



## **Policy 7A & B - Safeguarding Policy including EYFS**

**(Review every year)**

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## **Child Protection and Safeguarding Policy**

### **Recognising and Acting to Protect Children from Abuse**

All adults working in Barrow Hills School have a responsibility for safeguarding and promoting the welfare of children in the child's best interests. They should know the name of the School's Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead and know and follow the relevant Child Protection Policy and procedures. All staff have a duty to report any child protection concerns to one of the designated people.

Anyone who has concerns or is in doubt should refer to one of the people named below. Referrals will be managed by them normally, but anyone can refer a child to children's social care if necessary; **without parental consent**.

Barrow Hills School takes extremely seriously all its responsibilities in relation to child protection and safeguarding matters. The School takes its responsibility seriously to ensure that pupils are educated in ways to keep themselves safe. This is done in different ways and at different times through tutor groups, assembly **and in** curriculum lessons. Particular attention is given to the safe use of electronic devices and the internet.

### **General Points**

- Mr Paul Crisell, the Deputy Head, is trained at Level 3 and is the DSL for all aspects of safeguarding; **including online safety**, with the help of other colleagues.
- If the DSL is not available, the Head, Mr Philip Oldroyd, has received appropriate training.
- Mr Clive Marriott has been appointed by the governing body as the Governor with special responsibility for child protection matters. He meets each term with the Deputy Head Pastoral and reports annually to the Governing Body on child protection issues in order that it can undertake a review of the School's child protection policies and procedures and the efficiency with which the related duties have been discharged. **If an allegation is made against the Head, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.**
- The School undertakes to remedy any deficiencies or weaknesses in child protection arrangements without delay.

All the above named people receive regular training every two years to enable them to be kept fully informed and up to date with the latest regulations and procedures.

- The School's approach to child protection issues is in accordance with the inter-agency procedures of the Surrey Safeguarding Children **Partnership** and this policy is available to parents on the website. It fully recognises its duties to both children in need and children at risk by coordinating help in a common assessment framework.
- In addition to this Policy and advice, reference can be made to Keeping Children Safe in Education (DfE September 2020) and Working Together to Safeguard Children (WTSC 2018) which gives detailed help and advice. The Prevent Duty Guidance for England and Wales (March 2015) also contains important advice.
- The School's approach is informed by Contextual Safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or family and/or can occur between children outside the school or family. All staff, but especially the DSL should consider the context within which such incidents and/or behaviours occur.

- Staff should be aware of the situations in which their actions have the potential to be misinterpreted and which might then give rise to child protection concerns. The document referred to does provide the detail but, briefly, staff should exercise particular care in settings of the following nature:
  - social events
  - the giving of gifts
  - pupils in distress
  - PE, games and other physical activities
  - showers and changing
  - one-to-one situations
  - educational visits
  - home visits
  - transporting pupils
  - use of photography and other electronic media, including ICT
- It is expected, therefore, that staff must:
  - read and understand Part 1 and Appendix A of Keeping Children Safe in Education and discharge their role and responsibilities as defined therein
  - understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
  - always act, and be seen to act, in the child's best interests
  - avoid any conduct which would lead any reasonable person to question their motivation and intentions
  - take responsibility for their own actions and behaviour

They should also NOT:

- use their position to gain access to information for their own advantage and/or a child's or family's detriment
- use their power to intimidate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships with children, which are of a sexual nature or which might become so
- Where no specific guidance exists about particular situations or where staff are worried about how their actions might be interpreted staff are advised that they should:
  - discuss the circumstances that informed their action, or their proposed action, with a senior colleague or one of the designated leads. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
  - always discuss any misunderstanding, accidents or threats with a senior colleague or the designated leads
  - always record discussions and actions taken with their justifications

Further details on staff behaviour protocols can be found in Appendix 2 of this document.

- All staff (including the Head and those who are temporary or volunteers) are required to receive child protection training and advice as part of the induction process and thereafter on an annual basis and occasional staff and volunteers (who will have been vetted in accordance with the School's recruitment procedures) are

made aware of child protection arrangements. Updated information is passed on regularly, and at least annually. Feedback from such training and awareness, together with regular training of the Senior Leads, allow for amendments to the Policy where weaknesses and deficiencies are identified.

- All staff are required to read both the policy on Child Protection and Safeguarding and at least Part 1 and Appendix A of Keeping Children Safe in Education and to sign to show that they have done so and have understood it. Updates are issued when necessary. Induction training for all staff makes reference to the Child Protection and Safeguarding Policy, which contains staff behaviour protocols, whistleblowing procedures and the identity and role of the Designated Senior Leads, Behaviour Policy, [on-line training](#), [Staff Code of Conduct](#) and the School's procedures for children missing education. The training for the designated persons includes both child protection and inter-agency working and takes place at least every two years on courses recommended by the Surrey Safeguarding Children [Partnership](#) to cover inter agency working, case conferences, support for children in need, record keeping, promotion of a culture of listening to children, on-line safety and the Prevent duties.
- The School operates safe recruitment procedures in accordance with the requirements of the Criminal Records Bureau and as laid down in Keeping Children Safe in Education ([DfE 2020](#)); these procedures are also in accordance with the Independent School Standards Regulations. CWDC and more recently NSPCC and Channel on-line training has been completed by key members of staff. The School also seeks to ensure that employees of another employer who are working on the School site and who have contact with, or responsibility for, Barrow Hills pupils have had all the necessary recruitment checks made by their employer or other agency; in cases of doubt the School would not use the services of such people. Full details of the recruitment procedures can be found in appendix 1 at the end of this policy.
- The School has clear procedures in place to deal promptly with allegations of abuse against members of staff, [supply staff](#), volunteers or the Head [where staff \(including supply staff and volunteers\) have:](#)
  - 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 towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In summary, such allegations would normally be directed to the Head or DSL in the case of any member of staff, [supply staff](#) or volunteers, and to the Treasurer (Chairman of Governors) in the case of the absence of the Head or an allegation against the Head. The Head will not be informed of this referral if the allegation is against them. If the allegation is against one of the DSLs, it should be made to the Head without informing the DSLs. Following the guidance of Part 4 of Keeping Children Safe in Education ([DfE 2020](#)), the Head is required to consult with The Designated Officer on any matters relating to allegations against a member of staff [\(including supply staff and volunteers\)](#) within 24 hours and before any investigation is undertaken. In the most serious cases the police are also informed, [refer to NPCC-When to call police](#) to understand when the police should be called and what to expect when you do (see contact section for full web link). All discussions will be

recorded in writing, and due weight will be given to the view of The Designated Officer when a decision is being made about the suspension of a member of staff.

- The School will exercise its responsibility to report within one month of leaving the School any person (employed, contracted, a volunteer or a student) whose services are no longer required because that person is considered to be unsuitable to work with children or who would have been dismissed if they had not left beforehand.
- A report will also be made to the DBS if the School believes that the person has harmed or poses a risk of harm to a child or vulnerable adult, satisfies the harm test or has received a caution or conviction for a relevant offence. The report will be made even if the person to be dismissed or removed has resigned first. The School will exercise its duty to consider making a referral to the **Teaching Regulation Agency (TRA)** where a teacher has been dismissed or would have been dismissed if he or she had not resigned and a prohibition order may be appropriate. Examples would include unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence, in accordance with Teacher misconduct; the prohibition of teachers (DfE 2014)]. Failure to make a report constitutes an offence.

The School takes extremely seriously its responsibilities for the care and safety of pupils. This is undertaken in the School environment by having clear procedures for safer recruitment and for dealing with any form of child abuse. It reinforces this sense of responsibility by ensuring that the staff of another organisation have been checked for suitability if they supervise the School's pupils on a site other than the School.

**"Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm."**

Because we are in regular and frequent contact with children, school staff are particularly well placed to observe outward signs of abuse or unexplained changes in behaviour or performance which may indicate abuse, either at home or at school. It is also important to recognise that we are also in a privileged position with regard to pupils and we must be careful not to give grounds for any potential allegation of inappropriate conduct. It is also necessary to bear in mind that a change in behaviour may have a number of causes, not least hormones or others such as drug or alcohol use.

## **What is Child Abuse?**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by those known to them or by strangers via the internet. The abuse may be inflicted by an adult or another child. In many cases, issues overlap with one another.

Useful information can be found in What to do if you are worried a child is being abused (DfE March 2015).

Abuse can be defined under four categories [taken from Working together to Safeguard Children (DfE March 2015, minor update February 2017) and Child Sexual Exploitation, definition and a guide for Updated May 2017 5 practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017)].

### **Physical abuse:**

When adults deliberately inflict injuries on a child or, knowingly, do not prevent them. It includes hitting, shaking, throwing, poisoning, burning or scalding, and otherwise causing physical harm to a child. It also includes excessive force. Giving a child poisonous substances, inappropriate drugs or alcohol, and attempting to suffocate or drown a child are also examples of physical abuse. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen's Syndrome by proxy.

- Typical symptoms to look out for:-
- bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to be given the age of the child. Be particularly concerned when the nature of the injury does not match the child's explanation
- slap marks
- twin bruises on either side of the mouth indicative of force feeding or stopping a child from speaking
- grip marks on the arms or trunk are usually an indication of shaking but can also be indicative of sexual abuse
- bruised eyes are usually caused by a fist
- damage to the mouth
- bite marks
- fractures, poisoning and misuse of drugs
- burns and scalds can indicate misuse of aerosols or cigarettes

### **Emotional abuse:**

The persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a 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 a child's developmental capability as well as over-protection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of someone else. It may involve serious bullying, including cyber-bullying, causing children to feel frightened or in danger, the exploitation or corruption of children or the exchange of banter. Some level of emotional abuse is present in all types of ill treatment of a child although it may occur alone.

Things to look out for:-

- children who feel that they are unloved and unlovable
- inability to form good relationships
- overburdened by ambitious, unrealistic parents

### **Sexual abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is fully aware of what is happening. The activities may involve

inappropriate physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts (e.g. kissing, upskirting, masturbation and touching the outside of clothing). This may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Grooming a child in preparation for abuse including via the internet is also a matter of sexual abuse. Female genital mutilation and child sexual exploitation of any type are also regarded as a form of abuse and will be reported to the police. In the case of female genital mutilation on a girl under the age of 18, the member of staff who learns of it must contact the police with the help of the Senior Designated Lead. "Honour based" abuse violence (HBV) of all types is abuse and includes crimes which have been committed to protect or defend the honour of the family and/or the community, including forced marriage and practices such as breast ironing.

**Sexual abuse is not solely perpetrated by adult males.**

Typical symptoms to look out for:-

- a detailed sexual knowledge inappropriate to the age of the child
- behaviour that is excessively affectionate or sexual towards other children or adults
- victims will often make a limited disclosure to an adult but will often be preoccupied with secrecy and will try to convince the adult to keep dangerous information secret
- fear of medical examinations
- a fear of being alone with particular adults
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- excessive masturbation, especially worrying if it takes place in public
- Promiscuity
- sexual approaches or assaults on adults or other children pregnancy, urinary tract infections or sexually transmitted diseases are all immediate causes of concern
- bruises to the breast, buttocks, lower abdomen, thighs, genital and rectal areas discomfort or pain in the genital and anal areas
- the drawing of sexually explicit or pornographic images
- the need to change underwear excessively

It should be remembered that all of the above are typical, but may have other causes.

**Domestic abuse:** domestic abuse involves the use of power and control by one person over another and includes elements of all other forms of abuse. Children who witness domestic abuse are at risk of significant harm to their wellbeing and understanding of healthy, positive relationships. The School is enrolled onto the Surrey Operation Encompass scheme and is alerted every day to all domestic abuse incidents that have been reported to Surrey Police so that the right support can be put in place at the right time for children who are experiencing domestic abuse.

### **Neglect:**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may start with substance abuse by mother during pregnancy, involve a parent or carer failing to provide adequate food, shelter and clothing, including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, or the failure to ensure adequate supervision or access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Typical signs to look out for:-

- persistent stomach aches
- if a child is seriously underweight and is stealing food
- inadequately clad in that they are dirty or smell

If a child is suffering from any of the above they are likely to also exhibit signs of stress and distress. Typical signs to look for:-

- a lack of concentration and falling off of school performance
- aggressive or hostile behaviour
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- difficult relationships with peers
- regression to more immature forms of behaviour e.g. thumb sucking
- self harming or suicidal behaviour
- low self-esteem
- running away and being inexplicably absent from School and so missing education; there are clear protocols for dealing with this in the Supervision of Pupils Policy, section 9, Missing Pupils.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):**

~~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 in exchange for something the victim needs or wants, and/or 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.~~

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

~~No school is immune to the risk of child sexual exploitation including online and it can affect both boys and girls. Children can be perpetrators as well as victims.~~

Signs of both CSE and CCE may include:-

- unexplained gifts and new possessions
- association with young people involved in exploitation
- having much older boyfriends or girlfriends

- suffering from sexually transmitted infections
- suffering changes in emotional well-being
- drug and alcohol misuse
- going missing for periods of time and regularly reaching home late
- missing education

The School will provide sensitive education appropriate to the age on these issues in PSHE lessons and e-safety talks.

### **Female Genital Mutilation:**

Staff must be aware of the requirement for teachers to report to the police where they discover, either through disclosure by the victim or through visual evidence, that female genital mutilation appears to have been carried out on a girl under the age of 18. It will be rare to see evidence of it, as staff should not be routinely examining pupils. Unless there is good reason not to, the case should be discussed with the Senior Designated Lead so that involvement of external agencies can be sought. Failing to report such cases is a criminal offence. Further useful information can be found in Mandatory Reporting of Female Genital Mutilation – procedural information, published by The Home Office in October 2015.

### **Peer on Peer Abuse:**

Abuse inflicted on another pupil by one or more pupils. This may include:-

- bullying (including cyber bullying)
- physical abuse
- sexual violence or sexual harassment
- sexting
- 'initiation ceremonies'
- Upskirting – typically involves taking a picture under a person's clothing without them knowing, to view their genitals or buttocks for sexual gratification or for humiliation, distress or alarm for the victim.

Peer on peer abuse has been traditionally regarded as bullying and the Bullying Policy contains guidance. If a child (**regardless of gender**) is suffering or likely to suffer harm or abuse, peer on peer abuse must be treated as a safeguarding matter. Peer on peer abuse must always be taken seriously, never tolerated or regarded as 'banter'.

Other children and staff should also be supported and protected as appropriate. The School's response will be risk assessed on a case-by-case basis by the DSL the Deputy DSL. The options include managing the matter internally, seeking Early Help intervention, referring to the MASH and reporting to the police.

### **Sexting:**

The generation of images by or of children under the age of 18 of a sexual, indecent nature. Young people who share such images may be committing a criminal offence, as it is a crime to:

- take an indecent photograph or to allow an indecent photograph to be taken
- make an indecent photograph, including downloading or opening an image that has been sent by e-mail
- distribute or show such an e-mail

- possess with the intention of distributing images
- possess such images

Any disclosure relating to sexting should be treated as any other safeguarding disclosure. Staff may confiscate an electronic device if they have good reason so to do, but a search of it should only be carried out by the DSL or Deputy DSL. Material should not be removed from one device to another, printed or saved. The necessary referrals to the police or social care will be made. Support for the victim, including counselling will be offered. Parents and carers will be informed about the incident and the way in which it is being managed.

Child abuse can and does happen anywhere - in poor and in affluent homes; in rural, suburban or city areas; involving one or both parents, guardians or teachers.

### **Children with Special Educational Needs (SEN).**

Care must be taken when recognising abuse and neglect in pupils with special educational needs or disabilities. They are at higher risk of isolation by their peer group and can be disproportionately impacted by bullying. Additional barriers could be possible communication issues and the assumption that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

If you (or a child) have any worries or concerns share them immediately with Mr Crisell or Mrs Rachel M Harris. Early help in identifying emerging problems and sharing information is crucial. Any child may benefit from early help, but you should be particularly alert to the potential need for early help of a child who:-

- is disabled and had specific additional needs
- has special educational needs (whether or not they have an EHCP)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour
- is frequently missing/goes missing from home
- is misusing drugs or alcohol themselves
- is at risk off modern slavery, trafficking or exploitation
- is in a family in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse or neglect
- is at risk of being radicalised or exploited
- is a privately fosters child

If early help is appropriate the DSL will liaise with other agencies. Other staff may be required to support agencies and professionals in an early help assessment.

If you do not share your worries immediately, you could be allowing the child to be put at further risk, and vital information may not come to light.

If a child gives you information that might indicate a problem or where a child makes a disclosure that s/he has been abused Staff **MUST** remember:-

- that the priority is to protect the child
- to take the matter seriously
- when initially talking to the child not to ask leading questions or "put words in their mouth"
- Do not show surprise, disgust or shock

- to gather information on a “need to know” basis; you do not need the whole story, just sufficient to take the next step
- that the child is very vulnerable and to reassure the child that you have taken what they had to say seriously
- keep a record of any concerns and discussions

**Staff **MUST NOT:****

- contact the parents any further – this is Social Care’s job
- interrogate the child or ask leading questions
- speak to anyone about whom the allegations are made
- promise to keep secrets or maintain confidentiality
- ask the child outright if they have suffered abuse

**One of the most important things to do is to LISTEN to what a young person is telling you. He or she may want to tell you about abuse and your reaction to this is vital. Remain non-judgmental.**

Staff MUST NOT keep secrets or make promises to the pupil that other appropriate adults (e.g. social care or police) will not be involved. Even if a pupil later retracts their statement, the social care team will still need to be informed.

See Appendix 2, The Five Rs, for further guidance.

Ensure that the pupil is in a safe place, for example the chaplain’s office. At all times when information is being gathered the DSLs will be present, to support the pupil and explain what is taking place. One of the DSLs will liaise with the Head and telephone the Social Care Child Protection Team and ask for advice; such contact will be made within 24 hours especially in the case of those who have suffered or who are likely to suffer significant harm. Children in need will be referred to the child’s social care by one of the DSLs, but this will be done immediately in the case of children at risk so that inter-agency assessments can take place. The police will be contacted if a crime has been committed. Contact may also need to be made if the case involves one of abuse perpetrated by one or more pupils against another.

If that Team thinks that there is a case to pursue, members of the Team and the police will come to the School and interview the pupil in the chaplain’s office.

Pupils are educated to understand the issues of abuse of all sorts, including e-safety and cyberbullying. This is done in a variety of ways, such as in PSHE lessons, within the curriculum, during tutor periods and also as part of whole school assemblies.

## **Mental Health**

The School recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The School has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems, for example the School has a weekly pastoral meeting involving key staff members at which all concerns and actions are recorded. In addition, a number of staff are trained in Adult and Youth Mental Health.

## **Whistle-blowing**

The School recognises that staff (including supply staff and volunteers) who disclose certain types of information to certain individuals in certain circumstances are protected by the Public Interest Disclosure Act 1998. This enables a worker to raise reasonable concerns internally and in a confidential fashion about safeguarding, fraud, malpractice, health and safety, criminal offences, miscarriages of justice, failure to comply with legal obligations or environmental damage. The policy also provides, if necessary, for such concerns to be raised outside the School. The School will not tolerate malpractice and seeks to provide a clear, simple and confidential procedure for raising concerns, which is accessible to all members of staff.

A qualifying disclosure is likely to show, in the reasonable belief of the worker, one or more of the following:

- that a criminal offence has been committed, is being committed or is likely to be committed
- that a person has failed, is failing, or is likely to fail to comply with a particular legal obligation
- that a miscarriage of justice has occurred, is occurring or is likely to occur
- that the health and safety of any individual has been, is being or is likely to be endangered
- that the environment has been, is being or is likely to be damaged
- that information indicating the occurrence of any of the above has been, is being or is likely to be concealed
- that safeguarding issues are not being taken seriously

To be protected, a disclosure must be made 'in the public interest' and must be:

- to the employer, or the person legally authorised by the employer to receive disclosures. (In this School, the Governors are the employer and the Head is authorised to receive disclosures). In the case of a child protection or a safeguarding issue, the disclosure can be made to any member of the team of staff named in the policy or
- to a 'Prescribed Person' or
- to an individual unconnected with the organisation ('External Disclosure') or
- undertaken in exceptionally serious cases.

'Prescribed Persons' are those bodies prescribed by an order made by the Secretary of State. The Public Interest Disclosure (Prescribed Persons) Order 1999 lists more than 30 regulatory bodies to whom protected disclosures may be made. These include the Data Protection Registrar, the Environment Agency and the Health and Safety Executive. Disclosure may also be to a legal adviser.

Workers who make 'External Disclosures' are expected to have previously raised the matter with the employer or a 'Prescribed Person', or have not done so because they reasonably believe that they will be subjected to a detriment or that a complaint to the employer would result in evidence being concealed or destroyed. The worker must also make the disclosure in the reasonable belief that the allegations are substantially true and must not act for personal gain. It must also be 'reasonable in all the circumstances' of the case to make the disclosure.

Employees who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of malpractice without their prior approval. It may be appropriate (to preserve

confidentiality) that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity, then the police will be informed.

A member of staff will be at liberty to express their concern to the Head. Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. The member of staff making the allegation will be kept informed of progress and, when possible (subject to third party rights) will be informed of the resolution. A member of staff who is not satisfied that their concern is being properly dealt with by the Head will have a right to raise it in confidence with the governing body.

No member of the staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the whistleblowing procedures.

**The NSPCC whistleblowing helpline is available for staff. Calls can be made to 0800 028 0285, and the email address is [help@nspcc.org.uk](mailto:help@nspcc.org.uk).**

## Contact Telephone Numbers and Links

<b>Designated Safeguarding Lead</b>	Mr Paul Crisell	01428 683639
<b>Deputy Designated Safeguarding Lead</b>	Mrs Rachel M Harris	01428 683639
<b>Head</b>	Mr Philip Oldroyd	01428 683639
<b>Safeguarding Governor</b>	Mr Clive Marriott	01722 555305

## Children's Single Point of Access (C-SPA)

- Normal: 0300 470 9100
- Out of hours: 01483 517898
- Concerns for a child or young person - Email: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk)
- Concerns for an adult – Email: [ascmash@surreycc.gov.uk](mailto:ascmash@surreycc.gov.uk)

## Local Area contact for Waverley

- Duty Desk: 0300 123 1640

## LADO

- Duty Desk: 0300 123 1650
- Email: [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk)

## Surrey Safeguarding Children Partnership (SSCP)

- Monday to Friday 09:00 – 17:00

The Surrey Safeguarding Children **Partnership** co-ordinates how children are safeguarded and protected from harm. The SSCP is based in Leatherhead. Their website provides guidance and protocols for professionals as well as details of child protection courses available.

### Useful contacts

- SSCP Support Team 01372 833330 [partnership.team@surreycc.gov.uk](mailto:partnership.team@surreycc.gov.uk)
- SSCP Chair 01372 833378 [partnership.team@surreycc.gov.uk](mailto:partnership.team@surreycc.gov.uk)
- SSCP Training 01372 833917 [sscb.training@surreycc.gov.uk](mailto:sscb.training@surreycc.gov.uk)
- National Police Chiefs' Council (NPCC) [Guidance on when to call the Police:](#)  
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20college.pdf>

Surrey is deemed a low risk county for terrorist activity, but there remains the possibility of some suspicious behaviour in this regard. Concerns can be reported in a number of ways:

- Surrey Police non-emergency number 101
- DfE dedicated helpline for non-emergency advice 0207 340 7264
- DfE email [counter-extremism@education.gov.uk](mailto:counter-extremism@education.gov.uk)
- Anti-terrorism hotline 0800 789 321
- If it is an emergency dial 999

All children must receive the right help at the right time to prevent issues from escalating. Although the expectation is that referrals will be made by the DSL or the deputy DSL, anyone can make a referral if necessary.

This policy is reviewed annually by the Senior Management Team, the Deputy Head and the Governor responsible for Child Protection and Safeguarding and also the full governing body at the Summer Term meeting to ensure its efficiency. At that meeting, the Treasurer will sign a declaration that the policy has been reviewed.

## **Appendix 1 - Recruitment Procedures**

1. Barrow Hills School is committed to providing the best education and care to its pupils and to safeguarding and promoting the welfare of the young people in its care. The School is also committed to providing a supportive and flexible working environment for its entire staff. The School recognises, that in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

### **Aims**

2. The policy aims to fulfil the following conditions:

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- To ensure that all job candidates are considered equitably and consistently
- To ensure that no job candidate is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital status, disability or age
- To ensure compliance with all relevant recommendations and guidance including the recommendations of the DfE in Keeping Children Safe in Education (DfE September 2019) and the code of practice published by the Disclosure & Barring Service (DBS); for teachers there is also a check on the DfE Prohibition orders site
- To ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks

3. Employees involved in the recruitment and selection of staff are responsible for familiarising themselves and complying with the provisions of the Policy.

### **Procedures for recruitment and selection**

4. The Head authorises the recruitment of academic and non-academic staff. This applies to both existing and new posts. The grade/salary range will normally be agreed at this point, together with the member of staff responsible for the recruitment and the timescales.

5. The Head of Department is responsible for drafting/updating job descriptions which then must be approved by the Head or Head of HR, as appropriate. The Head of HR will usually be the person who approves the wording for advertisements (internal and external) taking instructions from the Head.

6. The Head of HR is responsible for issuing details of jobs only advertised internally to all staff (with instructions for copies to be placed on notice boards by Line Managers). In all other circumstances, the member of staff responsible for the recruitment is to agree the recruitment strategy with the Head of HR who will then organise the process, notify staff and arrange for the School's website to be updated.

7. All candidates are to receive an application form and notes about its completion, a job description, person specification and policies on equal opportunities, the recruitment of ex-offenders and child protection. Applications are encouraged to be by hand-written letter, accompanied by a CV and a completed application form.

8. The member of staff responsible for the recruitment will agree with the Head of HR if applications are to be considered altogether after the closing date (the usual and preferred procedure) or if applications are to be considered as they arrive (due to it being in the best interests of the School). All staff who consider the applications are required to keep a written record of the selection criteria applied. Any anomalies, discrepancies or gaps in employment history are to be noted and are to be investigated thoroughly at interview. A shortlist of candidates for interview will then be drawn-up and agreed with the Head.

9. The Head of HR will invite candidates to interview, request references, organise a programme of interview(s), safeguarding interview together with a tour, as appropriate. Unsuccessful applicants will be notified, in batches, at the relevant stages of the recruitment process by the Head of HR.

10. A set of questions and issues to be explored with each candidate is to be decided prior to interview. Follow-up questions may be asked at interview and these are likely to be different for each candidate.

11. Original copies of all qualifications (photocopies are not sufficient) are to be verified by the Head of HR when short-listed candidates visit for interview and photocopies are to be taken. Identity is to be checked, normally against a passport or driving licence. Proof of address is to be checked against two utility bills or similar documentation. National Insurance Numbers are to be confirmed. A DBS application form for an Enhanced Disclosure will be sent to the successful candidate for completion.

12. If necessary, a check will be made on the right to work in the UK.

13. Candidates for all posts are to be interviewed formally usually by no less than two people one of whom will have completed the NCSL or NSPCC on-line recruitment training. Interview and visit procedures will vary according to the post but may include a tour of the School, introduction to relevant members of staff and, in the case of teachers, might include teaching a lesson or taking an activity.

All staff conducting interviews are to keep a written record of the interview and the selection criteria used. A post interview meeting will usually be held to discuss the candidates. A written note of the safeguarding interview is to be kept, and dated/signed by the members of staff conducting the interview.

14. At least two written references are to be obtained direct from the referees, one of which should be from the current or most recent employer. References are to be requested in the appropriate form, which is to include specific questions regarding the suitability of the candidate for a post which involves extensive contact with children. A job description and person specification is to be sent to all referees. References are to be requested for internal and external candidates. Whenever possible, references should be obtained prior to interview.

15. An offer of a job (prepared by the Head of HR) cannot be made until the Safeguarding Interview has been undertaken. The relevant conditions/terms of the offer are to be approved by the Head.

16. Candidates will be contacted after interview, normally within 36 hours and a verbal provisional offer of employment will be made to the successful candidate. This candidate will be invited to respond verbally within 24 hours. If the provisional offer is accepted, a formal offer of employment is made in writing, but is subject to the following conditions being met:

- Verification of identity and qualifications
- The receipt of at least two satisfactory written references
- A satisfactory Enhanced Disclosure from the DBS and a check of the DfE's Barring List and the Protection of Children Act List as appropriate; the Prohibition orders are also checked in the case of the appointment of teachers
- The completion of a satisfactory medical questionnaire to provide verification of medical fitness in accordance with DfE's Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- For teaching posts, verification of professional status such as QTS status (where required), NPQH, etc., and (for those who obtained QTS after 7 May 1999) of successful completion of the statutory induction period.
- Where the successful candidate has worked or been resident overseas, such checks and confirmations as the School requires about any teacher sanction or restriction that an EEA professional regulating authority has imposed
- Satisfactory completion of the probationary period

17. Once the candidate has accepted the position, the Head of HR is responsible for all pre-joining matters, including:

- DfE prohibition order for teachers
- Enhanced Disclosure & Barring Service (DBS) including the Barring List check
- Prohibition from management directions for all staff on the SMT and in teaching positions as Heads of Department
- Online Check to discover whether an individual is subject to a prohibition, or other restriction on teaching imposed by other countries in the European Economic Area
- Qualification documents (as appropriate)
- Notifying the ICT Department (for Engage and equipment)
- Obtaining the required references
- Obtain Medical clearance
- Notify payroll
- Notify existing staff
- Induction process
- Child Protection Training

If at any stage, any matters arise (including disclosures, reference concerns), these are to be immediately brought to the attention of the Head as appropriate.

18. All interview records are securely filed for twelve months after which those for unsuccessful candidates are to be destroyed.

19. A new Disclosure application will be completed for all new members of staff and for contractors who are regularly on site during term-time. Sight of the original copy of a recently issued Enhanced Disclosure may suffice for those joining for short periods of supervised teacher training and the like.

20. The School's normal procedures are that an employee can only start once the DBS has been obtained. Only the Head can authorise a start where a Barring List check has been obtained and it is considered that, together with an appropriate risk assessment/agreed controls, it is appropriate for employment to commence.

21. When the DBS has been confirmed, the Head of HR is responsible for inspecting the certificate which will have been issued direct to the individual.

22. The Head of HR is responsible for issuing the Contract of Employment, normally within two months of the employment commencing.

## **Application and recruitment process explanatory notes**

23. Applications will only be accepted from candidates completing the application form in full. CVs will not be accepted in substitution for completed application forms in the absence of good reason, although should be included to support the application.
24. Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. The job description will provide detailed information.
25. The successful candidate will be required to complete an application for an Enhanced Disclosure from the Disclosure & Barring Service (DBS).
26. For teaching and some other posts, references will be sought for short-listed candidates and the School may approach previous employers for information to verify particular experience or qualifications before interview. The School would seek to be sensitive about approaching previous or current employers before interview.
27. For those currently working with children, on either a paid or voluntary basis, the current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time-expired). They will be asked whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. Those not currently working with children but who have done so in the past will have the past employer asked about those issues. Where neither employment has involved working with children, the current employer will still be asked about the candidate's suitability to work with children.
28. The provision of false information is an offence and could result in the application being rejected or summary dismissal if the candidate has been selected and possible referral to the relevant authority, as shown in the Child Protection Policy (the police and/or DfE's Children's Safeguarding Operation Unit).

## **The Interview**

29. Interviews for short-listed candidates will be conducted in person and the areas which it will explore will include suitability to work with children.
30. The interview will normally be conducted by a panel which will normally include a senior member of staff who has been trained under the NCSL's or NSPCC's on-line training programme.
31. The interview will also explore the candidate's suitability for the post in question.
32. Questions asked of each candidate will follow a common pattern but follow-up questions may require to be tailored to the response given to the initial question.
33. All candidates invited to interview must bring the documents specified confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc.). Where originals or certified copies are not available for the successful candidate written confirmation of the relevant qualifications must be obtained from the awarding body.

## **Recruitment of ex-offenders**

34. The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. If the candidate has a criminal record this will not automatically debar him or her from employment within the School; each case will be decided on its merits. It should, however, be recognised that posts in the School are exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.

35. Candidates should be aware that a failure to disclose information or the provision of false information is an offence and could result in the application being rejected or summary dismissal if the candidate has been selected and possible referral to the relevant authority (the police and/or DfE's Children's Safeguarding Operation Unit).

36. It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School.

37. In the event that relevant information is volunteered by a candidate during the recruitment process or obtained through a Disclosure check, the School will carry out a risk assessment related to this information.

38. If a candidate wishes to dispute the information obtained through a Disclosure he or she can do so by contacting the DBS direct. In cases where the candidate would otherwise be offered a position were it not for the disputed information, the School will, where practicable, defer a final decision about the appointment until the candidate has had a reasonable opportunity to challenge the Disclosure information.

## **Retention of records**

39. The School's policy is to follow the guidance issued or supported by the DBS on the use of Disclosure information. In particular, the School will store Disclosure information and other confidential documents issued by the DBS in locked, non-portable containers, access to which will be restricted to members of the senior management. Information will not be retained longer than necessary. The School will retain information of the date of Disclosure, the name of the subject, the type of Disclosure, the position in question, the unique identifier number and the decision taken. Destruction of material will be by secure means and Disclosure information will not be copied or scanned to any third party. The School complies with the provisions of the DBS Code of Practice, a copy of which is available on request.

40. If a candidate is appointed, the School will retain any relevant documentation provided on the application form (together with any attachments) on their personnel file. If the application is unsuccessful all documentation relating to this will normally be retained for twelve months and then destroyed.

## **Queries**

41. Any questions about employment at Barrow Hills School should be directed to the Head.

## **Supply Teachers**

42. The School does not regularly make use of Supply teachers. If such a course were followed, the following considerations would apply. Supply teachers will be checked with

the agency to ensure that all necessary checks have been completed. These checks include the identity of the supply teacher, an enhanced disclosure, the right to work in the UK, a Barred List, prohibition, qualifications, overseas checks and disqualification under the Child Care Act 2006. The School will also carry out its own identity check and will see each disclosure certificate. It is expected that the supply agency will have obtained references, a declaration of medical fitness and a check on previous employment history.

### **Visiting Speakers**

43. Visiting speakers will always be approved by and will be the responsibility of the member of staff who has invited them. Although pupils may send the invite, this will only be after a member of staff has given approval.

44. The member of staff who is responsible for hosting an event with a visiting speaker will take action to ensure that they are suitable by a range of means, including an internet search.

45. Visiting speakers will be appropriately supervised in line with the School's policy on visitors.

## **Appendix 2 - THE FIVE Rs**

When a child gives you information that might indicate a problem or where a pupil actually discloses that s/he has been abused the following guidelines must be followed:

### **RECEIVE**

Listen without shock, disgust or disbelief and accept what is said. To communicate "I believe you" is vital. (It may be that it is not true but that is not for us to decide). Give plenty of time and allow for plenty of silence. Do not interrupt.

### **REASSURE**

It is helpful to the pupil if the teacher is able to communicate something of the following:

- 'You're not to blame, it's not your fault'
- 'You're very brave to have told someone'

But do NOT give undertaking of confidentiality or make promises that you are unable to keep

- "I'll stay with you"
- "Everything will be OK now"
- "I won't let him hurt you again";
- "I won't tell anyone"

### **REACT**

- Do ask open-ended questions: "Is there anything else you'd like to tell me?"
- **Do not ask leading questions** (e.g. 'Did he also touch you anywhere he shouldn't have done?') as this may invalidate any future legal proceedings.
- Do not ask 'accusing' questions: e.g. "Why didn't you tell someone earlier?"; "Why didn't you tell your Mum?"
- Do not criticise the perpetrator: If it's a family member, emotions are going to be horribly mixed but the family staying together may well be the preferred solution.
- Do not ask the pupil to repeat it all for any other member of staff.
- Do not physically examine the child.
- Do not investigate by speaking to anyone the child has mentioned.
- Do not speak to anyone else about what the child has told you.
- Speak to the DSL or EYFS/DDSL ASAP. If either of these are unavailable, then the Head should be contacted. If the Head is unavailable, then another member of SMT must be contacted.

### **RECORD**

- Make notes as soon as possible afterwards. Make a precise note of what was said and record the time, date and place of the conversation. Record who was present and any non-verbal behaviour and words used including 'pet' sexual words (if any used). **It is very important not to ask leading questions.** Do not record your assumptions and interpretations, just what you heard and saw. Be sure that the written record is signed, print your name, dated and timed. Ensure that any gap at the end of the document is lined off and initialled.
- Draw a diagram if bruising is apparent to indicate the exact location. Do not destroy original notes even if you later write things up more neatly and fully.

## **REFER**

**The Head will make the decision about what should happen next and, if appropriate, will ask the DSL to contact the agency best suited to the child's particular need.**

In contacting an agency consideration will be given to:

- (a) The appropriateness of advising the parent first.
- (b) What support the child needs when the referral is being made.
- (c) The information the agency will need.
- (d) The timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate; when, how and by whom the parents and child will be told that a referral has been made; which member of staff will contribute to the strategy discussion.
- (e) The course of action agreed between the DSL and the agency is noted and is then sent to the agency concerned.

## **Appendix 3 - Staff behaviour protocols**

Please also refer to the Staff Code of Conduct

### **1. Underlying principles**

- The welfare of the child is paramount; all staff have a duty to keep children safe and to protect them from harm
- Staff are responsible for their own actions and should avoid any conduct which would lead a reasonable person to question their motivation and intentions; their behaviour must reflect integrity, maturity and good judgement
- Staff should take advice from their line manager or a senior member of staff over any behaviour or incident that gives a cause for concern
- Professional standards and judgements should be applied consistently towards all pupils.
- Behaviour which might be misinterpreted by others must be avoided
- Staff are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action against them

### **2. Position of trust**

As a result of the knowledge, position and authority invested in their role, all adults working with children are in positions of trust in relation to a child in their care or who has recently left the School. A relationship between a member of staff and a pupil is not a relationship between equals. There is the possibility of exploitation and harm of vulnerable young people, and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. When a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

### **3. Propriety and behaviour**

- Staff should never make sexual remarks to a pupil, including in an e-mail, text message or any other electronic form of communication
- Staff should never discuss their own personal relationships with or in the presence of pupils
- Staff should never humiliate or demean pupils
- Staff should not seek to establish social contact with pupils in any way and in particular via electronic communication and social media; conferring special attention upon a child might be construed as being part of a grooming process
- Staff should not give their personal details such as phone numbers or e-mail addresses unless a specific need to do so has been agreed with The Head

### **4. Physical contact**

There are occasions when it is appropriate for staff to have physical contact with pupils, but this must be in a way appropriate to their professional role. When physical contact is made with pupils, this should be in direct response to their needs at the time, limited in duration and appropriate given their age, gender, ethnicity and background. Physical

contact should never be secretive or for the gratification of the adult or represent a misuse of authority.

If it is necessary to restrain or control a pupil, the amount of force used must be proportionate to allow the individual to regain control of themselves.

## **5. Working in one-to-one situations with a pupil**

Staff should recognise the added vulnerability of the one-to-one situation and plan accordingly. The safety of both the child and the adult is vital in such circumstances. The following principles should help:-

- Such meetings should take place in an open area and not in remote, secluded parts of the school
  - The venue should allow others to see into the room
  - The door should be left open, if appropriate
  - Another adult should be informed about the meeting beforehand and about the likely venue for it
  - If the situation becomes difficult, the matter should be reported to a line manager
- Parranged meetings with pupils away from the School are not acceptable unless approval has been obtained from the pupil's parent and the Head.

## **6. Mobile Phone Policy (including EYFS)**

Members of staff should not use personal mobile phones during direct contact time with any children unless it is for the purpose of contacting either the school and/or the emergency services.

Mobile phones and personal cameras must not be used for taking photographs which may include images of Barrow Hills children.

Any queries should be discussed with the DSL.

These behaviour protocols apply at all times and are not restricted to times when the School is formally in session. In particular, they apply on all School trips and especially those of a residential nature.

In addition to the information that is contained within this policy, the School has other policies to which reference can be made to show the standards of professional behaviour that are expected of its staff. These policies and documents can be obtained from The School Office upon request.

- Staff Code of Conduct - including Use of Reasonable Force
- Anti-Bullying and Cyberbullying
- Equal Opportunities
- Health and Safety Policy
- ICT Acceptable Use Policy
- Supervision of Pupils
- E safety policy
- Staff Employment Handbook - especially sections v and vi and the appendices of the Staff Handbook

If staff have any concerns about a colleague, they may refer to the whistleblowing protocols of this policy document for advice on ways to report reasonable concerns.

## **Appendix 4 - Prevent Policy Addition to Safeguarding Policy**

The aim of the government 'Prevent' programme is to stop people becoming terrorists as identified in the national Prevent Strategy. Barrow Hills plays a role and has a responsibility in the delivery of 'Prevent'. Understanding the correct concerns are key from the outset of our prevent plan at Barrow Hills.

This statement takes into account the following documents:

- Prevent Duty Guidance: for England and Wales, issued by HM Government in June 2015 to reflect the duty in the Counter Terrorism and Security Act 2015 and its later revision
- Keeping Children Safe in Education, DfE September 2019
- Working Together to Safeguard Children DfE March 2015
- The Use of Social Media for Online Radicalisation DfE July 2015

Further information on certain aspects of this guidance can be found in

- Safeguarding policy
- Curriculum policy
- Anti-Bullying and cyberbullying policy
- E-safety including ICT acceptable use policy and Responsible Internet Usage statement
- Supervision of Pupils policy

### **Key definitions are listed below to aid this:**

'Extremism' is defined in the 2011 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.

'Prevention' in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Barrow Hills School will fulfil its duty under the terms of the Prevent Guidance. This will be achieved in a number of ways:-

Barrow Hills School provides a broad and balanced curriculum which promotes, amongst other things, the spiritual, moral, cultural and social development of pupils and prepares them for their responsibilities in adult life.

A spirit of community cohesion is promoted. The School is of such a size that all members of the community can be known by each other.

The promotion of fundamental British values is encouraged as part of the education that is provided. This is manifest in PSHE lessons, tutorial discussions and assemblies.

Open discussion is encouraged in a number of places so that extreme ideas can be freely challenged. It is a requirement that all teachers present political issues in a balanced way that forbids political indoctrination. Staff are reminded of these responsibilities as part of the child protection training that they receive and are required to challenge extremist ideas.

The School has robust safeguarding policies, reviewed annually by the SMT and governors, to identify pupils at risk and to supply the necessary intervention. The nature of the governing body, with its strong association with The City of London and firm adherence to the concept of fundamental British values, provides a clear filtering mechanism.

Visiting speakers are invited by staff, perhaps at the suggestion of pupils, but their suitability is always assessed and they are appropriately supervised at all times.

Every effort will be made to ensure that groups with links to terrorism do not use the School's buildings and resources.

The School will always take into account the advice that is given by the Surrey Safeguarding Children Partnership and other counter terrorism agencies and will work in partnership with them whenever any concerns arises.

The Head? of ICT has clear policies and practice in place to ensure that pupils are safe from terrorist and extremist material when they access the internet at School. There are appropriate levels of filtering through our internet provider.

**A risk assessment to show that due consideration is given to the Prevent duty**

<b>Nature of the risks</b>	<b>Level of risk</b>	<b>Actions taken to minimise the risk</b>
A pupil applying for admission to the School for motives other than education	Low	The Registrar and SMT pays close attention to all applications, but is even more precise in the review of applicants from Syria, Iraq or other predominantly Muslim areas. A business relationship is established with the family, agency or other charitable partners, and all protocols are followed precisely in the application for a visa. Staff are informed specifically of the needs of all pupils and the potential risks that they may face. There remains at all times the clear expectation that all applicants to the School will align with its clear Catholic ethos.
Any pupil becoming indoctrinated whilst at School	Low	The checks that are in place on curriculum delivery, such as learning walks, lesson observations and the oversight of curriculum delivery by a Head of Subject should prevent problems in lessons. The level of IT protection should prevent research and communication on the school network. A climate of open discussion and the presence of a number of staff to whom pupils can speak provide the opportunity for concerns to be raised readily. Robust safeguarding policies are in place. The staff are extremely experienced providers of pastoral care and are alert to changes in patterns of behaviour.
A pupil becoming indoctrinated whilst at home	Medium	The School has less control over what pupils do at home under the care of parents/guardians. However, by building a good relationship with parents/guardians and encouraging conversation with them, significant information can be conveyed. Focussed safety meetings and regular communication in the Head's newsletter provide due awareness of the School's ethos and expectations. The liaison with partners, such as the Surrey Safeguarding Children Partnership, provides understanding of the level of risk in the local area. Robust safeguarding policies are in place

A pupil becoming indoctrinated during a holiday period	Medium	There is a clear risk that when pupils return to their home the risk increases. Information to parents can help, Robust safeguarding policies are in place. Staff are alert to any changes in behaviour patterns that could be emerging.
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Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism will be followed in consideration of the risk of a pupil being drawn into radicalisation. On balance, after due consideration by the Senior Management Team it is agreed that the net level of risk is one that can be managed.