are to be made via the Inter-Agency Referral Form found on the Hampshire Safeguarding Children's Board website.

In both cases, a clear statement must be made to the duty officer of:

- the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the student's family
3. If there are not grounds for concerns of significant harm, then the CPLO will either actively monitor the situation or instigate the Inter-Agency referral form.
 4. The CPLO must confirm in writing to Children's Services, any referral made verbally, as soon as possible, including the actions that have been taken. The written referral should be made using the online inter-agency referral form, which will provide Children's Social Care with the supplementary information required about the student and family's circumstances.
 5. If a student is in immediate danger, the police will be informed and can take immediate protective action. If it is believed that the student is in imminent danger urgent advice should be sought from Children's Social Care and/or the police. The student can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with Children's Social Care/police about who should do this.
 6. Normally Robert May's School should try to discuss any concerns about a student's welfare with the family and, where possible, to seek their agreement to making a referral to Children's Social Care if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the student at increased risk. The student's views should also be taken into account.
 7. Where there are doubts or reservations about involving the student's family, the CPLO should clarify with Children's Services or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPLO should take advice from the Children's Services referral service, and the duty office will usually give the reporting CPLO the best course of action.
 8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the HT or CPLO should arrange for the student to be taken to the Accident & Emergency Unit at the nearest hospital, having first notified Children's Services and sought advice about what action Children's Services and /or the police will take and who and how the parents will be informed, remembering that parents should normally be informed that a student requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until Children's Services and the police can liaise with the hospital, unless the needs of the student are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from Robert May's School, Children's Services or the police, if the parents are not included.

In dealing with allegations or suspicions against an adult in Robert May's School environment, staff, volunteers and Governors should:

- Report to the Headteacher any concern about the conduct of other school staff, volunteers, Governors or other adults on the school site.
- Inform the Headteacher as soon as practical if a student makes an allegation against a member of staff, volunteer, Governor or other adult on site (within no more than 24 hours).
Use the Hampshire Safeguarding Children Board steps on dealing with Whistleblowing, if necessary.
- If the allegation is against the Headteacher, the concerns need to be raised with the Chair of Governors, or the nominated Governor for dealing with allegations against the Headteacher (no more than 24 hours).
- In either event the Headteacher or Chair of Governors should contact the Local Authority Designated Officer (LADO) on 01962 876265/ 876255.



**RAISING AWARENESS OF
CHILD PROTECTION
&
SAFEGUARDING
2018-2019**

RAISING AWARENESS OF CHILD PROTECTION ISSUES

What you need to know – Types & Signs of Abuse

Certain groups of students are at greater risk of harm and school staff should be particularly mindful of the wider contextual factors that may have a negative impact of a child's safety and welfare. These may include: disabled children and those with Special Educational Needs; children in the care system already or who have been adopted from care; children living in poverty; children with mental health concerns or from families where there are mental health problems; children in families where there are drug or alcohol dependencies.

However, all children may be at risk of harm and it is the duty of all school staff to be vigilant and observant to spot the signs of potential abuse.

Types of Abuse

- Physical
- Neglect
- Sexual Abuse
- Emotional Abuse

Physical Abuse - Definition

Any actual or likely physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation or where there is a definite knowledge or a reasonable suspicion that the injury has or may be inflicted by another person.

Typical Signs of Physical Abuse

- Slap marks
- Bite marks
- Fractures
- Burns
- Cut lips
- Bruises

Typical Behaviours Associated with Physical Abuse

- Wary of physical contact.
- Do not expect to be comforted.
- Seem less afraid than other children.
- Seek information about what is going to happen to them.
- Kept away from school.

Common sites of accidental injury

- Crown of head
- Forehead
- Nose
- Elbows
- Hips
- Hands
- Knees
- Shins

Common sites of non-accidental injury

- Eyes – 2 black eyes always a concern
- Cheeks
- Ears
- Mouth
- Stomach
- Buttocks
- Inner Arms

N.B. Most non-accidental injuries leave marks on the body. Professionals who regularly see children partially dressed include PE teachers, swimming instructors, school nurses etc. and are key people in recognising this form of abuse.

What to look out for

- Eyes – the eye is well protected against accidental injury by its bony socket. Look out for bloodshot eyes.
- Slapping, smacking, gripping – finger marks, ear ache, swelling.
- Throttling or strangling – finger marks, thin red line.
- Raised wheals – buckle marks.
- Human bites – elliptical bruise teeth marks. Bites are never accidental!
- Burns (including iron burns) – not common for multiple burns to be caused accidentally.
- Cigarette burns – often found in groups. Seldom heals without medication.
- Scalds – on hands and feet particularly if clear demarcation line.

Neglect – definition

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health and development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Neglect – What to look for:

- Poor hygiene
- Dirty clothes
- Poor skin condition
- Body odour smell
- Dirty teeth
- Underweight
- Inadequately clothed
- Failure to provide glasses
- Shoes too small
- Anaemia
- Poor hair quality – frequent infestations
- Frequent bouts of gastroenteritis
- Prominent joints
- Hands red & swollen
- Protuberant abdomen

Typical behaviours associated with neglect

- Pre-occupied with food – stealing.
- Gains weight when away from home.
- Overly tired.
- Unable to concentrate on school work.
- Poor language skills.
- Poor motor development.
- Often absent.

Sexual Abuse – Definition

This involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This may involve physical contact including penetrative or non-penetrative acts, looking at pornographic materials, watching sexual activities, encouraging children to behave in a sexually inappropriate way, and now also includes arranging for, procuring and or causing Female Genital Mutilation (FGM).

What to look out for

- Detailed sexual knowledge inappropriate to age.
- Promiscuity.
- Excessively affectionate or sexual.
- History of urinary infection.
- Awkwardness in walking or sitting down.
- Constipation or soiling.

Emotional Abuse – definition

This is the persistent emotional ill treatment of a child which may cause severe and continued adverse effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve 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 ill treatment of a child, though it may occur without other forms of abuse.

What to look out for

- One of the most difficult types of abuse to recognise.
- Behavioural signs, rather than physical.
- Withdrawn – sucking, biting, rocking.
- Introverted.
- Depressed.
- Anti-social destructive.

Confidentiality

A child may only feel confident in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help. They should reassure the child and tell them that their situation will not become common knowledge within the school.

What to do if a child starts to disclose abuse

Staff should:

- Listen positively to the child.
- Help create an environment where it is ok to talk.
- Reassure the child.
- Record any discussion as soon as possible.
- Take action in accordance with the school's **Child Protection Policy** (available on the W drive and on the school website) along with HM government's publication, **Working Together to Safeguard Children in Education**.

Staff should not:

- Promise the child complete confidentiality.
- Attempt to investigate suspected cases of abuse.
- Ask leading questions.
- Put words into the child's mouth.
- Attempt a detailed examination of the child.

Procedures for all staff

- Listen - repeat the child's words.
- Stop – do not ask more questions.
- Reassure – “It is not your fault.”
- Affirm – you are right to tell me.

- Report to one of the designated Child Protection Liaison Officers:

J Searle (Designated Safeguarding Lead), R Wilson (Deputy Designated Safeguarding Lead), L Chaplin, M Longhorn, L Mason, J West.

The member of staff should write a statement as soon as possible after disclosure and complete a MyConcern (online safeguarding record)

Other Specific Safeguarding Issues

Children Missing in Education

Absence from school can be an indicator of safeguarding concerns, particularly if this is over a prolonged period of time. Concerns can be compounded by parents who are complicit in covering for a child's absence or where parents cannot be contacted. The school policy states, in line with Keeping Children Safe in Education updates, that there must be at least 2 Emergency Contacts for each child. The school will report any concerns in this area to the Hampshire County Council, Children Missing in Education team.

The Data Manager and the DSL follow the following advice from the DFE.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Child Sexual Exploitation and Missing/Exploited/Trafficked Children

The definition of Child sexual Exploitation was updated by the DFE in March 2016 following a consultation. It states that:

“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.

Girls aged 12-16 and some boys in this age group are vulnerable in the UK. This is where young males, usually, but not always, from differing cultural backgrounds, form a group to entice young girls (or boys) who may be vulnerable, to have illegal, under-age sex with one or more others. This can sometimes be started by behaviours that mimic a real love affair. This moves rapidly to a serious power play in which the child is threatened about her “secret” and harm to his/her family is also threatened.

Staff should be aware of:

- those children in the school who are vulnerable, and who might already be suffering from a breakdown in family relationships
- Children who are out late at night and at weekends often are especially vulnerable

- Children who are allowed a great deal of personal freedom to visit whom they choose, and go out a lot, who are also vulnerable.
- Children who live in children's homes are vulnerable

Any suspicions should be reported immediately to a CPLO or Headteacher.

Further guidance is available in the DFE report of March 2016.

Criminal Exploitation of Children: County Lines

County lines, or 'going country' means groups or gangs using young people or vulnerable adults to carry and sell drugs from borough to borough, and across county boundaries. It is a tactic used by groups or gangs to facilitate the selling of drugs in an area outside of the area they live, reducing their risk of detection. This issue is affecting all London boroughs and its impact can be seen in the Home Counties and many other towns and cities.

County line enterprises almost always involve exploitation of vulnerable people: this could involve both children and adults and is always a safeguarding issue. The gang/group will put vulnerable individuals between themselves and the risk of detection, asking them to carry and sell drugs, and/or to sell drugs at the other end of the line. A group/gang may also target a vulnerable person living in the area outside of London and take over their home as a base to sell drugs from.

This almost exclusively involves violence, intimidation and the offer of money or drugs. The use of the property for drug dealing often leads to the vulnerable person being left homeless. This is sometimes known as 'cuckooing'. The gang might also send young vulnerable people from their own area to stay at the house and distribute the drugs, again often intimidating and threatening them to stay. This is sometimes known as a 'trap house', and mobile phones are used to order more drugs, carried by other young people or vulnerable adults, who travel by train or car.

The impact of this is that young people become indebted to gang/groups and are forced into labour and exploitation to pay off debts and local vulnerable people are targeted in care homes, foster care, and local authority and supported housing.

Further information can be found in the DFE guidance dated September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

FGM (Female Genital Mutilation)

In some cultures there is a tradition of arranging for girls and young women to undergo one of four possible types of operation to disfigure, alter, or mutilate the genital region. See further information on the WHO website:

<http://www.who.int/mediacentre/factsheets/fs241/en/>

Staff should:

- Be aware of longer than usual holidays requests to non-European countries in the case of a girl's family

- Be aware of excuses or reasons for an extended holiday given by the family of a girl while the initial holiday is in progress
- Listen carefully to any concerns raised by a girl's close friends, that may be connected with FGM and its symptoms
- Observe carefully and report any unexplained physical injury related to FGM, such as difficulty urinating, repeated or regular infections that necessitate time out of school
- Report any suspicions straight away.

“Honour” Based violence

In some cultures there is a moral code that does not allow for young women to form their own responsible relationships with members of the opposite sex. Sometimes an older family member may be involved as a victim in “honour” based violence, because of a perceived instance of adultery or similar. Sometimes grandparents can be involved either as victims or perpetrators.

Staff should:

- Be aware of any signs that a child has witnessed violence in the home, such as shock, trauma, emotional instability, a craving for attention and affection that seems sudden
- Listen carefully to any reasons given for any unexplained injuries to the child and report these
- Act on any covert messages that are sent out by the child, for example, any English essays or poems that show a detailed understanding of violence in this context.
- Report any suspicions straight away.

Forced marriage

Awareness of this should be similar to the steps outlined in the FGM section: staff should be aware of:

- unexplained longer family holidays to non-EU destinations,
- Peer group gossip/concerns/allegations about sleeping arrangements in the family home
- Marked changes in behaviour of the subject- either from extravert to withdrawn or vice-versa
- Secretiveness on the part of any family members and disruption to normal communication lines, for example, the family are suddenly no available on the telephone/mobile/ cannot be contacted.

Staff should report any suspicions straight away.

Protecting from radicalisation

There is a new duty for schools to ensure that children and young people do not become radicalised. This is called “Prevent”.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Robert May's School has a duty to promote tolerance and harmony, and to ensure that its students and staff are not engaged with radicalisation, terrorism, or extremism of any kind. Our response to Prevent is proportionate and takes account of the locality in which our children live. Extremism here, includes extreme right-wing or fascist views, and racist views. Staff should be aware of the following:

- Always to promote British Values (Democracy, the rule of Law, individual freedom, mutual respect for individuals and their different faiths and those of no faith.)
- Never to promulgate his/her own political beliefs or views to students
- Report immediately any suspicions about other staff or students whose views may indicate an interest in terrorism and/or radicalisation.
- Always to promote community cohesion.

Sexual violence and sexual harassment between students

There is a new emphasis in the latest update to Keeping Children safe in education about Peer on Peer abuse. Separate DFE advice was published in December 2017 and updated in May 2018. Whilst this is focused on all forms of potential abuse, there is a greater emphasis on sexual harassment. All staff should be vigilant to signs of inappropriate language and behaviour between students and report any suspicions immediately to a DSL or CPLO.

The DFE advice from May 2018 relating to this can be found here.

The school follows this advice in how to handle incidents and allegations. It is also guided by the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2017)

The PSHEE and IT Curriculum teaches students about appropriate behaviours towards other students including online behaviours and sexting. This is underpinned by the School's Behaviour Policy and the Robert May's Way (code of conduct).

Bullying and Cyberbullying

Staff should be alert to signs of bullying and cyberbullying and apply the school's anti-bullying and behaviour policies where students are suspected to be perpetrating or the victims of such.

E-Safety

The school takes its responsibilities for E-safety seriously and seeks to educate students and parents through the PSHEE and Assembly programme, the ICT/Computing curriculum and through communications with parents. The school also works closely with parents and the police.

If a member of staff becomes aware that any child is at risk online they must report their concern to a CPLO or via MyConcern.

The school does not allow students to use their phones during the school day in order to control the risk of cyberbullying and other internet risks during the school day.

The school VLE is a closed and secure portal and there are monitoring systems in place on the school network which are monitored by IT staff and concerns passed on to the CPLOs.

Safeguarding for adults who work in schools:

We insist that staff should be careful about their use of social networking sites and their privacy settings. This includes all forms of social media: Facebook, snap chat, instagram, messenger, twitter, Whatsapp, and many others that work in a similar way.

- Staff are advised to ensure that they do not 'befriend' current students and take care when accepting friend requests from former students, especially if they have younger siblings in the school.
- It is prudent not to accept friend requests from anyone under 18yrs of age as staff are judged to be in a position of responsibility and influence.
- Staff are advised not to arrange meetings with any groups of students or single students, unless the meeting place, time and date is clearly published, accessible, and known to everyone on the school site.
- Do not touch any students for any reason unless you are authorised to do so (for example, you are a trained first-aider and the student has a medical issue).
- No students should be given lifts in colleagues' private vehicles for any reasons. If there is an emergency, please see the Headteacher for the relevant permission, risk assessment and instructions about mode of travel.

Remember to use our school VLE to communicate with students. Do not give out personal email addresses or other contact details.

Restraint and Reasonable Force

The school follows the principles set out in Keeping Children Safe in Education (September 2018) in relation to the use of restraint and reasonable force to safeguard students.

“There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom”

“The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.”

Safer Recruitment

- Senior staff and Governors who form interview panels at Robert May's School ensure that at least one person on the appointment panel has the latest Safer Recruitment certification, or a current in-date Safer Recruitment certificate.
- Steps are taken in the advertisement, the job description, person specification and interview process to ensure that candidates are given multiple opportunities to declare any convictions, and to re-assure the interviewers that they are suitable to work with children.
- One member of the panel always asks direct child protection and safeguarding questions as part of the final interview process. A candidate's failure to respond correctly leads to further questioning, and the panel automatically deliberates about the suitability of the candidate for the post.
- The interview process always allows for the removal of candidates at an early stage, should they behave or talk in a way that demonstrates any unsuitability to work with children.
- All candidates, whether voluntary or paid, at the point of accepting an offer of a post at the school, must hand in their personal documents and any other identification certification in accordance with the requirements of the Disclosure and Barring Service.
- All employees, governors and volunteers are DBS checked. In cases where an appointment precedes the arrival of a clear (negative) DBS form, a risk assessment is conducted and a police check (formerly "List 99") is conducted.
- The school follows the conditions set out in the Childcare Act (amended 2018) in all matters relating to the recruitment and management of staff members.

Foreign Exchange Visits

Families hosting children from European countries are DBS checked (all those aged over 16 in the family unit)

The Headteacher arranges for assurances from the Headteacher of European schools that host children attend, that families are able to provide a safe environment.

Alternative Providers

The school insists that all staff working with our students in alternative provisions including Education Centres (both LA and Private), school commissioned private tutors and FE Colleges hold a current enhanced DBS certificate and seeks evidence of this from other settings, agencies and individuals.

All work experience placements are risk-assessed.

Procedures revised and updated: November 2018