



Mighty Oaks Academy Trust

Safeguarding Policies

Compiled by Jodie Cooper



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Mighty Oaks Academy Trust

Child Protection and

Safeguarding Policy

Review Date: March 2023



Our Safeguarding Approach

Our approach is based upon the dynamic of our school community, our local area and the national safeguarding issues.

Staff work with high levels of curiosity, and know that no matter how small or insignificant it is to share, that it can help to build a bigger picture.

Summary & Aims

We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2002 (as amended). This policy has been developed in line with legal obligations, including, where applicable, the Human Rights Act 1998, the European Convention on Human Rights, the Domestic Abuse Act 2021, the Children and Social Work Act 2017, the Equality Act 2010 and the Public Sector Equality Duty.

We will adhere to the statutory guidance [Working Together to Safeguard Children 2018](#) and [Keeping Children Safe in Education 2022](#) (KCSIE). We will follow the DfE of [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#). We recognise the [NSPCC](#) website also provides us additional information on abuse and neglect and what to look out for.

We provide early years provision and adhere to the Statutory Framework for the Early Years Foundation Stage 2021 (EYFS).

All child protection matters will be dealt with in line with the arrangements of [Telford and Wrekin Safeguarding Partnership \(TWSP\)](#) and [West Midlands Child Protection and Safeguarding Procedures](#) or, if relevant, the safeguarding partnership area children reside in, under the care of or with designated responsibility.

This policy replaces the previous policy of September 2021.

We have a duty of care to all staff, pupils and their families. The safety and protection of all children is of paramount importance to all those involved in education. The aim of this policy is to make all within our setting feel safe, promote their welfare and have clear roles and responsibilities in place for that to happen. We are committed to interagency working to keep children safe. All of our community believe that our setting should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

The Multi Academy Trust will ensure that **all staff** have read at least part one of KCSIE (or annex A if appropriate) and those working with children will also read Annex B of KCSIE. All members of the Multi Academy Trust and the Designated Safeguarding Lead (DSL) and their deputies will read all parts of KCSIE, relevant parts of Working Together to Safeguard Children and Part three: safeguarding and welfare of the EYFS. We will maintain a record of this. We recognise that best practice would be for all staff to be acquainted with all parts of KCSIE. The Multi Academy Trust will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of KCSIE.

Our policy and all supplementary policies and procedures are published on our website for all to view.

Part One: Safeguarding Information A Child Centred and Coordinated Approach to Safeguarding

All those who are part of our Academy, including our staff are an important part of the wider safeguarding system for our pupils.

It is **everyone's** responsibility to safeguard and promote the welfare of children; this includes everyone who comes into contact with children and their families. Everyone will consider, at all times, what is in the best interest for the child and ensure their practice is child centred.

No one will manage concerns about a child in isolation. **Everyone** will identify concerns, share information and take prompt action to help children and families receive the right help at the right time.

For the purpose of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

The Role of Our Staff

Our staff will identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. They will provide a safe environment in which children can learn.

We are committed to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

The DSL and their deputies role is to advise on safeguarding concerns, support others to carry out their safeguarding duties and liaise with other agencies.

All teachers, including the Head of School in accordance with the Teachers' Standards 2012 will safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

Staff Training and Induction

All staff will receive an induction, so they are aware of our safeguarding systems. This will include the child protection policy, child-on-child abuse policy and procedures, behaviour policy, staff behaviour policy, safeguarding response to children who go missing and role of the DSL (including the identity of the DSL and any deputies). We will provide copies of policies and a copy of Part one (or Annex A, if appropriate) or KCSIE to all staff at induction.

Staff will receive appropriate safeguarding and child protection training (including online safety) at induction. This training will be updated regularly (as a minimum every three years). All staff will also receive at least annual child protection and safeguarding updates, to provide them with relevant skills and knowledge to safeguard children effectively. We will ensure staff safeguarding training is integrated, aligned and considered as part of whole Academy safeguarding approach and wider staff training and curriculum planning.

All staff will be made aware of the following:

- Telford & Wrekin early help process and their role within it;
- the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and the role they might be expected to play in such assessments;
- what to do if a child tells them he/she is being abused, exploited or neglected;
- how to reassure victims they are being taken seriously and that they will be supported and kept safe;
- that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful;
- staff should be professionally curious and speak to the DSL or their deputies if they have concerns about a child, and

- staff should build trusted relationships with children which facilitate communication.

Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a deputy) and children's social care.

Staff will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Early Help

We believe that **any** child may benefit from early help, and we ensure that all staff are alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- **is at risk of 'honour'-based abuse, such as Female Genital Mutilation or Forced Marriage;**
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and Neglect

All staff are trained on the indicators of abuse and neglect and understand children can be at risk of harm inside and outside of our Academy, and inside and outside of the harm and online. Staff will exercise professional curiosity and know what to look out for because this is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.

We believe that abuse, neglect and safeguarding issues are rarely stand-alone events. All staff, but especially the DSL and deputies will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. We understand children are at risk of abuse online as well as face-to-face. In many cases, abuse will take place concurrently via both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Indicators of Abuse and Neglect

Abuse: 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly

online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

The fabrication or induction of illness (FII) in children is a relatively rare form of child abuse. Where concerns exist about FII, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons **for the child's signs and symptoms of illness**. At all times professionals need to keep an open mind to ensure that they have not missed **a vital piece of information**. We adopt the guidance Safeguarding children in whom illness is fabricated or induced and TWSP FII Best Practice Guidance.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause **severe and adverse effects on the child's emotional development**. It may involve conveying to a child 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 overprotection and limitation of exploration** and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff are aware of the settings policy and procedures of dealing with this.

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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Issues

All staff are trained on safeguarding issues that can put children at risk of harm.

Child-on-Child Abuse

All staff are aware that children can abuse other children. This can happen inside or outside of our setting and online.

All staff will be trained in our policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding to where they believe a child may be at risk from it.

All staff understand that even if there are no reports in our setting it does not mean it is not happening, it maybe it is just not being reported. If staff have **any** concerns regarding peer-on-peer abuse, even if there are no reports in our setting, they should still speak to the DSL (or deputy).

All staff are expected to challenge inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- educating all governors, our senior leadership team, staff, students, and parents about this issue;
- educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum;
- engaging parents on these issues;
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise student mental health, and by providing in-Academy counselling and therapy to address underlying mental health needs;
- working with governors, senior leadership team, and all staff, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the Academy community;
- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-Academy culture;
- responding to cases of child-on-child abuse promptly and appropriately; and

- ensuring that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify students who may be in need of additional support.

We will actively engage with TWSP in relation to child-on-child abuse, and work closely with, **for example, children's social care, the police and other education settings**. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL (or deputy) will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase **a child's vulnerability to abuse by their peers**. We know that research suggests:

- child-on-child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-onchild abuse is unacceptable and will be taken seriously;
- **children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and**
- some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Child-on-Child Sexual Violence and Sexual Harassment

All those who are part of our community believe that sexual violence and sexual harassment is not acceptable and will not be tolerated.

We understand that sexual violence and sexual harassment can occur between two children **of any age and sex**. It can occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap.

We recognise that children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrators(s) attends our setting.

Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

We will work to ensure our whole-Academy community are aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment; and,

- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

For the purpose of this policy, we use the term 'victim', 'alleged perpetrator(s)' or where appropriate 'perpetrator(s)'. Ultimately, the use of appropriate terminology will be determined, as appropriate, on a case-by-case basis.

Along with providing support to children who are victims of sexual violence or sexual harassment, we will provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. We recognise that a child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of our setting. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. We know it is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. We also know it is also important that other children, adult students and our staff are supported and protected as appropriate.

We will try to be aware of, and respond appropriately to **all reports and concerns**, including those outside of our setting, and or online.

Whilst the focus of this policy is on protecting and supporting children, we will of course protect any adult students and engage with adult social care, support services and the police as required.

Sexual Violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way both inside and outside of our setting. We refer to sexual violence as sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

We believe that **consent** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline both inside and outside of our setting. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- **sexual "jokes" or taunting;**
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- displaying pictures, photos or drawings of a sexual nature,
- upskirting, and
- on-line sexual harassment.

We will follow the guidance set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. We recognise 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. We use the term "harmful sexual

behaviour" (HSB). **HSB can occur online and/or face to face and can also occur simultaneously between the two.** We will consider HSB in a child protection context.

We will follow the specialist support and advice on HSB available from the specialist sexual violence sector. Our DSL will undertake training in HSB and incorporate this into our approach to managing sexual violence and sexual harassment.

Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. We understand it is important that they are offered appropriate support.

Our approach to preventing child-on-child abuse

We will undertake pre-planning, training for staff and implement an effective child-on-child abuse policy to help us develop the foundation for a calm, considered and appropriate response to any reports. We will review these regularly. The DSL (or a deputy) will engage with the local response to child-on-child abuse.

We understand the best responses to child-on-child abuse are based on a whole setting approach to safeguarding and child protection and we will involve our whole community in this.

Systems are in place, well promoted throughout our setting, and understandable and accessible for our pupils to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.

As part of our commitment to our pupils, we have identified the following deputy DSL's, who are not part of our setting's senior leadership team, as staff in our setting, pupils can report child-on-child abuse to, if they choose not to report directly to a member of the senior leadership team.

Michelle Harper
Margo Richens

All staff in our setting will undertake training in how to respond to child-on-child abuse, including reports of sexual violence or sexual harassment. Our DSL will undertake training to manage a report.

We accept the most effective preventative education programme will be through a whole setting approach that prepares pupils for life in modern Britain. Our setting will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of Academy life. This is underpinned by our behaviour policy and pastoral support system, and by our planned programme of evidence-based content delivered through the whole curriculum. Our programme is developed to be age and stage of development appropriate. The DSL will support teachers in their delivery of this part of our curriculum. We recognise good practice allows children an open forum to talk through things. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to raise their concerns or make a report and how any report will be handled. This will include processes when they have a concern about a friend or peer. All staff are aware of how to support children and how to manage a safeguarding report from a child.

The DSL will consider if external support or intervention is necessary as part of our approach to sexual violence and sexual harassment. We recognise specialist organisations can offer a different perspective and expert knowledge.

Our Response to Child-on-Child Abuse, Including Reports of Sexual Violence or Sexual Harassment

It is our aim to always recognise, acknowledge and understand the scale of harassment and abuse. We aim to never downplay some behaviours related to abuse that can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Where necessary we will work with other professionals, agencies and partners in our response. This may include the TWSP partners, the relevant local authority children's social care departments, the police and other services.

We recognise that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react. In Some Cases, The Victim May Not Make A Direct Report.

The Immediate Response to a Report

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by another child/ren, or that a child may be at risk of abusing or may be abusing another child/ren, they should discuss their concern with the DSL (or deputy) without delay.

We will reassure **all** victims that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of our setting will not be downplayed and will be treated equally seriously. We will never give a victim the impression that they are creating a problem by reporting child-on-child abuse, including sexual violence or sexual harassment. Nor will we make a victim feel ashamed for making a report. We will explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them.

Risk Assessment and Safety Planning & Support

We take the view that child-on-child abuse does happen even if it is not reported. Therefore, on the advice of the TWSP we have implemented a risk assessment to help to minimise the risk of child-on-child abuse.

As per the advice of TWSP we refer to safety planning and support which is used for individual children in response to an alleged or actual incident child-on-child abuse, including sexual violence and where appropriate, incidents of sexual harassment.

When there has been a report of sexual violence, the DSL (or a deputy) will implement an immediate safety and support plan to identify risk and need. Where there has been a report of sexual harassment, the need for a safety and support plan will be considered on a case-by-case basis, but as good practice should be completed.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims;
- the alleged perpetrator(s);

- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- the time and location of the incident, and any action required to make the location safer.

If any of the children involved has SEND, the DSL will liaise with the SENDCO to assist in the management of the report. If the report involves an online safety element, the DSL will liaise with the online safety lead if this is not the DSL.

Safety and support plans must be recorded (written or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all of our pupils and students and put adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) will *engage with children's social care and specialist services* as required. Where there has been a report of sexual violence, it is likely that professional safety and support plans by social workers and or sexual violence specialists will be required. Our safety and support plan is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform our approach to supporting and protecting our pupils and students and updating our own risk assessment.

Action Following a Report of Child-on-Child Abuse, Including Sexual Violence and/or Sexual Harassment

Our DSL (and deputies) have a complete safeguarding picture and they are the most appropriate people to advise on our initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff will act in the best interests of the child. In all cases, we will follow general safeguarding principles. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

As a matter of effective safeguarding practice, we will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, especially where a case is progressing through the criminal justice system.

Options to Manage the Report

When to inform the alleged perpetrator(s) will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and will not stop us taking immediate action to safeguard our children, where required.

We will regularly review our decisions and actions, consider our relevant policies and any lessons learnt. We will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will decide on a course of action. Consideration will be given to whether there are wider cultural issues within our setting that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The DSL (or deputy) will use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour, and (b) determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. The DSL and their deputies will consult the relevant local partnership threshold guidance to support their decision making and will engage in discussions with the statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, part of the local arrangements.

In borderline cases the DSL (or deputy) may consult with Family Connect, and/or other relevant agencies on a no-names basis (where possible) to determine the most appropriate response.

Where the DSL (or deputy) considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL (or deputy) will contact Family Connect or the local social care team for the child and/or the police immediately and, in any event, within 24 hours of the DSL (or deputy) becoming

aware of the alleged behaviour. The DSL (or deputy) will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

- manage internally; ○ early help; ○ **referral to children's social care; and** ○ reporting to the police.

All concerns, discussions, decisions, and reasons for decisions will be recorded (written or electronic).

If bail conditions are in place, we will consider what additional measures may be necessary to manage any assessed risk of harm that may arise within our setting.

There may be delays in any case that is being progressed through the criminal justice system. We will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children and adult students in the school or college. The DSL (or a deputy) will work closely with the police (and other agencies as required), to ensure any actions we take do not jeopardise the police investigation.

If a child is convicted or receives a caution for a sexual offence, we will update our risk assessment. We understand it is important that we ensure both the victim and alleged perpetrator(s) remain protected. Where cases are classified as “no further action” (NFA’d) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator(s).

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to Family Connect or the relevant children’s social care team may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our own behaviour policy.

Ongoing Response to Child-on-Child Abuse, Including Sexual Violence or Sexual Harassment

We will consider the principles based on effective safeguarding practice and to help shape any decisions regarding safeguarding and supporting the victim and the alleged perpetrator(s). We will consider what support is the most appropriate to support all children involved.

Victims may not talk about the whole picture immediately. It is essential that dialogue is kept open and encouraged. We will offer victims a designated trusted adult in our setting to talk about their needs.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. We will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This will be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

Whilst we will give all the necessary support to victims to remain in our setting, if the trauma results in the victim being unable to do this, alternative provision or a move to another setting will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers).

Please refer to our policy and procedures with regard to child-on-child abuse.

We will always check in with all children involved or alleged to have been involved in child-on-child abuse that are in our Academy. This is to ensure our procedures have been followed and to understand their perception of the effectiveness of our procedures.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We recognise both CSE and CCE are forms of abuse. They 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, in exchange for something the victim needs or wants, and/or for the financial advantage or increased threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation and sexual exploitation.

In some cases, the exploitation or 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.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;

- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

We will provide additional support to children who have been exploited to help maintain them in education.

Staff understand that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, they are aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

If we feel that children may be being abused through exploitation, we will consult in the normal way with the relevant local authority social care team to seek advice. In Telford & Wrekin we will consider whether the incident follows a CSE care and support Pathway. The concerns will be followed through sensitively and appropriately with fellow professionals and the CSE referral form will be completed. In relation to the CATE Risk Panels, where concerns are expressed around a child attending our setting, we will ensure attendance whenever possible as part of the established multi-agency process. Alongside this, we have taken the same steps and made all staff aware of the TWSP A guide for professionals CATE leaflet. Due to the high number of reports in our borough, we will be particularly alert to the CSE and CCE.

We will make parents and carers, and children and young people aware of the relevant TWSP CATE leaflets. We will provide them with information on CEOP the Child Exploitation and Online Protection command. Children and adults can use CEOP to report if they are concerned that a child is being sexually abused or groomed online.

We will take a proactive approach to minimising the risk of all types of exploitation. We will engage with lived experience work from the St. Giles Trust and other partners to benefit the whole-Academy community, including staff, children and parents. All staff will receive annual training updates on child exploitation.

As a primary school/junior school/secondary Academy/training provider our curriculum includes a programme of appropriate CCE and CSE awareness raising sessions for pupils.

The Head of School and DSL will exchange any relevant information with local partners in relation to exploitation as required to enable all professionals to react, monitor and protect children.

The DSL will work with one of their deputies to focus on child exploitation and provide any required information to partners. This deputy DSL will be known to parents and children.

We record all concerns about a child's welfare, including those relating to exploitation. We detail what the concerns are, what action was taken and what follow is needed. The DSL will review all recorded concerns regularly to ensure all concerns are recorded.

We will carry out an annual review to consider the adequacy of our site security provision, including monitoring and recording any unauthorised access, to ensure that our pupils are protected from potential perpetrators of child exploitation while at Academy. Any concerns will be shared as required with the police and/or Family Connect.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

We recognise that this type of exploitation can trap children as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE 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 enticementbased methods of compliance and may, or may not, be accompanied by violence or threats of violence. It may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

We will make the following further information on signs of a child's involvement in sexual exploitation available to staff. [Child sexual exploitation: guide for practitioners](#)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including our setting, other education settings, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

go missing and are subsequently found in areas away from their home;

have been the victim or perpetrator of serious violence (e.g. knife crime);

are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;

are found in accommodation that they have no connection with, often called a

'trap house or cuckooing' or hotel room where there is drug activity;

owe a 'debt bond' to their exploiters; and

have their bank accounts used to facilitate drug dealing.

We will make the [Home Office](#) guidance on the signs of a child's involvement in county lines available to staff.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will also be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation, such as [CLIMB](#).

Modern Slavery and the National Referral Mechanism (NRM)

Staff understand that Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

We know that information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the [Modern Slavery Statutory Guidance](#).

Mental Health

All staff are 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.

We recognise only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff will be made aware of how these children's experiences; can affect their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by speaking to the DSL or a deputy and recording their concern.

We will follow the DfE guidance on [Mental Health and Behaviour in Schools](#).

Please refer to our Mental Health & Well-being policy.

Serious Violence

All staff are aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a

significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. We recognise that the likelihood of involvement in serious violence may be increased by factors, such as being male, having been frequently absent or permanently excluded from school and having experienced child maltreatment and having been involved in offending.

Staff are aware of the associated risks and understand the measures in place to manage these.

We will consider the in the hours just before or just after school, when pupils are travelling to and from Academy is when violence can often peak, and these times can be particularly risks for young people involved in serious violence.

We will follow the advice provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

We recognise to help prevent violence in our setting this can require a mix of universal, targeted or specialist interventions. Our setting leaders will aim to:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

In order to tackle violence affecting our setting and the community, we know it is important to:

- understand the problems that young people are facing both in our setting and in their local community;
- consider possible avenues of support; and
- work with local partners (who may have valuable information, resources or expertise).

Working with the local community safety partnership, the youth offending team and the neighbourhood police team will help us to achieve a full understanding of the context we are working in. As part of our emergency management planning, we have in place systems for targeting and responding to individual or group violence. Even if violent incidents themselves do not appear to be an immediate concern, there may be a need to build resilience to such problems for the future.

Evidence shows that early-stage intervention is an effective strategy for preventing children becoming involved in violence, crime or antisocial behaviour later in life. We will assess what will work best in preventing violence in our setting to decide who to involve in providing intervention.

Child Abduction and Community Safety Incidents

We recognise child abduction as the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

We know that other community safety incidents in the vicinity of our setting can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) we will give them practical advice on how to keep themselves safe. This may include outdoor-safety lessons run by teachers or other professionals. We will aim to build on building children's confidence and abilities rather than simply warning them about all strangers.

Children and the Court System

We recognise that sometimes children are required to give evidence in criminal courts, for crimes committed against them or for other crimes they have witnessed. We will follow the age appropriate guides to support children [5-11 year-olds](#) and [12-17 yearolds](#).

We will follow these guides to ensure the correct process is followed and support and special measures are made available.

We understand that when child arrangements via the family courts are made following separation this can be a stressful and entrenched conflict in families and this can be stressful for children. We will follow the [guidance of the Ministry of Justice](#) in managing these situations.

Children with Family Members in Prison

We recognise that children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will use the information from [NICCO](#), to help mitigate negative consequences for those children.

Cybercrime

We understand cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), will consider referring into the **Cyber Choices** programme.

Parent Conflict

We are committed to helping families to communicate better. We know that relationships are key and positive communication is what we want to see.

Good quality relationships are a right and not a privilege. For many families, stress is a large part of everyday life and stress is often the reason relationships feel strained and communication is poor. Whilst it can be hard to eliminate stress from everyday life, we understand that we can work towards improving the way we react, by communicating in more constructive ways.

When supporting families, we have a unique opportunity to enable communication in a more positive manner as opposed to in a way that ultimately damages their relationship.

- We will work with families using solution focused ways to guide people towards working out what better, looks like for them. We understand this is a more effective strategy than offering our own advice and solutions. When supporting families with struggling relationships we will consider the following:
 - don't assume you know what is going on, explore both parties' thoughts and feelings;
 - be curious, what is really going on?;
 - encourage a culture of appreciation between the people you are supporting. Kindness wins over blame every time;
 - Remember that not everyone feels able to change, all we can do is offer support, but someone needs to want things to be different in order to make change happen, and
 - It's normal to feel uncomfortable sometimes talking to someone about their relationship, we will not try to fix things or give advice but instead ask thoughtful, open questions.

Domestic Abuse

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse,

regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

- Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child-safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.
- We will always liaise with agencies in a two-way process where domestic abuse is a factor in a household. Children within our care will be supported where needed. We are part of the Operation Encompass process where domestic incidents are shared directly with us, so that we have an initial awareness. To this end, we will be part of any agency referral, in a two-way process, such as the Domestic Violence Multi-agency Risk Assessment Conference (MARAC) and Multi Agency Public Protection Arrangements (MAPPA) or any other named agencies where these specific issues are a factor that may impair and impact on children's development.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

We will use the following additional advice on identifying children who are affected by domestic abuse and how they can be helped:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse](#)
- [Domestic abuse: specialist sources of support](#)
- [Home : Operation Encompass](#)

Homelessness

We understand that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. As appropriate, we will make referrals and/or hold discussions with the Local Housing Authority. However, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

We will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

We recognise in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) will ensure appropriate referrals are made based on the child's circumstances. In these cases will follow the department and the Ministry of Housing, Communities and Local Government joint statutory guidance on the [provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation](#).

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

We recognise that so-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices, such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. We are aware of this dynamic and will consider additional risk factors when deciding what form of safeguarding action to take. We see all forms of HBA as abuse (regardless of the motivation) and will handle and escalate as such. We will ensure our community are alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or deputy). As appropriate, they will activate the local safeguarding procedures by contacting Family Connect/local social care team for the child and if necessary the police.

FGM

We understand that FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

We will follow the National FGM Centre [Female Genital Mutilation: Guidance for schools](#).

FGM Mandatory Reporting Duty for Teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with our DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to those at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers will follow our local safeguarding procedures and report to Family Connect or the local social care team for the child. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

In respect of FGM we will adopt the local [FGM Practice Guidelines and Resource Pack](#) as part of safeguarding responsibilities and inform/educate our staff in this particular area.

Forced Marriage

We understand that forcing a person into a marriage is a crime in England and Wales. We know that a forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. We play an important role in safeguarding children from forced marriage.

We will follow the Forced Marriage Unit published [statutory guidance](#) and [Multi-agency guidelines](#). Our staff can contact the Forced Marriage Unit if they need advice or information, contact: 020 7008 0151 or email fmf@fco.gov.uk

Preventing Radicalisation

We understand children are vulnerable to extremist ideology and radicalisation. Similar to our role in protecting children from other forms of harms and abuse, we will also protect children from this risk as part of our safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is 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.

We accept that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences, such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

We understand it is, where possible, our role to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, through appropriate training staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which must include reporting their concerns to the DSL (or deputy) who will consider making a Prevent referral.

The Prevent Duty

We are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of our functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

We see The Prevent duty as part of our wider safeguarding obligation. Our DSL and deputies and other senior leaders are familiar with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76.

As a college/sixth form we will follow the additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

We will follow the published advice for schools on the [Prevent duty](#).

We aim to ensure all staff have completed training on the Prevent duty.

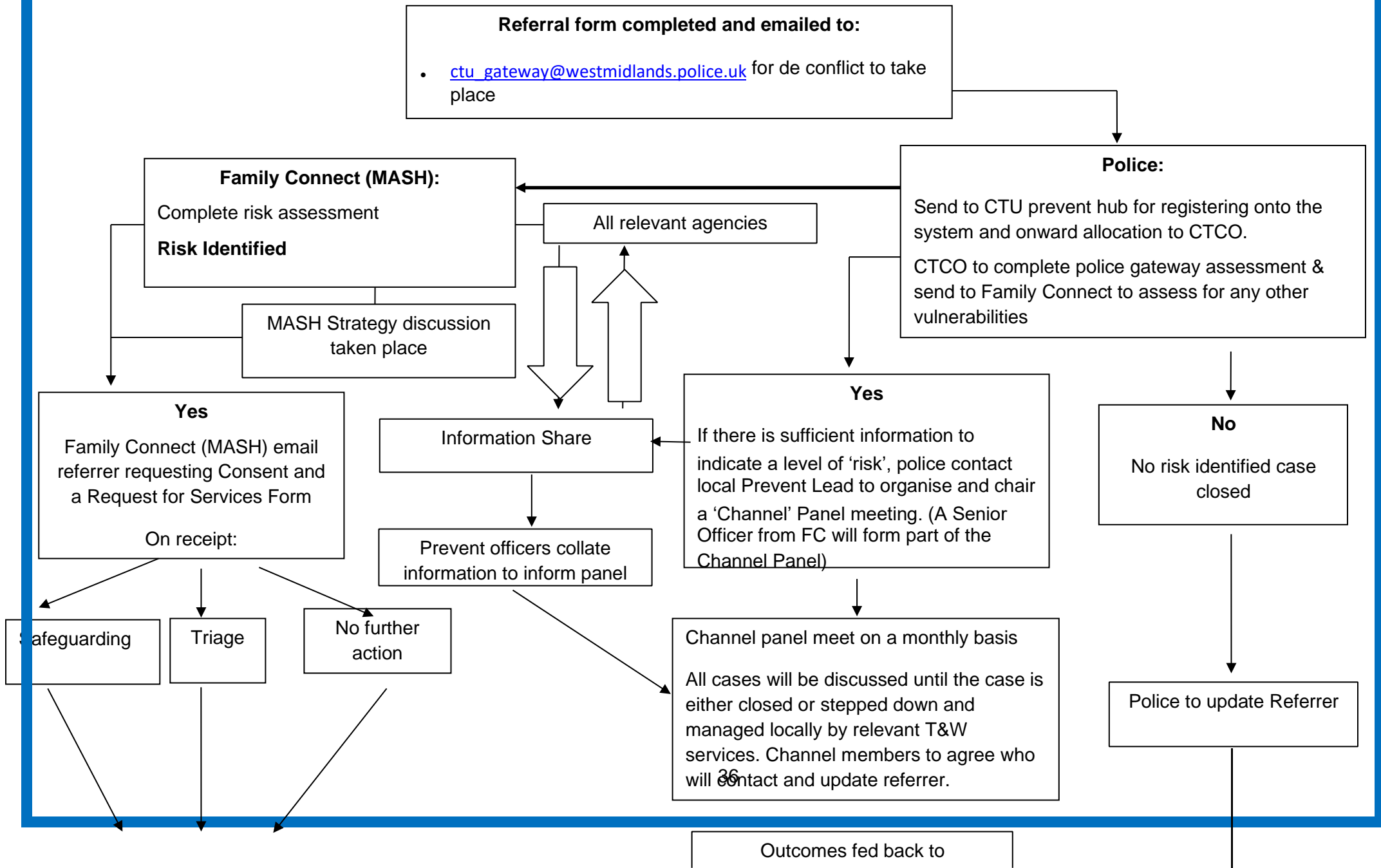
Channel

Channel is voluntary, as a confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. We will refer to the relevant Channel programme if we are concerned that an individual might be vulnerable to radicalisation. We will always seek the individual's consent to do so. We will attend and engage with the Channel panel to assist in any assessment.

We will follow the [Channel guidance](#).

If we feel children are being abused through extremism or being radicalised, we will consult directly with the local police Counter Terrorism Unit (CTU). This is done with a [Prevent referral form](#), following the Prevent flowchart. The referral will be sent to the police. As with all referrals, this referral will be dealt with appropriately with professionals. If it is deemed from the Prevent team that the intervention is not criminal and does not warrant a Channel Panel, but needs local support, we will work with those professional leads for Telford & Wrekin Council. Presently that is **Jas Bedesha**, jas.bedesha@telford.gov.uk. The education lead for Telford & Wrekin Council is **Scott Thomas-White**, scott.thomaswhite@telford.gov.uk. Where necessary, the DSL (or deputy) will consult with the Telford and Wrekin professional lead, education lead or CTU officers: Alison Potts, a.potts@west-midlands.pnn.police.uk, or Holly Aungiers, holly.aungiers@westmercia.police.uk, to seek advice on making prevent referrals.

Telford & Wrekin Prevent Pathway



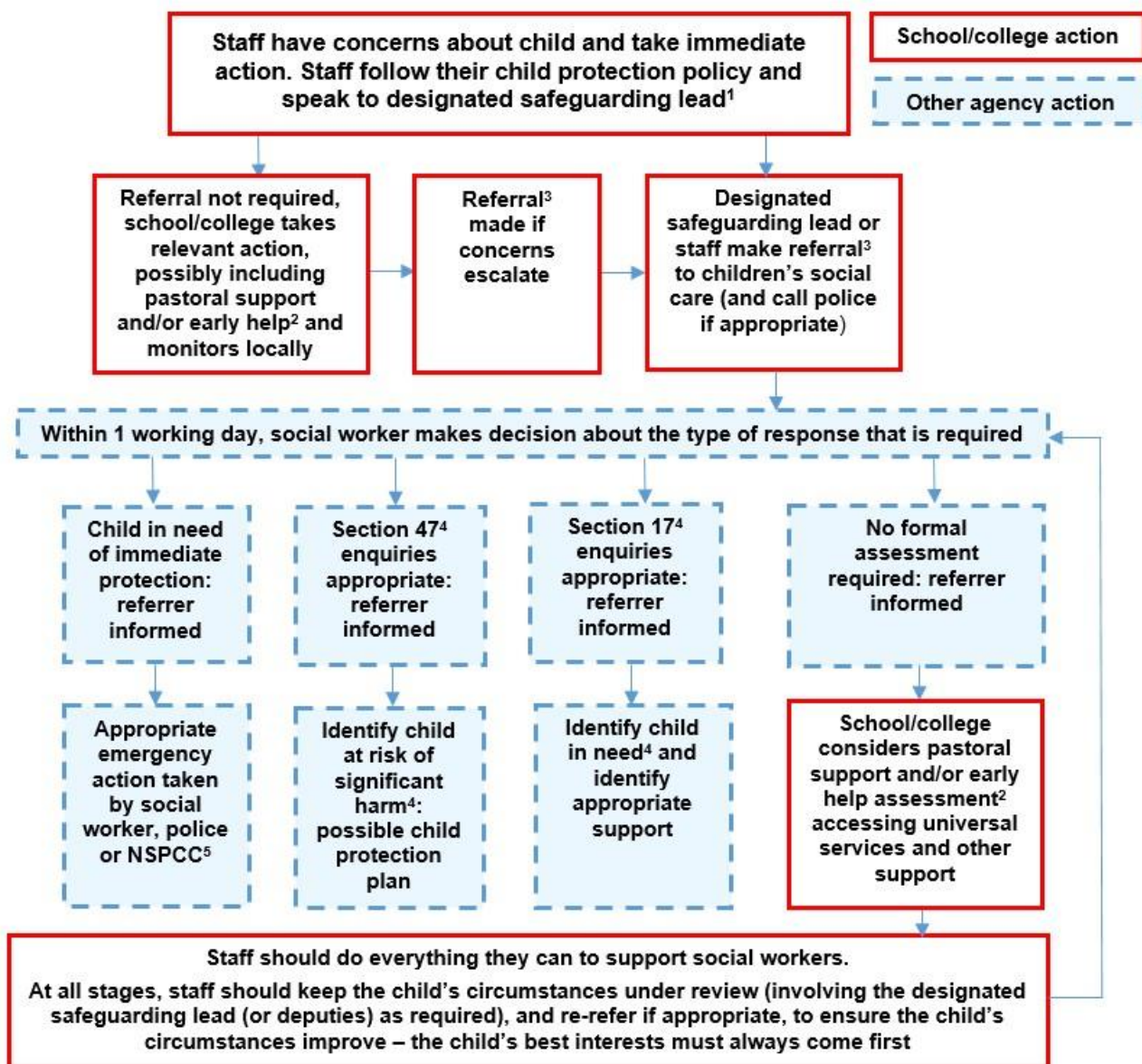
Outcomes fed back to
Police Prevent Team via FC / MASH
And to Referrer

- Family Connect (MASH) will discuss with Police HAU to support the completion of a risk assessment at the earliest opportunity
- If referral is adult led and children are identified being present / resident within the family home, the referral form will be shared with Family Connect along with all supporting evidence
- Safeguarding, Triage and No further action are key outcomes following the completion of 'Request for services' form
- Agreed outcomes will shared between Family connect and Police.

What to Do if you Have Concerns About a Child

Staff working in our setting maintain the attitude of '**it could happen here**' where safeguarding is concerned and will always act in the **best** interests of the child.

If staff have any **concerns** about a child's welfare, they must act on them **immediately**. The following flow chart sets out the process for staff when they have concerns about a child.



Where someone has a concern about the welfare of a child, they should speak to the DSL (or deputy). Options will then include;

- managing any support for the child internally via our own pastoral support processes;
- undertaking an early help assessment; or
- making a referral to statutory services, for example, as the child is in need or suffering or likely to suffer significant harm. This will involve contacting Family Connect or the local social care team for the child.

[NSPCC- When to call the police](#) will be considered by the DSL to help them understand when they should consider calling the police and what to expect when they do.

All referrals to the local social team must be followed up in writing using the social care team's relevant referral/request forms. For referrals in Telford & Wrekin we will use the [Request for service form](#).

If in exceptional circumstances, the DSL or a deputy is not available, the person who has the concern should speak to a member of the senior leadership team and/or take advice from Family Connect or the local social care team for the child. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. If in any doubt about sharing information, staff should speak to the DSL or a deputy.

In the unlikely event of a person in our school/college who has a concern for a child is not satisfied with the action taken by the DSL or a deputy they should speak to them again to share their concerns. If they remain unsatisfied with the response, then the person who had the original concern should speak to another DSL to seek resolution. If following speaking to another DSL the person remains concerned that appropriate action has not been taken to safeguarding or protect the child, the person should report their original concern to Family Connect or the local social care team for the child and follow the school/college Whistleblowing procedures.

Referral Agencies

Telford & Wrekin social care team	Shropshire social care team	Staffordshire social care team	Wolverhampton social care team
Family Connect 01952 385385 Out of Hours 01952 676500	First Point of Contact 0345 678 9021 Out of Hours 0345 678 9040	Front Door Service 0300 111 8007 Out of Hours 0345 604 2886	MASH 01902 555392 Out of Hours 01902 552999
If you think a child is in immediate danger, call the police on 999			

<p>Childline</p> <p>0800 1111</p>	<p>NSPCC 0800</p> <p>800 5000</p>	<p>Protecting Vulnerable</p> <p>People (West Mercia</p> <p>Police): 101</p>
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Immediate Response to a Child or Parent

Staff will follow effective safeguarding practice which includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- where the report includes an online element, we will be aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL or children's social care) to discuss next steps. Staff will **only share the** report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be **anyone** staff in our setting. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc or TED 'tell me', 'explain to me' and 'describe'. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made;**
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. We are aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the DSL (or deputy), as soon as practically possible, if the DSL (or deputy) is not involved in the initial report.

If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised.

We will never allow fears about sharing information to stand in the way of the need to promote the welfare, and protect the safety of children. We expect concerns that arise in a morning will be reported to the DSL (or deputies) by lunchtime that day. Concerns that arise in an afternoon should be reported by or as close to the end of the School day, or as soon as reasonably practicable. Any concerns arising outside of the normal School day should be reported as quickly as possible. If in doubt concerned parties should talk with the DSL (or deputy). Delay is unacceptable and may result in disciplinary action.

Where a child is suffering, or is likely to suffer from harm, we will make a referral to children's social care (and if appropriate the police) immediately. If we are unsure which local authority the child lives in we will use the online tool Report Child Abuse to Your Local Council to direct us to the relevant local children's social care contact number.

Children's social care assessments should consider where children are being harmed in contexts outside the home. Therefore, we will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

Our role is to refer the information received and under no circumstances become the investigator.

We will work appropriately with each child, their family and other agencies to protect in all cases the welfare of the child. We will work in partnership and fulfil the ethos and abide by the principles of the 2023 Telford and Wrekin threshold guidance or the threshold guidance for the local social care team for the child.

Staff working at this setting may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases will be kept under constant review and consideration given to a referral to children's social care assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Staff working at this setting will be made aware of the process for making referrals to children's social care and statutory assessments. This is under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm), that may follow a referral; along with the role staff might be expected to play in such assessments.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Where there are visible injuries, all staff should record these on a body map diagram and describe them the best they can. We will assume good evidential practice to get two persons involved who have seen the injury and can account for it on the body map, then immediately follow up with a referral as described above.

Under **no** circumstances will staff photograph injuries seen on children. Our staff are not expert witnesses. If the concern is around non-accidental injury, then that is a matter that requires immediate attention on the day resulting in an appropriate referral to Family Connect or the local social care team for the child. Those professionals will control the process of photographic evidence gathering underway and assessment.

For staff to interpret any concerns we will assess each incident as it appears. In respect of assessing any bruising to a child we will refer to the [Bruising of Children guidance produced by the TWSP](#) to assist their decision making.

The Role of the Local Authority

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to us as the referrer and make a decision about the next steps and the type of response that is required.

This will include determining whether:

- the child requires immediate protection and urgent action is required;
- any services are required by the child and family and what type of services;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;

there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989; and

further specialist assessments are required to help the local authority to decide what further action to take.

The referrer will, even if they are not the DSL (or deputy), follow up if this information if it is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, we will consider following TWSP local escalation procedures or those for the safeguarding partnership for the child to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

The Telford & Wrekin Council Director of Children's Services is Jo Britton.

Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing using our Bromcom recording system. Information will be kept confidential and stored securely. We will keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff will discuss with DSL (or deputy).

Anyone who has a safeguarding concern should follow these recording principles:

- record the date, time, place and context of the concern, recording facts and who you shared them with;
- record where you spoke with the child or parent and personal safety details, such as 'I discussed the incident with the child in the Headteacher's office with the door open' or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating 'the child stated they would only confide in me if I was alone';
- if it is observation of bruising or an injury try to record detail, e.g. 'right arm, above elbow', 'bruise approximately 5cm in diameter noticed on back of lower right leg';
- note the non-verbal behaviour and the key words in the language used by the child or parent (try not to translate into 'proper terms' ensuring that you use the child or parent's own words). Body language should be noted and support any record of disclosure; and
- it is important to retain on file signed original handwritten notes and pass them on to the DSL (or deputy) who may ask you to complete a written referral to children's social care.

We adopt guidance from TWSP Workbook for Designated Safeguarding Leads and Governors/Committee Members/Trustees/Proprietors with responsibility for safeguarding, incorporating: Advice note on Child Protection record keeping.

We note down concerns in an email or written account. Concerns are stored chronologically in a safeguarding file/electronically for that child.

This Academy has adopted an electronically maintained recording system called Bromcom. The Bromcom system is a totally secure system of record keeping which enables us to quickly encapsulate a child journey with us. We will ensure that a restricted number of staff will have full access to this system as named key holders. If concerns have been logged by staff via this process it should not be presumed that this is an

instant notification that has been seen immediately. If appropriate the issue should not assume anything and a verbal conversation should also take place if needed for clarification.

What To Do If You Have Safeguarding Concerns About Another Staff Member

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, then:

- this should be referred to the Head of School
- where there are concerns/allegations about the Head of School this should be referred to the chair of governors; and
- in the event of concerns/allegations about the Head of School

Any allegations that may meet the harms threshold will be addressed as set out in Part four, Section one of KCSIE. Any concerns that do not meet the harm threshold, referred to, as 'low level concerns' will be addressed as in Part four, Section two of KCSIE. When an allegation is made, the DSL will be responsible for ensuring that a child is not at risk and refer cases of suspected abuse to Family Connect or the child's local social care team.

We will **only** undertake basic enquiries to help determine whether is any foundation to the allegation.

The LADO for Telford & Wrekin Council is Glenn Ashbrooke who will be informed of all allegations that come to our attention and appear to meet the criteria set out in part four, section one of KCSIE, so they can consult police and children's social care services as appropriate. All LADO referrals must be made via Family Connect.

The governing body school at each governors will be notified of any allegations or low-level concerns at each scheduled meeting. The governor responsible for safeguarding will be informed soon after the allegation or low-level concern has been received. Their role is not to know details of the persons or concern but to ensure policies and procedures are adhered to and to provide relevant support.

We will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

We believe that those who work within our community are in positions of trust and as such codes of conduct are based on the underlying principle that the highest standards are expected from all. In line with KCSIE a separate code of conduct policy will be adopted by this setting for staff, volunteers, contractors and governors.

[Guidance for safer working practice for those working with children and young people in educational settings](#) produced by the Safer Recruitment Consortium, provides excellent guidance on the expected standards of all those that work with children. We will make all those in our community aware of its existence and this will work alongside the separate code of conduct mentioned above and any established human resources processes currently in place.

To help avoid potential allegations and safeguarding concerns, and for the safety and welfare of pupils and the protection of staff, we will make classrooms highly visible places whereby easy viewing is possible. The masking of windows is forbidden and as such treated as a safeguarding issue for the protection of all. There may be exceptional circumstances where masking of classrooms is needed and justified, for example, for the teaching of drama; in these cases, the Head of School will make a judgement on a case-by-case basis being appropriate, balanced and proportionate.

Please see our procedure for managing safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors).

What To Do If You Are Concerned About Another Safeguarding Practice In The Academy

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and know that such concerns will be taken seriously by our senior leadership team.

Please refer to our Whistleblowing procedures.

Where staff feel that they cannot report a concern through the above channels general guidance can be found at [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk

Part Two: The Management of Safeguarding

The designated governor with responsibility for safeguarding is Debbie Loughran.

The designated governor with responsibility for 'Prevent' is Debbie Loughran.

Their role is to take leadership responsibility for our safeguarding arrangements.

The governing body has strategic leadership responsibility for our safeguarding arrangements and must ensure that we comply with their duties under legislation. They must have regard to KCSIE, ensuring our policies, procedures and training in our setting are effective and comply with the law at all times.

We have charitable status and follow the Charity Commission guidance on charity and trustee duties to safeguard children.

Our Head of School will ensure that the policies and procedures, adopted by this governing body/proprietor, are understood, and followed by all staff.

All governors have received appropriate safeguarding and child protection training (including online safety) training at induction. This will ensure they have the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies in our setting are effective and support the delivery of a robust whole-setting approach to safeguarding. This training will be regularly updated through annual updates.

The governing body/proprietor will act under their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Our Approach to Safeguarding

This governing body will ensure that we facilitate a whole setting approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and our policy development. Ultimately, all systems, processes and policies will operate with the best interests of the child at their heart.

Where there is a safeguarding concern, our governing body and our senior leaders will ensure the **child's wishes and feelings are taken into account when determining** what action to take and what services to provide. Systems are in place, and they will be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. We will work with children to remove any barriers to reporting.

We will facilitate staff to contribute to and shape our safeguarding arrangements and Child Protection policy.

We will ensure that suitable arrangements are in place to provide access for all staff to access safeguarding supervision. Please see our Safeguarding Supervision policy.

Policies and Procedures

We aim to ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote **children's welfare**.

Missing from Education

The recognised figure for severely absent is 50% or less and persistent absence is being less than 90%, although concerns may still be raised if above this. We will comply with the statutory guidance [Children Missing Education](#). In respect of this and at a local level, we will require the behaviour and attendance lead to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, policies and procedures for identifying pupils who are missing out on education and policies and procedures for pupils on a modified timetable (available from Telford & Wrekin Council, Access & Inclusion Team). In addition to the above and where reasonably possible we will endeavour to hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give us additional options to make contact with a responsible adult when a child is missing education and poses a potential welfare/safeguarding concern. Where a child is on a Child Protection Plan has been missing from school for two consecutive days we will **notify the child's allocated social worker**.

Where children leave the classroom or leave our grounds without permission, this is covered within our behaviour management policy and is also set against the backdrop of the legal framework of the Children Act 1989 s3 (5); 'Anyone who has care of a child without parental responsibility may do what is "reasonable" in all the circumstances to safeguard and promote the child's welfare. It is likely to be "reasonable" to inform the police, or children's services departments, and, if appropriate, their parents, of the child/young person's safety and whereabouts'. However, in principle, if a pupil runs out of class we will establish where he or she has gone. Staff will not run after them but will seek additional support. It is advisable to keep a watchful eye on any children who has taken themselves out of our building and possibly out of our grounds, unless this watchful eye provokes the child to run further. It is and will be a judgement call for staff to take what they feel is reasonable action in line with the advice above. If a child is no longer on the premises, we will contact parents in the first instance. If they are not contactable we will inform the police that a pupil has left and is at risk.

The Designated Safeguarding Lead (DSL)

Our governing body/board has appointed Jodie Cooper to be the DSL of this Academy and Joanne Hart, Rebecca Brewer, Margo Richens, Michelle Harper to be their deputies. We will set out their responsibilities in their job descriptions.

Jodie Cooper will take ultimate responsibility for safeguarding and child protection, and online safety at our setting as the DSL as an appropriate senior member of staff from our leadership team.

During term time, the DSL and/or a deputy will always be available (during our normal operating hours) for the staff to discuss any safeguarding concerns with. During out of hours/out of term activities we will provide appropriate cover by ensuring the DSL and/or a deputy is available.

Prior to any education visit, a risk assessment will be completed to consider if the DSL (or a deputy) needs to be present. We will always consider how quickly a DSL can respond to a safeguarding issue if they are not present. Where safeguarding concerns are raised during an educational visit the DSL (or deputy) must be notified immediately, even if they are not physically present at the site of the educational visit. They will liaise with the person responsible for the education visit to manage the concern and refer to the relevant agencies.

The DSL and any deputies will undergo two-day 'newly appointed designated safeguarding lead' training as recognised by TWSP to provide them with the knowledge and skills required to carry out the role. They will attend one-day 'designated safeguard lead refresher training' as recognised by TWSP every two years. In addition to their formal training as set out above, their knowledge and skills will be updated, for example, via Telford & Wrekin Council's Education Safeguarding e-bulletins, attending termly designated safeguarding lead refreshers and taking time to read and digest safeguarding developments, at regular intervals, and at least annually, to keep up with any developments relevant to their role. We aim to ensure at least one DSL and any deputies attend each termly update. All designated safeguarding leads and any deputies will disseminate training to all relevant staff and governors.

The designated safeguarding lead will form part of a borough wide network, where information is shared, in a two-way process, with the Telford & Wrekin Council, Education Safeguarding Team.

They will complete the Safeguarding Audit - Education each year and submit to TWSP. The Safeguarding Audit - Education, will be supplied by the Telford & Wrekin Council Education Safeguarding Team.

As a school with a sole proprietor rather than a governing body, we will ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This will involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Where appropriate we will consider providing the DSL with access to external advice from an appropriate company or legal service.

The DSL and their deputies will fulfil their role and responsibilities as set out in Annex C KCSIE.

Multi-Agency Working

The DSL and any deputies will work with other agencies in line with Working Together to Safeguard Children.

Our governing body/board and the DSL are familiar with the TWSP arrangements. In Telford & Wrekin schools and colleges have been named as relevant agencies by the TWSP. We will engage with the TWSP as required and follow the Telford & Wrekin Threshold Guidance or the appropriate threshold guidance for where the child resides or for who is responsible for the child, to follow the local protocol for assessments.

The governing body/board of this setting expect staff to work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes us providing a coordinated offer of early help when additional needs are identified by us or another agency. We will **never restrict access for children's social care to conduct a section 17 or section 47 assessment.**

The DSL is expected to consider the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

Information Sharing

We recognise that information is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

We expect all staff to share information with practitioners and local agencies. We are committed to sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

All child protection records are clearly marked as such and are kept securely locked on the premises and/or within Bromcom, the nominated persons are responsible, accountable, documented and are identifiable within our setting for total security. Also, procedures are in place when a member of staff leaves the setting or is on long term sick leave for their access to cease. Withdrawal of child protection records from our setting by staff will be noted and signed for, as will files released to professionals.

The child protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years or in certain circumstances later. At this point the file should be disposed of confidently.

In respect of files being released when requested by the Police under Section 29 of the Data Protection Act 2018 a form entitled 'Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act 2018 and GDPR Article 6(1)d)' should accompany that release and a copy will be retained for our records. This Academy will also seek advice and adopt the [Information sharing advice for safeguarding practitioners](#). If in any doubt we will seek advice from our Data Protection Officer. Upon releasing records the Academy will request ID Badges for release. If the Police are only after minimal data e.g. address or phone number, we will ensure we check the police ID and we will record what information was asked for and the name of the police officer requesting it. A permission form may not be required on these occasions.

No named statistics in relation to child protection are an important part of performance information. These may be shared by the DSL with staff, other agencies or the governing body/proprietor/management committee.

In our management of information sharing we will use the following:

- Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing;
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful;
- The [Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department; and
- [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

When a child leaves the Academy, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible (within five working days of the child starting at their new school or college), ensuring secure transit, and confirmation of receipt will be obtained. We will transfer the child protection file separately from the main pupil file. As a receiving Academy we will ensure key staff such as DSL's and SENDCO's, are aware as required. In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. If we are the current host school we will not photocopy and retain child protection records. This is deemed from the Information Commissioners Office that this would contravene The Data Protection Act 2018, but rather produce a chronology to pass on with the child protection records and retain a copy of this chronology for themselves for audit purposes, this would be deemed as best practice.

All child protection records are reviewed annually in the summer term by the DSL (or deputy) and checked to be chronological, tidy, legible and factual in content. This should be undertaken each year, as records may sometimes be immediately required by professionals. Where reports are needed for child protection and safeguarding meetings, these should include attendance figures.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

We will follow the guidance on the child protection file set out in Annex C KCSIE.

Opportunities To Teach Safeguarding

We will teach safeguarding, including online safety. We endeavour to provide a more personalised or contextualised approach for more vulnerable children, victims of abuse and SEND children. We will do this through our Relationships Education/Relationships and Sex Education/Health Education.

We will ensure that appropriate filters and monitoring systems that are in place, does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Further information about our safeguarding curriculum can be found in our LTP's on our website.

Online Safety

We recognise online safety is a major concern for all professionals'.

We believe it is essential that children are safeguarded from potentially harmful and inappropriate online material. We will take an effective whole setting approach to online safety to empower us to protect and educate our pupils, students, and staff in their use of technology.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit **them for sexual, criminal, financial or other purposes**'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We will ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and any parental engagement.

We take seriously our duties to assist parents and help them with online safeguarding resources. As such, we will make them aware of relevant support services, including those listed on pages 157-158 of KCSIE 2022.

We accept that many children have unlimited and unrestricted access to the internet via mobile phone networks. This access means some children, whilst in our setting, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually, view, share pornography, and other harmful content. Our management of this is included in our mobile and smart technology policy. These incidents will be managed in line with our child-on-child procedures.

Where children are being asked to learn online at home we will follow the advice to support schools and colleges do so safely: [safeguarding in schools colleges and other providers](#) and [safeguarding and remote education](#). We recognise the NSPCC and PSHE Association also provide helpful advice.

Through our regular communications with parents, we will reinforce the importance of children being safe online and tell parents what systems we use to filter and monitor online use. We will make parents aware of what their children are being asked to do online, including the sites we asked them to access. We will always be clear who from our Academy (if anyone) a child is going to be interacting with online.

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we will do all that we reasonably can to limit children's exposure to risks from our IT system. We will ensure we have appropriate filters and monitoring systems in place. The leadership team and relevant staff, such as online safety lead will obtain an understanding of the filtering and monitoring provisions in place and manage them effectively and know how to escalate concerns when identified. We will do this by considering the age range of our children, the number of children, how often they access the IT system and the proportionality of costs versus risks.

The appropriateness of our filters and monitoring systems have been informed in part, by the risk assessment required by the Prevent Duty.

We have the appropriate level of security protection in place, in order to safeguard our systems, staff and learners and we will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

We will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

Our governing body will question school leaders to gain a basic understanding of our approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools, which can be used to improve the approach.

As a school we adhere to The Corporate Information Security Policy (CISP) including Acceptable Use of Equipment and the Social Media Policy-Acceptable Use for Employees. We will make all aware of its existence and importance. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion.

Mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring on online safety.

As a Academy we adhere to The Corporate Information Security Policy (CISP) including Acceptable Use of Equipment and the Social Media Policy-Acceptable Use for Employees. We will make all aware of its existence and importance. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion.

All information on technology and how it is taught and supported, can be found in **the school's** computing policy.

Please see our policy on the safe use of mobile and smart technology in the Academy.

Safe Use of Electronic Devices

We will ensure the safety and welfare of our children in our care. All personal electronic devices are not permitted within this setting, when in the presence of children.

Please see our policy on the use of electronic devices in our computing policy.

Inspection

We recognise our responsibilities for safeguarding within the remit of Ofsted.

The Use Of 'Reasonable Force'

There are circumstances when it is appropriate for staff in our setting 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 us 'using no more than is needed'. Our 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.

We will always follow the advice for schools on the Use of [Reasonable Force in Schools](#). We will also have regard to additional guidance [Reducing the Need for Restraint and Restrictive Intervention](#) for children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings.

We believe that the adoption of a 'no contact' policy in our setting could leave staff unable to fully support and protect our pupils and students. We will adopt a sensible approach allowing staff to make appropriate physical contact. The decision on whether to 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.

When using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions, we will consider the risks carefully because we recognise the additional vulnerability of these groups. We will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

We will plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. We will only use reasonable force where de-escalation processes have failed.

Hiring Out Our Facilities and Premises

Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by us, under our own direct supervision or management, our own arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. We will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place including inspecting these; and ensure that there are arrangements in place to liaise with us on these matters where appropriate. We will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this may lead to termination of the agreement.

Alternative Provision

The cohorts of pupils in Alternative Provision often have complex needs. As a governing body/proprietor of this Alternative Provision setting, we are aware of the additional risk of harm that our pupils may be vulnerable to.

We will follow the statutory guidance for commissioners of Alternative Provision.

Children Missing from Education

Where children have gone missing, we will follow the [West Mercia Pathway for Children who go Missing from Home, care or Education](#).

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, including sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of **female genital**

mutilation, 'honour'-based abuse or risk of forced marriage. We will use early help strategies if necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. As part of induction, staff will be made aware of our unauthorised absence and children missing from education procedures.

Elective Home Education (EHE)

We understand that many home educated children have an overwhelmingly positive learning experience. We would expect that any parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we know this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended. This means we inform Telford & Wrekin Council of all deletions from our admission register when a child is taken off roll.

Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we will facilitate a meeting with the local authority education team, ourselves and other relevant schools, other key professionals and where possible parents/carers. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. The school will invite the local authority education team by emailing accessandinclusion@telford.gov.uk.

We understand it is our responsibility to identify parents or carers who we need to meet with to discuss EHE before they make their final decision. We will record if parents refuse to attend this meeting. If parents decline this meeting, we will still meet with the local authority.

We will follow the Telford & Wrekin Council, EHE pathway.

Children Who Need a Social Worker (Child In Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this information will be used by the DSL (or deputies) to inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children Requiring Mental Health Support

We recognise that we have an important role to play in supporting the mental health and wellbeing of our pupils.

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 governing body/board have put clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

We will help prevent mental health problems by promoting resilience as part of our integrated, whole setting approach to social and emotional wellbeing, which is tailored to the needs of our pupils.

Our senior mental health lead is Rebecca Brewer. They are a member of our senior leadership team. The appointed member of our senior leadership team who supports our senior mental health lead is Rebecca Brewer.

Please see our mental health and well-being policy for further information.

Suicide Intervention

We accept and understand that thoughts of suicide are common and the leading cause of death in young people. As such, suicide intervention is our business too. We to work with our pupils and work in partnership to support anyone in our community that may have thoughts of suicide. We will follow our [Suicide Intervention Policy](#) to assist wherever we can in making those in our care as safe as is possible. We will also make staff aware of the following useful link in raising awareness of the subject <http://zerosuicidealliance.com/>

Looked After Children and Previously Looked After Children

We recognise that the most common reason for children becoming looked after is as a result of abuse and/or neglect. All staff at our setting have the knowledge and skills to keep looked after children safe. The DSL will hold the details of each child's social worker and the name of the virtual school head in the authority that looks after the child. They are responsible for ensuring all staff have the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents of those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

We recognise a previously looked after child potentially remains vulnerable.

When dealing with looked after children and previously looked after children we will work with all agencies to take prompt action where necessary to safeguard these children.

The Designated Teacher

The governing body/proprietor appoint **Rebecca Brewer as the designated teacher** to work with the local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has appropriate training and relevant qualifications and experiences to fulfil this role.

We will follow the statutory guidance on [The Roles and Responsibilities of the Designated Teacher](#).

Virtual School Heads

As an academy, the designated teacher will work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher also works with the virtual school head to promote the educational achievement of previously looked after children.

As a non-maintained Academy we have an appropriately trained teacher who will take the lead in working with the virtual school head. The teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The teacher also works with the virtual school head to promote the educational achievement of previously looked after children.

We will follow the statutory guidance on [Promoting the Education of Looked After Children](#).

The DSL, Headteacher, governors, SENCO and senior mental health lead will work with the virtual school head to promote educational attendance, attainment and progress of children with a social worker.

The virtual school head for Telford and Wrekin is: **Michelle Salter**.

Children Who Have Special Educational Needs and Disabilities (SEND) Or Physical Health Issues

We recognise that children who have SEND or certain health conditions can face additional safeguarding challenges. We accept the additional barriers that can exist when recognising abuse and neglect of children in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To help address these additional challenges we will provide extra pastoral support for children with SEND.

Children Who Are Lesbian, Gay, Bi or Trans (LGBT)

We recognise that the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. All staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Staff

All staff, supply staff, contractors and visitors, are informed of the name of the DSL and deputies and our procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures.

Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the Head of School and it is viewed as a professional appointment, for example, supporting education welfare issues etc. This should be viewed on a case-by-case basis. To support this, guidance from the Department of Education (September 2010) states 'Meetings with pupils away from the school premises should only be arranged with the specified approval of the head teacher and the prior permission of the pupil in question'. We accept this guidance from the Department of Education (September 2010) stating that in the case of private meetings; 'Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place'.

Parents

Parents play an important role in protecting their children from abuse. We are required to consider the safety of the child and should a concern arise, professional advice may be sought prior to contacting parents. If deemed appropriate, parents will be contacted, and we will continue to work with them to support the needs of their child. Consent from the parents will be sought, although in exceptional circumstances and with the best interests of the child being considered, this may be overridden.

We aim to help parents understand their responsibility for the welfare of all children, which includes their duty to refer cases to social care services and/or police in the interests of the child. The governing body/board will include a child protection statement in our prospectus and all parents can view a copy of this policy.

Parents that have concerns regarding a member of staff can in the first instance raise those with the Head of School. This may involve sharing those concerns with the relevant agencies. Where the parent has concerns regarding the Head of School, the chair of governors should be consulted in the first instance.

Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk.

On occasions Ofsted may forward complaints that may raise a safeguarding concern about our school via Family Connect. In such instances, we will work with all agencies within Family Connect to clearly respond to Ofsted on a case by case basis.

Parents/Carers can also access Ofsted [Parent View](#) which is an online survey questionnaire where parents can give their views. Where possible, this will be monitored regularly by the Academy to quickly address any concerns.

Parents can liaise with the Independent Schools Inspectorate (ISI) on such conduct issues or regulatory concerns, advice can be found on its website <https://www.isi.net/parents-and-pupils/concerns-about-a-school> or contact can be made direct to ISI, you can email concerns@isi.net or call 020 7600 0100 and ask to talk to an appropriate member of staff.

All complaints should be made via our complaint's procedures.

We will keep parents informed of all areas of safeguarding and child protection through the regular methods of communication.

We wish to make it clear to parents the standards, behaviour and respect we expect from them and conversely from us. If a parent's behaviour is a cause for concern, then we will ask them to leave our premises. We wish to make it clear that in serious cases, the head of school can/will notify parents in

writing that their implied licence to be on our premises is temporarily revoked, subject to any representations that the parent may wish to make. This setting will give parents the opportunity to formally express their views on the decision to bar in writing and this will be reviewed via the complaints policy.

Our setting is private place. We will therefore act to ensure they remain a safe place for all. The public has no automatic right of entry.

We expect parents to talk to us about any concerns they have about care and education provided by us in the first instance. We urge all parents not to express these concerns on social media platforms, at least not before sharing these concerns with us first.

Changing In School

We consider arrangements for safe changing of children for physical education (PE). We will be guided by the NSPCC guidance Best Practice for PE Changing Rooms. This consideration will come under our duty and remit of health & safety and in the context of children's welfare. We follow the guidance and do what we need to do in relation to organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations for drama productions and using off-site changing rooms. [NSPCC factsheet](#)

Part Three: Safer Recruitment

We will meet all requirements as set out in Part three: Safer recruitment KCISE.

We commission Telford and Wrekin human resources service to assist in the management of safer recruitment procedure, alongside our Business Manager.

Please see our safer recruitment procedures.

Recruitment and Selection Process

We aim to create a culture that safeguards and promotes the welfare of all children. As part of this culture, we will adopt robust recruitment procedures that help to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our setting.

We will ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training. At least one person on each interview panel have completed safer recruitment training.

The following persons have completed safer recruitment training in our setting:

Joanne Hart

Jodie Cooper

Rebecca Brewer

Anne Bates

Pre-Appointment Vetting Checks, Regulated Activity and Recording Information

We will abide by the legal requirements when appointing individuals to engage in regulated activity relating to children. We understand the importance of ensuring the correct pre-appointment checks are carried out. These checks will help us to identify whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher). We see this as part of our wider safeguarding regime which will carry on following appointment.

Other Checks That May Be Necessary for Staff, Volunteers and Others

We will carry out the checks that are necessary for individuals who have lived or worked outside the UK; agency and third-party staff; contractors; trainee teachers; volunteers; governors and proprietors. We will fulfil our responsibilities in relation to other settings, including alternative provision, work experience and host families.

Visitors

We have different types of visitors, those with a professional role, those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity.

We will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day. The Head of School will use their professional judgment about the need to escort or supervise such visitors.

For visitors who attend our setting in a professional capacity we will check their ID and seek assurance that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).

Whilst external organisations can provide a varied and useful range of information, resources and speakers that can help us enrich children's education; careful consideration will be given to the suitability of any external organisations.

Alternative Provision

Where we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will undertake checks to be satisfied that the provider meets the needs of the pupil.

We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Risk assessments for AP are created on a case by case basis.

Adults Who Supervise Children on Work Experience

When organising work experience placements, we will ensure that the placement provider has policies and procedures in place to protect children from harm. We will ensure that relevant checks, including barred list checks have been obtained for people who supervise any children under the age of 16 on a work experience placement.

Children Staying with Host Families (Homestay)

If we arrange a homestay, we will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

We will always consider what intelligence/information will best inform our assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. We will use our professional judgement to decide what will be relevant. To help inform our assessment, we will obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow us to consider, alongside all other intelligence that we have obtained, whether the adults would be a suitable host for a child. We will also decide whether it is necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

Host Families – Homestay During Exchange Visits

We have a duty to safeguard and promote children's welfare. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit we arrange, and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

We will follow the guidance set out in Annex E of KCSIE with regard to arranging homestay – suitability of adults in UK host families, homestay – suitability of adults in host families abroad and the additional action for extended homestays.

We will always ensure pupils understand who to contact during a homestay, should an emergency occur or a situation arise which makes them feel uncomfortable.

Private Fostering

We recognise that a private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of

school staff through the normal course of their interaction, and promotion of learning activities, with children.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's social care as soon as possible. If we become aware of a private fostering arrangement for a student that has not been notified to children's social care, we will encourage parents and private foster carers to notify them and will share information with children's social care as appropriate.

Our Ongoing Safeguarding of Children and The Legal Reporting Duties On Us

We understand the importance of safeguarding vigilance beyond the recruitment process.

We believe safer recruitment is not just about carrying out the right DBS checks. Similarly safeguarding should not be limited to recruitment procedures. Good safeguarding requires a continuing commitment from our whole community to ensure the safety and welfare of children is embedded in all of our processes and procedures, and consequentially enshrined in our ethos.

We aim to promote continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

We aim to create the right culture and environment so that our staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children. This can help assist us as employers to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in our care.

We will undertake our duty to refer to the Disclosure and Barring Service and to the Teaching Regulation Agency where required.



Mighty Oaks Academy Trust

Acceptable Use Policy

Review Date: September 2022



Mighty Oaks Academy Trust Acceptance Use Agreement

Information for parents / carers:

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The Internet and other digital information and communication technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate effective learning. At Mighty Oaks Academy Trust, we believe the children have an entitlement to safe Internet access at all times.

This policy is intended to ensure that: children will be responsible users and stay safe whilst using the Internet and other communications technologies for educational, personal and recreational use; and, that school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the system or users at risk.

Priorslee Academy will try to ensure that the pupils will have good access to ICT to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school computers, iPads and other technologies in a responsible way – so that myself and others keep safe.

For my personal safety:

- I will be aware of “stranger danger” when I am on-line.
 - I will not give any of my own personal information, or personal information about my family and friends when I am on-line.
 - If I see something that makes me feel sad or upset, I will tell an adult I know and trust.
 - I will treat my username and passwords like my toothbrush – I will not share it or use anyone else's.
 - I will not agree to meet someone I have been talking to on-line and will tell a trusted adult if anyone asks me to meet them.
 - I understand that the school will check what technologies I use and how I use them when I am in school.
- I understand that everyone has equal rights to use technology as a resource

and:

- I understand that the technologies (computers/iPads etc.) are for schoolwork and will not use them for anything else without the permission of a teacher.

- I will not damage any school equipment on purpose.

I will be kind to others:

- I will use kind words on-line.
- I will not take photos of anyone without their permission.
- I will not copy, delete or change other people's work, unless I have been told to.

I will help school to keep everyone safe:

- I will not bring my own communication technologies into school without permission.
- If I bring in a mobile phone to school, I will notify my teacher and leave it at the school office throughout the day.
- I will not bring in devices that take or store photos.
- I will tell an adult if I see anything that is broken.
- I will not try to download programmes or apps.

When using the Internet:

- I will use only websites / programs / apps that my teacher tells me to use.
- If I am finding information, I will try to check that the information is the truth.
- I will not copy other people's work, unless I have permission.

I understand that I am responsible for what I do both in and out of school:

- I understand that the school may take action if I do not follow the above rules in school and out of school (if it affects the school or any other pupil / staff member). This may include my parents / carers being contacted.



Mighty Oaks Academy Trust

E-Safety Policy

Review Date: September 2024



Aims

Might Oaks Academy Trust aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

The 4 Key Categories of Risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

[Teaching online safety in schools](#)

[Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)

[\[Relationships and sex education\]](#) – see section 4]

[Searching, screening and confiscation](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

The policy also takes into account the National Curriculum computing programmes of study.

Roles and Responsibilities

The Governing Board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

The governor who oversees online safety is Debbie Loughran.

All governors will:

Ensure that they have read and understand this policy

Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (appendix 3).

Ensure that online safety is a running and interrelated theme while devising and implementing their whole school or college approach to safeguarding and related policies and/or procedures.

Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with special educational needs and/or disabilities (SEND). This is because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable.

The Designated Safeguarding Lead

Details of the school's designated safeguarding lead (DSL) are set out in our child protection and safeguarding policy as well as relevant job descriptions.

The DSL takes lead responsibility for online safety in school, in particular:

- Supporting the Heads of School and SLT in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the Head of School, and other staff, as necessary, to address any online safety issues or incidents
- Managing all online safety issues and incidents in line with the school child protection policy
- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Monitoring staff use of systems (Senso)
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- Updating and delivering staff training on online safety (appendix 4 contains a self-audit for staff on online safety training needs)
- Liaising with other agencies and/or external services if necessary
- Providing regular reports on online safety in school to the Head of School and/or governing board

This list is not intended to be exhaustive.

All Staff and Volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Agreeing and adhering to the terms on acceptable use of the MAT's ICT systems and the internet (appendix 3), and ensuring that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- Working with the DSL to ensure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy
- Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline and maintaining an attitude of 'it could happen here'

This list is not intended to be exhaustive.

Parents

Parents are expected to:

- Notify a member of staff or the Head of School within each school of any concerns or queries regarding this policy
- Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (appendices 1 and 2)

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- What are the issues? – [UK Safer Internet Centre](#)
- Hot topics – [Childnet International](#)
- Parent resource sheet – [Childnet International](#)

Visitors and Members of The Community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 3).

Educating Pupils About Online Safety

Pupils will be taught about online safety as part of the curriculum:

The text below is taken from the [National Curriculum computing programmes of study](#).

Academies that don't follow the National Curriculum should adapt this section to include details of how online safety forms part of their own curriculum.

It is also taken from the [guidance on relationships education, relationships and sex education \(RSE\) and health education](#).

All schools have to teach:

[Relationships education and health education](#) in primary schools

In **Key Stage 1**, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Pupils in **Key Stage 2** will be taught to:
- Use technology safely, respectfully and responsibly
- Recognise acceptable and unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.

Educating Parents About Online Safety

The school will raise parents' awareness of internet safety in letters or other communications home, and in information via our website. This policy will also be shared with parents.

The school will let parents know:

- What systems the school uses to filter and monitor online use
- What their children are being asked to do online, including the sites they will be asked to access and who from the school (if anyone) their child will be interacting with online
- If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSL.
- Concerns or queries about this policy can be raised with any member of staff or the Head of School within each setting.

Cyber-bullying

Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Class teachers discuss cyber-bullying with their classes.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

Acceptable Use of The Internet in School

All pupils, parents, staff, volunteers and governors are expected to agree to all terms regarding the acceptable use of each school's ICT systems and the internet (appendices 1 to 3). Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

More information is set out in the acceptable use agreements in appendices 1 to 3.

Pupils Using Mobile Devices in School

Pupils may bring mobile devices into school, but are not permitted to use them during:

- Lessons
- Tutor group time
- Clubs before or after school, or any other activities organised by the school
- Any use of mobile devices in school by pupils must be in line with the acceptable use agreement (see appendices 1 and 2).
- Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

Staff Using Work Devices Outside School

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing anti-virus and anti-spyware software
- Keeping operating systems up to date by always installing the latest updates

Staff members must not use the device in any way which would violate the school's terms of acceptable use, as set out in appendix 3.

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from Margo Richens or Jordan Handy.

How The School Will Respond to Issues of Misuse

Where a pupil misuses the individual school's ICT systems or internet, we will follow the procedures set out in our policies on. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the ICT systems within each school, or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures. The action taken will depend on the individual circumstances, nature, and seriousness of the specific incident.

Each school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

By way of this training, all staff will be made aware that:

Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse

Children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content

Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element

Training will also help staff:

- Develop better awareness to assist in spotting the signs and symptoms of online abuse
- Develop the ability to ensure pupils can recognise dangers and risks in online activity and can weigh up the risks
- Develop the ability to influence pupils to make the healthiest long-term choices and keep them safe from harm in the short term

The DSL deputies will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

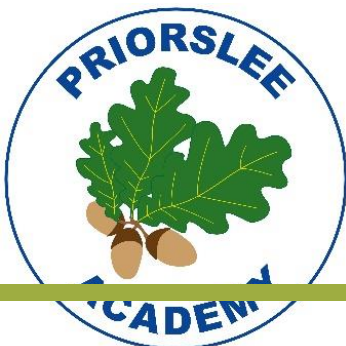
More information about safeguarding training is set out in our child protection and safeguarding policy.



Mighty Oaks Academy Trust

Staff Use of Social Media Policy

Review Date: September 2024



Purpose of the Policy

- The purpose of this policy is to encourage good practice, to protect the Multi Academy and its employees, and to promote the effective use of social media as part of the Multi Academy Trust activities.
- This policy covers personal and professional use of social media and aims to encourage its safe use by the Multi Academy Trust and its employees.
- The policy applies regardless of whether the social media is accessed using the Multi Academy Trusts IT facilities and equipment, or equipment belonging to members of staff.
- Personal communications via social media accounts that are likely to have a negative impact on professional standards or the Multi Academy Trusts reputation are within the scope of this policy.
- This policy covers all individuals working at all levels and grades, including full-time and part-time employees, fixed-term employees and agency workers.

Definition of Social Media

Social media is a broad term for any kind of online platform which enables people to directly interact with each other. It allows people to share information, ideas and views. Examples of social media include blogs, Facebook, LinkedIn, Twitter, Google+, Instagram, Myspace, Flickr and YouTube.

Roles, Responsibilities and Procedure

Employees should:

- be aware of their online reputation and recognise that their online activity can be seen by others including parents, pupils and colleagues on social media;
- ensure that any use of social media is carried out in line with this policy and other relevant policies, i.e. those of the employer;
- be aware that any excessive/inappropriate use of social media in the Multi Academy Trusts may result in disciplinary action;
- be responsible for their words and actions in an online environment. They are therefore advised to consider whether any comment, photograph or video that they are about to post on a social networking site is something that they want pupils, colleagues, other employees of the trust, or even future employers to read. If in doubt, don't post it!

Managers are responsible for:

- addressing any concerns and/or questions employees may have on the use of social media;
- operating within the boundaries of this policy and ensuring that all staff understand the standards of behaviour expected of them.

Acceptable Use

Employees should be aware that content uploaded to social media is not private. Even if you restrict it to 'friends', there is still capacity for it to be re-posted or distributed beyond the intended recipients.

Therefore, employees using social media should conduct themselves with professionalism and respect.

Employees should not upload any content on to social media sites that:

- is confidential to the Multi Academy Trusts amounts to unlawful discrimination, harassment or victimisation
- brings the Multi Academy Trust into disrepute
- contains lewd, sexually explicit, threatening or similarly inappropriate or offensive comments, images or video clips
- undermines the reputation of the Multi Academy Trust and/or individuals
- is defamatory or knowingly false
- breaches copyright
- is in any other way unlawful.

Employees should be aware of both professional and social boundaries and should not therefore accept or invite 'friend' requests from pupils or ex-pupils under the age of 18, or from parents on their personal social media accounts such as Facebook. All communication with parents via social media should be through the Multi Academy Trust's social media accounts. In exceptional circumstances it may be deemed appropriate for parents to be allowed as a 'friend' but this request needs to be discussed with the Heads of Schools e.g. if you are friends with this person outside of school. If the parent is a staff member this is deemed acceptable as they also have to adhere to this policy. Employees should note that the use of social media accounts during lesson time is not permitted.

Safeguarding

The use of social networking sites introduces a range of potential safeguarding risks to children and young people.

Potential risks can include, but are not limited to:

- online bullying;
- grooming, exploitation or stalking;
- exposure to inappropriate material or hateful language;
- encouraging violent behaviour, self-harm or risk taking.

In order to mitigate these risks, there are steps you can take to promote safety online:

- You should not use any information in an attempt to locate or meet a child.
- Ensure that any messages, photos or information comply with existing policies.

Reporting safeguarding concerns

- Any content or online activity which raises a safeguarding concern must be reported to the lead safeguarding officer in the Multi Academy Trust.
- Any online concerns should be reported as soon as identified as urgent steps may need to be taken to support the child.
- With regard to personal safeguarding, you should report any harassment or abuse you receive online while using your work accounts.

Reporting, responding and recording cyberbullying incidents

- Staff should never engage with cyberbullying incidents. If in the course of your employment with this Multi Academy Trust, you discover a website containing inaccurate, inappropriate or inflammatory written material relating to you, or images of you which have been taken and/or which are being used without your permission, you should immediately report this to a senior manager at the Multi Academy Trust
- Staff should keep any records of the abuse such as text, emails, voicemail, website or social media. If appropriate (in accordance to KCSIE 2022 guidance), screen prints of messages or web pages could be taken and the time, date and address of site should be recorded.

Action by Employer: Inappropriate Use of Social-Media

- Following a report of inappropriate use of social media, the senior manager will conduct a prompt investigation.
- If in the course of the investigation, it is found that a pupil submitted the material to the website, that pupil will be disciplined in line with the Multi Academy Trust's behaviour policy. If it is found to be a parent, this will be addressed through each school's home-Academy agreement policy.
- The senior manager, where appropriate, will approach the website hosts to ensure the material is either amended or removed as a matter of urgency, i.e., within 24 hours. If the website requires the individual who is complaining to do so personally, the Multi Academy Trust will give their full support and assistance.
- Checks will be carried out to ensure that the requested amendments or removals are made. If the website(s) does not co-operate, the senior manager will contact the internet service provider (ISP) as the ISP has the ability to block access to certain sites and, in exceptional circumstances, can close down a website.
- If the material is threatening and/or intimidating, senior management will, with the member of staff's consent, report the matter to the police.
- The member of staff will be offered full support and appropriate stress counselling.

Breaches of this Policy

Any member of staff suspected of committing a breach of this policy (or if complaints are received about unacceptable use of social networking that has potentially breached this policy) will be investigated in accordance with the Multi Academy Trust's behaviour, code of conduct and disciplinary procedure. The member of staff will be expected to co-operate with the Multi Academy Trust's investigation which may involve:

- handing over relevant passwords and login details;
- printing a copy or obtaining a screenshot of the alleged unacceptable content;
- determining that the responsibility or source of the content was in fact the member of staff.

The seriousness of the breach will be considered including the nature of the content, how long the content remained visible on the social media site, the potential for recirculation by others and the impact on the Multi Academy Trust's or the individuals concerned. Staff should be aware that actions online can be in breach of the Staff Code of conduct/IT/equality policies and any online breaches of

these policies may also be treated as conduct issues in accordance with the disciplinary procedure. If the outcome of an investigation leads to disciplinary action, the consequences will be dealt with in accordance with the appropriate procedures. Serious breaches could result in the dismissal of the employee. Where conduct is considered to be unlawful, the Multi Academy Trust will report the matter to the police and other external agencies.

Monitoring and Review

If the manager reasonably believes that an employee has breached this policy, from time to time the Multi Academy Trust will monitor or record communications that are sent or received from within the MAT's network and will check social media accounts.

This policy will be reviewed on a bi-annually basis and, in accordance with the following, on an as-and-when required basis:

- legislative changes;
- good practice guidance;
- case law;
- significant incidents reported.

This policy does not form part of any employee's contract of employment and may also be amended from time to time by the MAT.

Legislation

Acceptable use of social networking must comply with UK law. In applying this policy, the Academy will adhere to its rights, responsibilities and duties in accordance with the following:

- Regulation of Investigatory Powers Act 2000
- General Data Protection Regulations (GDPR) 2018
- The Human Rights Act 1998
- The Equality Act 2010
- The Defamation Act 2013

The internet is a fast-moving technology and it is impossible to cover all circumstances or emerging media – the principles set out in this policy must be followed irrespective of the medium. When using social media, staff should be aware of the potential impact on themselves and the employer, whether for work related or personal use; whether during working hours or otherwise; or whether social media is accessed using the employer's equipment or using the employee's equipment. Staff should use discretion and common sense when engaging in online communication. There are some general rules and best practice in the appendix which staff may find helpful.

Appendix

Responsible use of social media – guidance for staff. Remember that anything you post online is not really private. Below are some common sense guidelines and recommendations that staff are advised to follow to ensure responsible and safe use of social media.

- Do not add pupils as friends or contacts in your social media accounts.

- Follow this social media policy.
- Always maintain professional boundaries. Do not engage in discussion with pupils online unless through official Academy accounts.
- Do not discuss pupils, families or school related business unless through official Academy accounts.
- Think about the potential risks: professional boundaries of adding parents to your private social media accounts (refer to policy).
- Consider using an alternative name on sites like Facebook to make it harder for pupils to find you. For example, some members use their partner's surname online but their own surname in Academy.
- Never post anything that is offensive or aggressive, even if you are very angry or upset. It can easily be taken out of context.
- Remember humour is relative. For example, posting images and/or text about a recent stag or hen night may be deemed inappropriate. Likewise, a few 'light hearted' comments and/or images about colleagues or students may not be perceived as such by either subject(s) of the humour or the employer. The guiding rule is: if in doubt, don't post it.
- Make sure you regularly check and refresh your site page to ensure it is free of any inappropriate comments and/or images.
- If you are tagged in something in Facebook that you consider inappropriate, use the remove tag feature to untag yourself (for details on how to do this, refer to the Facebook help centre).
- Be cautious of accepting 'friend requests' from people you do not really know. Simply being a 'friend' of your own Facebook friend does not mean that they should automatically be given access to your information.
- Review your profile information and settings on Facebook, Twitter and other sites to ensure it is appropriate as it may be accessed by others such as colleagues, pupils, parents and potential employers.
- Check your privacy and security settings regularly, and keep your date of birth and home address to yourself. Identity theft is a growing crime and this kind of information could be used to gain access to your bank or credit card account.
- If you feel dissatisfied and wish to rant about teaching, politics and life in general, consider doing so anonymously, through a networking account or blog which cannot be attributed to you. Check that anything that you post does not identify you, your Academy, pupils or parents.
- Ensure that any comments and/or images could not be deemed defamatory or in breach of copyright legislation.
- Never post any information which can be used to identify a pupil.
- Do not use social media in any way to attack or abuse colleagues or air any other internal grievances.
- Do not post derogatory, defamatory, offensive, harassing or discriminatory content.
- Do not engage in any conduct (using personal insults, obscenities) which would not be acceptable in the workplace.
- Do not use social media to 'whistle blow' – raise concerns through the proper channels which would entitle you to legal protection (Public Interest Disclosure Act 1998).

Mobile Phone/Smart Watch Use/Tablet

Staff Devices Staff are allowed to have personal devices in school such as a mobile phone or tablet.

These can be used for educational purposes in a variety of ways, but they must be used in accordance with our safeguarding policy.

Staff will:

- Ensure that their device can be locked (passcode/finger print or other means).
- Ensure that their device is kept out of reach of children.
- Only use the device during lesson time if it is appropriate (e.g. educational app, stopwatch, timer).
- Ensure that their screensaver or wallpaper is suitable.
- Staff should not make calls or send messages from their phones in any area of the school where they can be heard by the children. If a member of staff needs to make a call or send a message, it should be done in an area where no children are present (for example, the unoccupied hall or room which is empty with the door closed).



Mighty Oaks Academy Trust

Mental Health and Wellbeing

Policy

Review Date: September 2024



Policy statement

At Priorslee Academy, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives physical health. At Priorslee Academy we endeavour to ensure that children are able to manage times of change and stress. We aim to ensure that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. How the policy was developed. In developing the policy we have taken account of: Promoting children and young people's emotional health and wellbeing. Public Health England 2015. Anna Freud school staff wellbeing.

Links to other policies

This policy links to our Child Protection Policy, Anti Bullying, SEND Offer and our Positive Behaviour Policy. It draws on our whole school use of Herts Steps, a therapeutic approach to behaviour management that aims to use training and resources to understanding the causes of behaviours, rather than a focus on the behaviours themselves. Teaching about mental health At Priorslee Academy we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising.

We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and resilience, and which everyone understands
- Adhering to Herts Steps therapeutic approach to behaviour management
- Focusing on the 5 steps to wellbeing and 'Zones of regulation'
- Helping children to develop social relationships, support each other and seek help when they need it
- Promoting self-esteem and ensuring children understand their importance in the World. • Helping children to be resilient learners and to manage setbacks
- Teaching children social and emotional skills and an awareness of mental health
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers
- Supporting and training staff to develop their skills and their own resilience
- Developing an open culture where it's normal to talk about mental health

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements

- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Enabling access to appropriate support
- Mental Health and PSHE for all year groups
- Wellbeing week and access to information around the school
- Workshops for parents and carers small group activities.
- Nurture groups to focus on mental health, resilience and wellbeing.
- Lunch bunch.
- Children to be aware that they can drop in and see a designated adult if they are anxious or worried about a certain situation/issue.

Staff roles and responsibilities, including those with specific responsibility

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote this in and out of their classrooms. All staff will be Mental Health Level 1 certified by the end of this academic year with regular access to e-modules to upskill from MindEd. Supporting and promoting mental health and wellbeing of staff is an essential component of a healthy school.

At Priorslee Academy we promote opportunities to maintain a healthy work life balance. Staff are supported pastorally and have access to enriched opportunities. Staff also have access to external support systems. We believe that all staff have a responsibility to promote positive mental health and to understand the protective and risk factors for mental health.

Some children will require additional help; all staff should have the skills to identify warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Key staff supporting Mental Health at Priorslee Academy

Named Mental Health Leads – Jodie Cooper and Jo Hart, Caroline Bagshaw, Margo Richens, Rebecca Brewer.

Our Mental Health Leads;

- Leads and works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing
- Leads on PSHE teaching and advice on mental health
- Provides advice and support to staff and organises training and updates
- Is the first point of contact with mental health services and makes individual referrals to them.

Many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals.

Early identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, we do this in different ways including:

- Teaching resources including: When to worry NHS questionnaire, SDQ (Social difficulty questionnaire), Advice on 'how schools can support children and young person's mental health.
- Changes in patterns may indicate warning signs indicating that a student is experiencing mental health or emotional wellbeing issues. Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school.

Attendance

Punctuality

Relationships

Approach to learning

Physical indicators

Negative behaviour patterns

Family circumstance

Recent bereavement

Health indicators

Possible warning signs include; Changes in eating/sleeping habits, Becoming socially withdrawn, Changes in activity and mood, Talking about self-harm or suicide, Expressing feelings of failure, uselessness or loss of hope, Repeated physical pain or nausea with no evident cause, An increase in lateness or absenteeism, Assessment, interventions and support.

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SEN to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will be:

- Organising workshops and presentations on mental health, anxiety, resilience
- Provide information online on mental health issues and local wellbeing and parenting programmes
- Share ideas about how parents and carers can support positive mental health in their children
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home

When a concern has been raised, Priorslee Academy teachers or Mental Health Lead will: • Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)

- Discuss any relevant referrals to external agencies
- Signpost parents to further information or provide resources to take away
- Create a chronology of actions and events
- Agree mental health care and protection plan where appropriate including clear next steps
- Discuss how parents can support their child through strategies or signposts to parenting support groups

Working with specialist services

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing. Your child may be referred to one of the following services for additional support.

- CAMHS
- School Nursing Service
- Children's Services
- Therapists
- Family support workers
- Educational psychology services
- Counselling services

Monitoring and evaluation

The mental health and wellbeing policy is on the school website and hard copies are available on request.



Mighty Oaks Academy Trust

Suicide Intervention Policy

Review Date: September 2024



School Suicide Intervention Policy

Statement of Purpose

Priorslee Academy community is aware that:

1. Suicide is the leading cause of death in young people;
2. We play a vital role in helping to prevent young suicide.
3. We want to make sure that children and young people at our school are as suicide “safe as possible” and that our governors, parents and carers, teaching staff, support staff, pupils themselves and other key stakeholders are aware of our commitment to be a suicide-safer at Priorslee Academy.

Underlying Principles

This school community is aware that:

1. Improve connectedness. A child or young person who is contemplating suicide may not feel able to access the support of those around them. This may be because of fear, perceived rejection, a sense of shame or embarrassment, or because they fear that they may need to share whatever is causing their thoughts of suicide. They may find this difficult to open up about.
2. It is important to provide safe spaces and alternative opportunities for school children to share their story. It is important to use language that protects and provides safety and to cultivate an environment where nothing is so secret that it can't be shared.
3. Reduce access to means. It is important to ensure that the physical environment of our school is as safe as possible. The removal of potential ligature points, restricting access to places which facilitate jumping. Making sure classroom items such as scissors/compasses/pencil sharpeners* (*please be aware that pencil sharpeners have in some cases reported as having been tampered with and blades accessed and shared for self-harm) are monitored when in use and safely secured when not in use. Also the removal of harmful substances from public areas. All these are considerations of how to reduce access to potential means of suicide, this will form part of any health & safety risk assessment.
4. Our school/college will adopt the three underlying principles of SEE-SAY-SIGNPOST and select nominated staff members to undertake the 20 minute ZeroSuicide Online Training module <http://zerosuicidealliance.com/>

Our Beliefs about Suicide and its Antecedents

This school acknowledges that:

1. Suicidal thoughts are common
2. We acknowledge that thoughts of suicide are common among young people.

3. Suicide is complex

4. We believe that every suicide is a tragedy. There are a number of contributory factors surrounding a suicide and the reasons are often complex and individual to that person. However, we believe that there are lessons that may be learned from each death that may help prevent future deaths.

5. Stigma inhibits learning-stigma can kill. We recognise that the stigma surrounding suicide and mental illness can be both a barrier to help seeking and a barrier to offering help.

6. This school is committed to tackling suicide stigma. In our language and in our working relationships, we will promote open, sensitive talk that does not stigmatise and perpetuate taboos. This will include avoiding the use of language which perpetuates unhelpful notions that suicide is criminal, sinful or selfish.

7. We know that unhelpful myths and misconceptions surrounding suicide can inhibit young people in seeking and finding appropriate help when it is most needed.

Suicide Intervention is our Business too

1. As a school community, we recognise that pupils may seek out someone whom they trust with their concerns and worries. We want to play our part in supporting any pupil who may have thoughts of suicide.

2. Safety is very important-We know that pupils who are having thoughts of suicide may or may not also be behaving in a way that puts their life in danger (suicide behaviours). Schoolchildren experiencing suicidal thoughts are potentially at risk of acting on these thoughts.

3. Those who are already engaging in suicide behaviours are also clearly at risk of death or harm. This school wants to work with our pupils who may be thinking about suicide, or acting on their thoughts of suicide.

4. We want to support them, sometimes working in partnership with family, caregivers and other professionals where this may enhance suicide safety.

5. Suicide is a difficult thing to talk about. We know that a child or young person who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will equip adults with the skills to identify when a pupil may be struggling with thoughts of suicide. These adults will be trained to keep our young people suicide-safe "as is possible".

6. Talking about suicide does not create or worsen risk. We will provide our pupils with opportunities to speak openly about their worries with people who are ready, willing and able to support them. We want to make it possible for schoolchildren and young people, and those who support them at this school, to do so safely.

7. This will be in a way that leads to support and help where this is needed. We will do all we can to refrain from acting in a way that stops a pupil seeking the help they need when they are struggling with thoughts of suicide.

8. This school recognises that suicide bereavement has been described as “grief with the volume turned up” the effects on families, communities and society as a whole are devastating and tragic. This school will support in any way we can and the link below will be signposted as appropriate;

http://www.petesdragons.org.uk/Bereavement_Support_2369.aspx

Our Team and its Responsibilities

1. Our governors and leadership team at this school will be clear about how we will respond in the event of a suicide. Each member of our named Designated Safeguarding Leads (DSL's) will have a defined responsibility within our plan including leadership, family liaison and any communications with external agencies, including the media. This commitment and reporting for assistance from outside agencies, when needed, will go hand in hand with our main Child Protection & Safeguarding in School Policies.

2. We will have a clear picture of who has received general suicide awareness education and commit to this being refreshed periodically. This team will be drawn from across the whole school community, not just from one department.

3. We will have a clear policy about how staff should work together where thoughts of suicide or suicide behaviours are known among our young people. We will manage the sharing of information in a way that enhances safety.

Ongoing Support and Development of our Policy and Practice

1. Our Governors and Leadership Team at this school will keep our practice up to date by maintaining contact with best practice and on-going training.



Mighty Oaks Academy Trust

Domestic Abuse Policy

Review Date: September 2024



Introduction

Tackling domestic abuse is a high priority for the MAT. We recognise that, unfortunately, some employees will be experiencing domestic abuse and that the current pandemic may have compounded this situation. The MAT has a zero-tolerance policy in relation to domestic abuse. Our aim, through this policy, is to provide a safe workplace and send out a strong message that domestic abuse is unacceptable. The policy sets out how we will support employees who are experiencing domestic abuse and how we will take action against employees who are perpetrators of domestic abuse. The policy should be read in conjunction with the Guidance Notes which are referred to throughout.

Scope of Policy

This policy applies to all MAT employees, except those employed in schools under Local Management of School provisions.

Policy Commitments

The MAT is committed to:

- Protecting the safety and security of all employees at work, including those affected by domestic abuse and their colleagues
- Fostering a safe and supportive workplace culture where employees feel able to disclose difficult issues such as domestic abuse
- Raising awareness of this policy and the support that is available to employees experiencing domestic abuse
- Supporting employees who are experiencing domestic abuse and ensuring that they are treated with dignity and respect
- Protecting confidentially, with the exception of cases where there is imminent threat to life, harm of children or vulnerable adults, or threat to other employees
- Ensuring that managers are equipped to support employees who are experiencing domestic abuse and to signpost them to relevant organisations
- Providing awareness training to all employees on domestic abuse
- Investigating and where appropriate taking action against employees who are perpetrators of domestic abuse, in accordance with the MAT's Disciplinary Policy

This policy recognises that:

- Whilst women are more likely to experience domestic abuse, this policy applies equally to men and women. It also applies in the case of employees who are affected by Child to Parent abuse.
- It is the responsibility of line managers to be familiar with the Domestic Abuse policy and to support employees who are experiencing domestic abuse in a sympathetic, non-judgmental way.
- It is the responsibility of Public Health, working in partnership with HR, Health & Safety and trade union representatives to ensure that employees are aware of the Domestic Abuse Policy and to monitor and review its effectiveness.
- It is the responsibility of Public Health, working in partnership with HR and Organisational Development, to ensure that appropriate awareness raising training is available for employees.
- It is the responsibility of all employees to support colleagues if they suspect they are experiencing abuse and to report colleagues if they suspect they are perpetrators of abuse.

What is Domestic Abuse?

Domestic Abuse is defined as:

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- ☐ psychological
- ☐ physical
- ☐ sexual
- ☐ financial
- ☐ emotional

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

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

Our broad definition includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Please refer to guidance note 1 for information on what is meant by domestic abuse and Guidance Note 2 for information on the myths around domestic abuse.

What are the Indicators of Domestic Abuse?

There can be many potential indicators of domestic abuse such as changes to work productivity, changes in behaviour and appearance and other physical indicators. As an employer, we will ensure that our managers and employees are aware of how to recognise these potential indicators and what to do if an employee discloses, or if they suspect an employee may be experiencing domestic abuse.

Please refer to Guidance Note 1 for more information on potential indicators of abuse and Guidance Note 3 for information on opening up the conversation around domestic abuse.

Sources of Support:

If an employee is experiencing domestic abuse, it is really important that they know that there are people within the organisation who can support them. This might be:

- Their line manager
- A trusted colleague
- The Employee Assistance Programme (where you can access confidential advice as well as counselling)
- Human Resources
- Occupational Health
- Health & Safety
- Trade Union Representatives

More information on sources of support can be found in Guidance Note 4.

Types of Support

Once an employee has disclosed domestic abuse, a discussion will take place around the support options that are available. This may be in the form of practical support or by signposting to other internal, regional and national support services, charities and organisations who can provide help and advice.

See Guidance Note 5 for details of the types of support available.

Dealing with employees who are perpetrators of abuse

The MAT recognises that abusive behaviour is the responsibility of the perpetrator. As such, an employee who is a perpetrator of domestic abuse will be subject to an investigation in accordance with

the MAT's Disciplinary Policy, the potential outcome of which could include dismissal in cases of gross misconduct.

See Guidance Note 6 for further information on Employees who are Perpetrators.



Mighty Oaks Academy Trust

Collection of Children Policy

Review Date: September 2024



Collection of Children in EYFS, Key Stage 1 and Key Stage 2

Expectations

Children are expected to be collected by adults staff are familiar with, unless written consent has been given for children to walk home in Key Stage 2.

Procedure

At the end of the school day staff will call individual children's names as a known adult. Staff will then ensure that children then go to their known adult before calling the next child's name. Staff must have a copy of the known adult and password list to hand at the end of the school day.

Children in Key Stage 2 who have been given written permission by parents to walk home at the end of the day may leave the individual classroom door after a member of staff has given permission.

Collection by a new adult

Expectations

Children are expected to be collected by adults staff are familiar with.

Procedure

Any adult coming to collect a child who is unfamiliar to staff will be expected to provide a password set by the children's parents/carers.

Parents and Carers must inform school staff that a new adult is collecting their child via the school office, email or face to face with the class teacher.

Failure to collect your child

Expectations

Children are expected to be collected from;

Pre School 3:30pm

Reception – Year Six: 31:5pm

If a parent/carer knows they are going to be late it is expected for them to ring the individual school to notify the relevant staff.

Procedure

Children will be kept with staff only up to 5 minutes late whilst waiting for parents/carers.

If more than 5 minutes late then they are brought to the designated area for each year groups after school club and contact will be sought with the relevant contact numbers.

Children are released to known parents/carers or an adult with the relevant password. If there is no one present to collect then they taken to the relevant after school club. Then contact will be sought with the relevant contact numbers.

If no contact is made within half an hour the Senior Leaderships Team will be informed and Family Connect will be informed if SLT are unable to make contact.



Mighty Oaks Academy Trust

Speak Up Policy

Review Date: September 2024



Introduction

Employees, members, volunteers, school governors, partners, contractors and suppliers¹ are often the first to realise that there may be something wrong within the Multi Academy Trust (MAT). However, they may not express their concerns because they may feel that speaking up would be disloyal to their colleagues or to the Multi Academy Trust. They may also fear harassment or victimisation. In these circumstances, they may feel it easier to ignore their concerns rather than report what may just be a suspicion of malpractice.

The Multi Academy Trust prides itself on having an open and honest culture and is committed to the highest possible standards of probity, accountability and transparency. In line with that commitment, we encourage people raising concerns about any aspects of the Multi Academy Trust works to come forward and voice those concerns internally. The Multi Academy Trust will take steps to try and minimise any difficulties experienced as a result of raising a concern (see paragraphs 4.7 and 5.3).

It is intended to encourage and enable people raising concerns to raise them within the Multi Academy Trust, irrespective of seniority, rank or status, rather than overlooking a problem or reporting the matter externally.

This policy operates alongside other specific “Whistleblowing” investigation procedures developed for example in Child Protection.

Who Does this Apply to?

The Multi Academy Trusts Speak Up Policy applies equally to all of the following groups:

- MAT employees (including part time and temporary staff)
- Agency staff working for the MAT
- Members of the MAT
- School governors (advisory boards)
- MAT contractors and suppliers
- Organisations working with the MAT under partnership arrangements
- Volunteers

Aims of this Policy

This policy is intended to provide you with an avenue to raise concerns within the MAT. The policy aims to:

- * Encourage you to feel confident in raising concerns and to question and act upon concerns about malpractice
- * Encourage you to raise these concerns as soon as they arise so that appropriate action can be taken
- * Provide avenues for you to raise those concerns within the MAT and receive feedback on any action taken;
- * Allows you to take the matter further if you are dissatisfied with the MAT’s response; and
- * Reassure you that we will endeavour to protect you from reprisals or victimisation for speaking up in good faith.

There are existing procedures in place to enable employees to

¹ Defined for the rest of this policy as “people raising concerns”.

lodge a grievance relating to their employment. As MAT employees, each member of staff has a responsibility to report wrongdoing using the procedures designed to manage such information. It is important that employees recognise the distinction between work related issues and those external to their employment. Whilst the Speak Up process can be used to raise possible wrongdoing outside the employees, immediate work area, it should not be used to promote particular campaigns. Similarly, if the process is activated employees should not publicise allegations to other elected members or officers as this may restrict investigation or be viewed as a malicious act.

If your concern relates to any internal procedure or act which affects your employment directly, then this should be raised through the MAT's grievance procedure.

Areas Covered by the Policy

This policy is intended to cover concerns that fall outside the scope of other procedures as outlined in 1.4, 3.2 and 3.3. The types of concerns include:

- * Conduct which is an offence or a breach of the law
- * A failure to comply with a statutory or legal obligation (e.g. Race Relations (Amendment) Act, Data Protection Act etc.)
- * Improper unauthorised use of public funds or other funds
- * A miscarriage of justice
- * Maladministration, misconduct or malpractice
- * Endangering of an individual's health and safety
- * Damage to the environment
- * Possible fraud and corruption
- * Sexual, physical or verbal abuse of clients/pupils
- * Any other unethical conduct or improper conduct (including bullying or harassment).
- * evasion of data/information security procedures
- * Discrimination of any kind
- * Deliberate concealment of any of the above

The overriding concern should be that it would be in the public interest for malpractice to be corrected and, if appropriate, sanctions applied. Therefore, you can report any concerns that you have about any aspect of service provision or the conduct of officers or members of the MAT or others acting on behalf of the MAT under the Whistleblowing Policy. This may be about something that:

- Makes you feel uncomfortable in terms of known/established standards or the standards you have experienced and believe the MAT subscribes to.
- Is against the MAT's Constitution and policies.
- Amounts to improper conduct.

The policy is subject to any relevant legislation (including the Public Interest Disclosure Act 1998) and specifically will operate within the requirements of the Data Protection Act 1998, the Human Rights Act 1998, and the Regulation of Investigatory Powers Act 2000.

This policy provides a general outline of the governing legislation in this area for guidance purposes only and should not be regarded as a complete or authoritative statement of the law.

How to Raise a Concern

Employees, volunteers and partners should raise concerns within the MAT with either:-

- Your Line Manager/Service Delivery Manager/appropriate member of the Senior Leadership Team
- Advisory Board Members
- Head of Schools
- TAW Audit and Assurance Officer
- Trade Union representative

School Governors (Advisory Board) should raise concerns with the Director of Children's Services, Assistant Director: Education & Skills, the Audit and Assurance Manager or the Monitoring Officer.

Contractors and suppliers should raise concerns with the Strategic Procurement Specialist, Audit & Assurance Manager or the Monitoring Officer.

Members' should raise concerns with the Monitoring Officer. If the concern is in respect to the action of a member under the Code of Conduct for Members, the concern raised maybe referred to the Standards Committee.

If the concern is in respect to professional conduct then the personnel outlined in the paragraphs above should be contacted, as appropriate.

If the concern is connected with your direct line manager/supervisor your Designated Safeguard Lead will, if appropriate, be able to provide advice as to whom to direct your concerns.

Concerns are better raised in writing². You will need to set out the background and history of the concern giving names, dates and places where possible, and the reason why you are particularly concerned about the situation. If you do not feel able to put your concern in writing, you can telephone or meet an appropriate officer. The appropriate officer will make notes of any conversations with you in order that, if required, a proper investigation can be undertaken.

Alternatively, you can leave a message on the 24 hour Audit & Assurance answer phone (telephone number 383115). This service is confidential. You will not be asked to give your name if you do not wish to. This answer phone is kept in the Audit & Assurance Office and messages are checked by specified Audit staff.

The earlier you inform us of your concern and the more detail you give us; the easier it will be for action to be taken.

At this stage you are not expected to prove the allegation but you will need to demonstrate to the person contacted that there are sufficient grounds for your concern.

Advice and guidance on how matters of concern may be pursued can be obtained from:

- * Heads of Schools
- * Human Resources
- * TAW Audit & Assurance
- * Trade union/professional association
- * TAW's Monitoring Officer

² This can be written or by e-mail. If using e-mail you must consider the security and confidentiality aspects of this method.

You may prefer, in order to protect yourself or to maintain your anonymity, to invite your trade union or representative to raise a matter on your behalf. Your representative may be required to obtain additional information from you in order that a proper investigation can be undertaken.

Whilst anonymous allegations will be considered and action taken where appropriate, it is much more difficult to properly investigate matters raised anonymously. The Speak Up Policy is designed to protect those raising genuinely held concerns and the policy encourages them to identify themselves. Obviously, feedback relating to any investigation which has been undertaken can only be provided where contact details are known.

How the Multi Academy Trust will Respond

The action taken by the Multi Academy Trust will depend on the nature of the concern. The matters raised may:

- * Be investigated internally by an appropriately skilled and experienced officer, knowledgeable in the area concerned e.g. Manager, Audit & Assurance, Benefits Investigation Team, Human Resources, TAW's Monitoring Officer;
- * Be referred to the Police;
- * Be referred to the external Auditor or Ombudsman;
- * Form the subject of an independent inquiry.

In order to protect individuals and the MAT's, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations that fall within the scope of specific procedures (for example, child protection or discrimination issues) will normally be referred for consideration under those procedures.

Some concerns may be resolved by agreed action without the need for further investigation.

Within ten working days of a concern being received (excluding anonymous concerns), the individual with whom you raised the matter will confirm in writing:

- a) Acknowledging that the concern has been received;
- b) Indicating how it is proposed to deal with the matter;
- c) Confirmation that further investigations will take place and an estimate as to how long it will take to provide a final response; and
- d) If the matter is not to be investigated the reason why.

The level of contact between the officer(s) considering the issues and yourself will depend upon the nature of the matters raised, the potential difficulties involved and the clarity of the information provided. If necessary, further information may be requested from you. We will attempt to do this in as discreet a manner as possible.

When any meeting is arranged, you have the right, if you wish, to be accompanied by a trade union or other representative. The meeting can be off site, if requested.

The MAT will take steps to minimise any difficulties, which you may experience as a result of raising a concern and provide any appropriate support including a confidential Counselling Service. For instance, if you are required to give evidence in disciplinary or criminal proceedings, the Academy will advise you about the procedure. Within internal proceedings you will have the option of asking someone else to represent you.

The MAT accepts that you need to be assured that the issues you have raised have been properly dealt with. We will therefore try, subject to any legal constraints, to keep you informed in connection with the outcome of any investigation. In addition, you will be informed as to any action taken to rectify working practices where irregularities have been identified as a consequence of an investigation.

You may withdraw from the process at any stage, although your involvement may still be required in certain circumstances such as ongoing disciplinary or legal proceedings relating to the matter concerned. If you do wish to withdraw you or your representative must inform the person with whom you raised the initial concern and the investigating officer. You will be requested to provide a reason/(s) for your withdrawal.

If you withdraw from the process on-going investigations into the issues arising from your concern may continue dependent on the nature of the issues and the results of the investigation findings at that time.

The person against whom the concern has been raised will be informed following the initial investigations if it is considered that there is an issue to be investigated further, subject to current HR procedures. This person will be supported in an appropriate manner and will be informed, as appropriate, of the progress of the investigation.

Safeguards

Harassment or Victimisation

The MAT recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal from those responsible. The MAT will not tolerate harassment or victimisation as outlined in its “Dignity at Work Policy” and will take action to protect you when you raise a concern in good faith.

This does not mean that if you are already the subject of disciplinary, capability or redundancy procedures, that those procedures will be halted as a result of speaking up. Equally any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or redundancy procedures that already affect you. There will be no come back if a disclosure has been made in good faith and the individual reasonably believes that the information disclosed is substantially true. Individuals will be listened to and, where necessary, given support.

Confidentiality

The MAT will endeavour to maintain confidentiality where possible, but this cannot be guaranteed. Depending on the nature of the concern in order to undertake proper investigation confidential information may have to be shared with a third party, including the party or parties’ subject of the concern. You will be informed if this is necessary.

In addition, depending on the nature of the concern the police or a regulator may need to be involved. Any statement made by you may be required as part of the evidence in internal or external proceedings and there may be circumstances where this could be submitted anonymously, if requested.

Anonymous Allegations

The best way to raise a concern is openly and this policy encourages you to put your name to your concern. Generally, we would recommend that concerns are not raised anonymously because:

- It is harder to investigate the concern effectively if follow up questions cannot be asked; and
- It is easier for the MAT to provide appropriate support, and if appropriate to get protection under the Public Interest Disclosure Act 1998, if the concern is raised openly.

However, concerns which are expressed anonymously will be considered.

In such circumstances the MAT will take the following factors into account when establishing the scope and depth of the investigation:-

- * The seriousness of the issues raised;
- * The credibility of the concern; and
- * The likelihood of confirming the allegation from recognised sources and information available.

Untrue Allegations

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you.

If, however, as an employee, volunteer or partner you make malicious or vexatious allegations, action (including disciplinary³) may be taken against you.

Malicious or vexatious allegations made by contractors and suppliers will be dealt with by the appropriate member of the Senior Leadership Team and Procurement, in conjunction with the MAT's Legal Advisors.

Malicious or vexatious allegations made by an elected member will be considered by the Monitoring Officer and will be dealt with under the appropriate procedures.

In addition, where an allegation is not confirmed, the employee(s) against whom the concern was raised will be supported by their manager and/or Human Resources. The employee(s) will also be able to use the MAT's confidential Counselling Service if they wish to do so.

How the Matter Can be Taken Further

This policy is intended to provide you with a mechanism by which you can raise your concerns within the MAT. The MAT hopes you will be satisfied with the response you receive. If you are not satisfied with the response, you receive you should contact the Managing Director with the reasons why.

If you feel it is right to take the matter outside the MAT you should be aware of not disclosing confidential information⁴. The following are possible contact points:

- * Your local Council member (if you are an employee or volunteer and live in the area of the Council) – if you are not sure who it is, you can contact Member Services on 380110 or use the Council's internet site. (www.telford.gov.uk)
- * The external auditor (KPMG) on 0121 335 2440
- * Relevant professional bodies or regulatory organisations
- * The Ombudsman – 01203 695999 (www.lgo.org.uk)
- * The Health & Safety Executive
- * Your solicitor
- * The Police
- * Public Concern at Work* - 020 7404 6609 (www.pcaw.co.uk)
- * Trade Union/Professional Association – details are available from Human Resources

³ If disciplinary action is taken then dependent upon the circumstances of the malicious/vexatious allegation a charge of gross misconduct may be deemed appropriate.

⁴ Advice can be obtained from Information Governance or the Monitoring Officer.

* - Public Concern at Work is an independent charity which provides free advice for persons who wish to express concern about fraud and other serious malpractice.

The Responsible Officer

The Managing Director has overall responsibility for the maintenance and operation of this policy and will report, as necessary, through the Audit Committee, to the MAT.

Other useful contacts with respect to this policy are the Audit and Assurance Manager, Monitoring Officer, your HR officer and your Trade Union or other representative.



Mighty Oaks Academy Trust

Whistleblowing Policy

Review Date: September 2024



Whistleblowing Policy and Procedure

These procedures should be read in conjunction with Telford & Wrekin Council's Speak Up (Whistleblowing) Policy and our school's Child Protection & Safeguarding Policy. Safeguarding concerns, or allegations against staff (including supply staff and volunteers) will be dealt with in accordance with Keeping Children Safe in Education 2020.

Summary & aims

This policy and procedure sets out the MATs procedure to protect staff members who report colleagues or governors they believe are doing something wrong or illegal, or who are neglecting their duties. This procedure has a key role to play in safeguarding children.

Working Together to Safeguarding Children 2018 says 'organisations and agencies should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including: ... clear whistleblowing procedures, which reflect the principles in Sir Robert Francis' Freedom to Speak Up Review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.'

As employees are often the first to realise that there may be something wrong within the school, it is important that they feel able to express their concerns without fear of harassment or victimisation. Otherwise they may find it easier to ignore the concern rather than report it. The Public Interest Disclosure Act 1998 recognises this fact and is designed to protect employees, who make certain disclosures of information in 'the public interest', from detriment and/or dismissal. This policy and procedure builds on the provisions of the Act.

Principles of whistleblowing (with reference to Sir Robert's Francis' Freedom to Speak Up review report)

At Priorslee Academy we promote a culture of safety. We aim to develop practice as we learn and reflect. It is our aim for concerns to be raised, including whistleblowing in accordance with our policies and procedures. We aim to promote a school culture that is free from bullying between adults.

Our senior leadership team will be visible to all staff, volunteers and visitors to help assist anyone who needs to raise a concern to do so without barriers. Our nominated governor (Debbie Loughran – Safeguarding) will also be known to staff and volunteers. Visitors will be informed of their name and contact details as part of our visitor's procedures.

At Priorslee Academy we value those who raise concerns and contribute to our reflective practice. Senior leaders and governors will take all opportunities to reflect on practice at leadership and governor meetings. This will be a regular agenda item.

We welcome all concerns to be raised either informally or formally through the steps set out below. This will enable us to swiftly and thoroughly find a resolution to concerns. All concerns will be dealt with promptly and swiftly by the Head of School and/or nominated governor (Debbie Loughran). While investigating any concerns they will remain proportionate and not lay blame on others. If necessary, this may involve mediation and/or dispute resolution. It may also be necessary to involve an officer of Telford & Wrekin Council.

At Priorslee Academy we understand the need for these measures to support good practice. We will ensure those who raise concerns receive the necessary support they need, such as support from a

member of the senior leadership team, governing body, local authority officer and/or access to the employee well-being service.

All staff, including supply staff and volunteers will receive training about how to raise concerns and how they will be handled as part of their induction. Those responsible for handling concerns must also ensure they have the relevant knowledge and skills to do so.

It is our aim at Priorslee Academy that the handling of these concerns is done so in a transparent and accountable process. If necessary, the Headteacher and/or nominated governor may seek an external review of the concern or report it themselves to the local authority or a responsible person or body. Telford & Wrekin Council only support the good practice in the effective management of whistleblowing in schools.

Priorslee Academy recognises the need to take particular measures for vulnerable groups. We will ensure that supply staff and volunteers have access to the same support and procedures as permanent staff. Black and minority ethnic backgrounds who raise concerns might need action over and above to support and protect them. Students and trainees will also be subject to all the principles set out in these procedures. Our primary care will be embedding standards of practice to empower and protect staff and to enable them to raise concerns freely.

What is a whistleblower

You're a whistleblower if you're a worker and you report certain types of wrongdoing. This will usually be something you've seen at work - though not always.

The wrongdoing you disclose must be in the public interest. This means it must affect others, for example, pupils of the school.

As a whistleblower you're protected by law - you should not be treated unfairly or lose your job because you 'blow the whistle'.

You can raise your concern at any time about an incident that happened in the past, is happening now, or you believe will happen in the near future.

Who is protected by law

You're protected if you're a worker, for example you're:

- an employee, such as a teacher or lunchtime supervisor
- a trainee, such as a trainee teacher
- an agency worker, such as supply teacher.

You can get independent advice if you're not sure you're protected, for example from Citizens' Advice.

A confidentiality clause or 'gagging clause' in a settlement agreement is not valid if you're a whistleblower.

Complaints that count as whistleblowing

Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. This may include:

You're protected by law if you report any of the following:

- a criminal offence, for example fraud;
- someone's health and safety is in danger;
- risk or actual damage to the environment;

- a miscarriage of justice;
- the company is breaking the law, for example does not have the right insurance, or
- you believe someone is covering up wrongdoing.

Concerns in education settings may relate to the treatment of children and young people. This could mean, for example, that a person or persons are:

- deliberately ignoring the best interests of the child or young person;
- teasing, harassing or touching a child or young person inappropriately;
- threatening a child, young person or a parent or distressing them in some way;
- neglecting a child by not giving them the support they need, including medical attention or care;
- hitting or restraining a child inappropriately;
- using a child or young person's money or possessions in an inappropriate way.

Complaints that do not count as whistleblowing

Personal grievances (for example bullying, harassment, discrimination) are not covered by whistleblowing law, unless your particular case is in the public interest.

These should be reported using the school's grievance policy.

Who to tell and what to expect

Before initiating the procedure employees should consider the following:

- the responsibility for expressing concerns about unacceptable practice or behaviour rests with all employees;
- employees should use line manager or team meetings and other opportunities to raise questions and seek clarification on issues which are of day-to-day concern, and
- whilst it can be difficult to raise concerns about the practice or behaviour of a colleague, employees must act to prevent an escalation of the problem and to prevent themselves being potentially implicated.

This policy and procedure should not be used for complaints about an employee's personal circumstances, such as the way s/he has been treated at work. In these cases an employee should use the school's Grievance Procedure.

Where staff have concerns they should aim to report it internally first before using an external 'prescribed person or body'. Making a report to an external person may only be undertaken where the staff member thinks the school will 'cover it up', would treat them unfairly if they complained or have raised the matter before, but the concern hasn't been dealt with.

In some instances it may be appropriate for an employee to ask the trade union to raise a matter on the employee's behalf.

Concerns are better raised in writing. The employee should set out the background and history of the concerns, giving names, dates and places where possible, and the reasons why s/he is particularly concerned about the situation. If an employee does not feel able to put the concern in writing, s/he should telephone or meet the appropriate person. It is important that, however the concern is raised, the employee makes it clear that s/he is raising the issue via the whistle-blowing procedure.

The earlier an employee expresses the concern, the easier it is to take action.

Although an employee is not expected to prove the truth of an allegation, s/he will need to demonstrate to the person contacted that there are sufficient grounds for the concern.

Process for reporting

Step 1

You report your concern to the **Head of School** Jodie Cooper unless you feel they will cover it up, would treat you unfairly if you complained or have raised the matter before, but the concern hasn't been dealt with.

Step 2

You should report your concern to the **nominated governor** Debbie Loughran unless you feel they will cover it up, would treat you unfairly if you complained or have raised the matter before, but the concern hasn't been dealt with.

Step 3

You should report your concern to the **local authority named persons, Sam Swann** (LADO) for safeguarding concerns, or allegations against staff (including supply staff and volunteers) **and Simon Wellman Director of Education and Skills** for any other concern, unless you feel they will cover it up, would treat you unfairly if you complained or have raised the matter before, but the concern hasn't been dealt with.

Step 4

You may report your concern to prescribed person or body, including but not limited to:

Ofsted, call their whistleblowing hotline on 0300 1233155, email whistleblowing@ofsted.gov.uk or write to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD.

NSPCC, call their whistleblowing helpline on 0800 028 0285 or email help@nspcc.org.uk

Children's Commissioner for England, call 020 7783 8330, email info.request@childrenscommissioner.gov.uk or write to: The Office of the Children's Commissioner, Sanctuary Buildings, 20 Great Smith Street, London, SW1P 3BT

Secretary of State for Education, call 0370 000 2288, electronic contact at www.gov.uk/contact-dfe or write to: Ministerial and Public Communications Division, Department for Education, Piccadilly Gate, Store Street, Manchester, M1 2WD

Alternatively contact the **Whistleblowing charity**, 'Public Concern At Work' www.pcaw.org.uk

Step 5

There are other options if you do not want to report your concern to your employer or a prescribed person or body, for example you can get **legal advice** or contact your **MP**.

Making your claim anonymously or confidentially

You can tell the identified persons at Priorslee Academy the local authority or a prescribed person anonymously but they may not be able to take the claim further if you have not provided all the information they need.

You can give your name but request confidentiality - the person or body you tell should make every effort to protect your identity.

If you report your concern to the media, in most cases you'll lose your whistleblowing law rights.

What your employer or a prescribed person will do

Priorslee Academy or the prescribed person will listen to your concern and decide if any action is needed. You may be asked for further information.

You must say straight away if you do not want anyone else to know it was you who raised the concern.

You will not have a say in how your concern is dealt with.

Priorslee Academy or the prescribed person will keep you informed about the action they've taken, but they cannot give you much detail if they have to keep the confidence of other people.

A prescribed person cannot help you with your relationship with your employer.

If you're not satisfied with how Priorslee Academy dealt with your concern tell someone else or a prescribed person or body if you believe your concern was not taken seriously or the wrongdoing is still going on. Contact the Advisory, Conciliation and Arbitration Service (Acas), the whistleblowing charity Protect or your trade union for more guidance.

The role of the Head of School, Guardian or nominated governor

The Head of School, Guardian or nominated governor may be informed by an employee about concern(s) and that s/he is "blowing the whistle" within the procedure in person; or in writing or over the phone.

Where a concern is reported directly to the Guardian they should then report it to the Head of School, nominated governor or local authority named person as appropriate.

The Head of School or nominated governor should respond immediately by arranging to meet with the employee to discuss the concern(s) as soon as possible.

At each meeting under this policy the employee may bring a colleague or trade union representative. The companion must respect the confidentiality of the disclosure and any subsequent investigation.

Stage One:

At the initial meeting the Head of School or governor should establish that:

- there is genuine cause and sufficient grounds for the concern; and
- the concern has been appropriately raised via the Whistleblowing Policy.

The Head of School or nominated governor should ask the employee, to put their concern(s) in writing, if s/he has not already done so. If the employee is unable to do this the Head of School or nominated governor will take down a written summary of his/her concern/s and provide him/her with a copy after the meeting. The Head of School or nominated governor should make notes of the discussions with the employee. The employee's letter and/or Head of School or nominated governor's notes should make it clear that the employee is raising the issue via the Whistleblowing procedure and provide:

- the background and history of the concerns;

- names, dates and places (where possible); and
- the reasons why the employee is particularly concerned about the situation.

The employee should be asked to date and sign their letter and/or the notes of any discussion. The Head of School or nominated governor should positively encourage the employee to do this, as a concern expressed anonymously is much less powerful and much more difficult to address, especially if the letter/notes become evidence in other proceedings, e.g. an internal disciplinary hearing.

The Head of School or nominated governor should follow the policy as set out above and in particular explain to the employee:

- who he/she will need to speak to in order to determine the next steps
- what steps s/he intends to take to address the concern;
- how s/he will communicate with the employee during and at the end of the process. It should be noted that the need for confidentiality may prevent the school giving the employee specific details of any necessary investigation or any necessary disciplinary action taken as a result;
- that the employee will receive a written response within ten working days;
- that their identity will be protected as far as possible, but should the investigation into the concern require the employee to be named as the source of the information, that this will be discussed with the employee before their name is disclosed;
- that the Governing Body will do all that it can to protect the employee from discrimination and/or victimisation;
- that the matter will be taken seriously and investigated immediately;
- that if the employee's concern, though raised as a genuine concern, is not confirmed by the investigation, no punitive action will be taken against them;
- if clear evidence is uncovered during the investigation that s/he has made a malicious or vexatious allegation, disciplinary action may be taken against them; and
- the investigation may confirm their allegations to be unfounded in which case the Governing Body will deem the matter to be concluded unless new evidence becomes available.

Stage Two:

Following the initial meeting with the employee, the Head of School or nominated governor should consult with the Chair of Governors and/or local authority to determine whether an investigation is appropriate and, if so, what form it should take. A record should be made of the decisions and/or agreed actions.

It may be necessary, with anonymous allegations, to consider whether it is possible to take any further action. When making this decision, Head of School or nominated governor should take the following factors into account:

- the seriousness of the issue(s) raised;
- the credibility of the concern(s); and
- the likelihood of confirming the allegation(s) from attributable sources.

In some cases, it may be possible to resolve the concern(s) simply, by agreed action or an explanation regarding the concern(s), without the need for further investigation. However, depending on the nature of the concern(s) it may be necessary for the concern(s) to:

- be investigated internally;
- be investigated by the local authority;
- be referred to the police;
- be referred to the external auditor; or
- form the subject of an independent inquiry.

Head of School or nominated governor's should have a working knowledge and understanding of other school policies and procedures, e.g. grievance, disciplinary, harassment, child protection procedures, to ensure that concerns raised by employees are addressed via the appropriate procedure/process.

Stage Three:

Within ten working days of a concern being received, the manager receiving the concern must write to the employee:

- acknowledging that the concern has been received;
- indicating how they propose to deal with the matter;
- giving an estimate of how long it will take to provide a final response; and/or
- telling the employee whether any initial enquiries have been made; and
- telling the employee whether further investigations will take place, and if not why not; and/or
- letting the employee know when s/he will receive further details if the situation is not yet resolved.

Untrue Allegations

If an employee makes an allegation where s/he has a genuine concern, but it is not confirmed by the investigation, no action will be taken against that employee. If, however, we conclude that an employee has made malicious or vexatious allegations, or with a view to personal gain, disciplinary action may be taken against that employee.

Unfounded Allegations

Following investigation, allegations may be confirmed as unfounded. This outcome will be notified to the employee who raised the concern, who will be informed that the Governing Body deems the matter to be concluded and that it should not be raised again unless new evidence becomes available.

If you're treated unfairly after whistleblowing

You can take a case to an employment tribunal if you've been treated unfairly because you've blown the whistle.

You can get further information from the Advisory, Conciliation and Arbitration Service (Acas), Citizens' Advice, the whistleblowing charity Protect or your trade union.

If you reported your concern anonymously, you may find it harder to argue that your unfair treatment was as a result of your whistleblowing.

You must raise any claim of unfair dismissal within 3 months of your employment ending.

You must notify Acas if you want to take your case to an employment tribunal.



Mighty Oaks Academy Trust

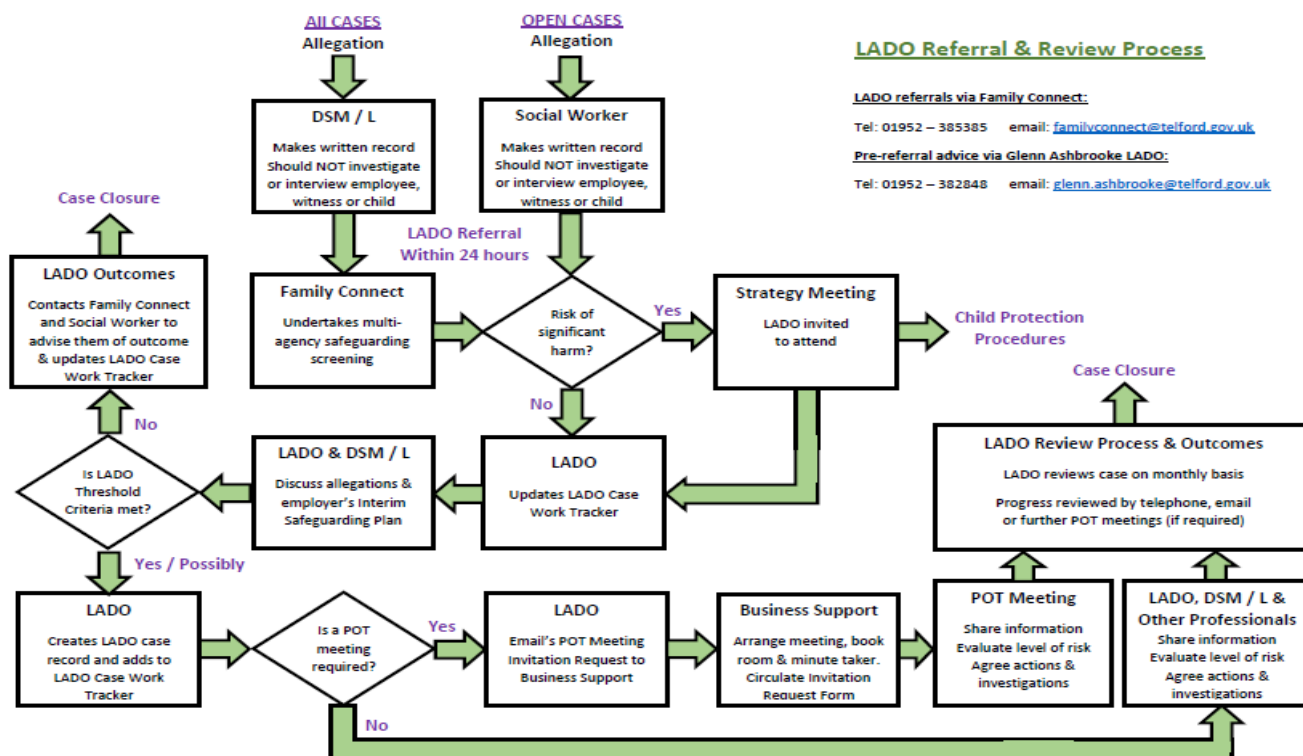
Managing Allegations and

Concerns Policy

Review Date: September 2024



Procedures for managing safeguarding concerns, or allegations against staff (including supply staff and volunteers)



Telford & Wrekin Council procedures:

These procedures should be read in line with our child protection & safeguarding policy.

Duties as an employer and an employee

Mighty Oaks Trust has a duty as an employer to manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. We will use this policy, Section 1.14 'Allegations against Staff or Volunteers' of the West Midlands procedures <http://westmidlands.procedures.org.uk/>, Part four: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers KCSIE 2022, and Working Together to Safeguard Children 2018, where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved 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.

If we receive allegations against a teacher who is no longer teaching, then this will be referred to the police. Historical allegations of abuse should will also be referred to the police.

Mighty Oaks Academy Trust has a duty of care to our employees. We provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where we are the employer of an individual we still have responsibility to ensure allegations are dealt with appropriately and we will liaise with relevant parties. It is essential that we deal with any allegation of abuse made against a teacher or other member of staff or volunteer very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

Supply teachers

It may be necessary for Mighty Oaks Academy Trust will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to as 'the agency').

Whilst Mighty Oaks Academy Trust is not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The governing body/proprietors will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Mighty Oaks Academy Trust expects agencies to be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. We will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the Mighty Oaks Academy Trust, are under the supervision, direction and control of our governing body when working in the school. We will advise them to contact their trade union representative if they have one, or a colleague for support. The LADO Position of Trust (POT) meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by us during the investigation.

When using an agency, Mighty Oaks Academy Trust will inform the agency of our process for managing allegations. This will include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about our policies.

Initial considerations

Mighty Oaks Academy Trust will apply the procedures for dealing with allegations with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, we will follow the local arrangements to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) will be informed of all allegations that come to Mighty Oaks Academy Trusts attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

We will use the following definitions when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;

- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The Head of School or (where the Head of School is the subject of an allegation) the chair of governors/the chair of the management committee/proprietor (the 'case manager'), will discuss the allegation immediately with the designated officer(s).

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it will be recorded by the case manager and should be recorded by the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation.

The case manager will inform the accused person about the allegation as soon as possible after consulting the designated officer(s). The case manager will provide them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Mighty Oaks Academy Trust will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the Mighty Oaks Academy Trust or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, the local authority can convene a strategy discussion.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer(s) should discuss the next steps with the case manager. In those circumstances, the options open to Mighty Oaks Academy Trust depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension will not be our default position: an individual will only be suspended if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by a senior member of the school's/college's staff.

However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation, the allegation will require an independent investigator. Mighty Oaks Academy Trust will contact Telford & Wrekin Council to buy in the facility to provide an independent investigation of the allegations.

Supporting those involved

Mighty Oaks Academy Trust has a duty of care to our employees. We will act to manage and minimise the stress inherent in the allegations process. We understand support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling or medical advice.

The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. As a school, this will include support via the local authority occupational health and employee welfare arrangements. Mighty Oaks Academy Trust will ensure particular care is taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. We will not prevent social contact with colleagues and friends unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of the child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed but the parents or carers of the child will be told the outcome in confidence.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraphs 233-234). If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

Confidentiality

Mighty Oaks Academy Trust will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the designated officer(s), police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if, and when, it should arise.

Managing the situation and exit arrangements

Resignations and 'settlement agreements'

If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up. A referral to the DBS will be made, if the relevant criteria are met. Mighty Oaks Academy Trust will also consider whether a referral to the Secretary of State is appropriate. If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate for us to reach a settlement/compromise agreement.

Mighty Oaks Academy Trust understands it is important and will make every effort to ensure conclusion is reached in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused will be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated on the basis of all the information available, will continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in these circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but we do understand it is important to reach and record a conclusion wherever possible.

'Settlement agreements' will not be used in cases of refusal to cooperate or resignation before the person's notice period expires.

Record keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

References

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

Timescales

Mighty Oaks Academy Trust believes it is in everyone's interest to resolve cases as quickly as possible and is consistent with a fair and thorough investigation.

The LADO should be contacted within 24 hours of when the Head of School or Chair of Directors has been informed of the allegations.

Where a strategy meeting is held the LADO will attend where there is a possible LADO element in relation to allegations. Where a strategy meeting is held the Head of School or Chair of Directors should speak to the LADO prior to the strategy meeting, in order to gain the settings context of the member of staff i.e. history of their conduct, previous concerns etc as well as jointly agree a possible option for an interim safeguarding plan regarding the member of staff, pending the outcome of any investigations. The LADO will then inform the strategy meeting of this information, to assist them in the planning of any investigation which may be undertaken.

Where the initial consideration decides that the allegation does not involve a possible criminal offence Mighty Oaks Academy Trust will deal with it, although if there are concerns about child protection, Mighty Oaks Academy Trust will discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, Mighty Oaks Academy Trust will instigate

appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 working days.

Suspension

The possible risk of harm to children posed by an accused person will be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension will not be an automatic response when an allegation is reported: all options to avoid suspension will be considered prior to taking that step. Where the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns will be reported to the designated officer(s), children's social care or the police as required.

Suspension will be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. In cases where Mighty Oaks Academy Trust is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school, immediate action will be taken to ensure the individual does not carry out work in contravention of the order.

The case manager will also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. If the designated officer(s), police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager will be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority/academy trust.

The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by both the case manager and the designated officer(s). This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. Mighty Oaks Academy Trust will not leave a person who has been suspended without any support. The person will be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

On conclusion of a case

If the allegation is substantiated and Mighty Oaks Academy Trust dismisses the person or ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the

designated officer(s) should discuss with the case manager and their personnel adviser whether the Mighty Oaks Academy Trust will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and, in the case of a member of teaching staff at a school or sixth form college, whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil or student at Mighty Oaks Academy Trust.

In respect of malicious or unsubstantiated allegations

If an allegation is shown to be deliberately invented or malicious, the Head of School or Chair of Directors will consider whether any disciplinary action is appropriate against the pupil or student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil or student.



Mighty Oaks Academy Trust

Children Missing in Education

Policy

Review Date: September 2024



Definition of Children Missing Education

In Children Missing Education - Statutory Guidance for Local Authorities (2016), children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'. There will not always be a safeguarding concern for children and young people who are missing education. Most children and young people are moving schools supported by their parents/carers, schools and local authority admissions services. A smaller number, however, are at risk of dropping out or disengaging from education and, being out of school, they are at risk of exploitation, going missing and significant harm. Risks These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish, at the earliest possible stage, the reasons for the child being missing. Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;
 - Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
 - Failure to complete a transition between schools;
 - Children from refugee and asylum -seeking families;
 - Children from families who are highly mobile;
 - Children at risk of a forced marriage;
 - Children experiencing abuse and neglect.
 - Children supervised by the Youth Justice System Children who remain disengaged from education are potentially exposed to higher degrees of risk such as anti-social behaviour and/or sexual exploitation.
 - Families moving between local authority areas can sometimes lead to a child becoming 'lost' in the system and consequently missing education.
 - When a child has moved, local authorities should check with other local authorities, either regionally or nationally, and share information to ascertain where the child is living. Once the location of the child is established, the relevant local authority must ensure that the child is receiving an education either by attending a school or otherwise.
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Recognition in Schools

As a result of daily registration, schools are particularly well placed to notice when a child has gone missing. If a member of school becomes aware that a child may have run away or gone missing, they should try to establish with the parents/carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability. Enquiries into the circumstances surrounding a child who is missing from school can be effectively supported by schools adopting an admissions procedure which requires a parent/carer to provide documentary evidence of their own and the child's identity, their status in the UK, and the address at which they are residing. Schools should ensure that a family's contact details are regularly updated. These checks, however, should not become delaying factors in the admissions process. In the circumstances of a child going missing who is not known to any other agencies, the Head of School should inform the Children Missing Education (CME) Officer of any child who has not attended for 10 consecutive school days without provision of reasonable explanation. Prior to doing so, the school should have made enquiries to ascertain whether the child is still residing at the home address and is not attending or whether the child is missing. Other Agencies Where any agency in contact with children and families believes that a child is not on the roll of a school or receiving education otherwise, this information should be

passed to the CME Officer with any details they have of the child in question. Response From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps should be taken:

- A staff member will contact the parents/carers (person with parental responsibility for the child) to seek reassurance that the child is safe at home;
- The outcome of the contact should be assessed and if there are any concerns a consultation with the school/establishment Designated Safeguarding Lead should take place to consider the child's vulnerability. In the following circumstances a referral to children's social care and /or the police should always be made promptly:
 - The child may be the victim of a crime;
 - The child is subject of a Child Protection plan;
 - The child is subject of section 47 enquiries;
 - The child is looked after;
 - There is a known person posing a risk to children in the household or in contact with the household; The answers to further questions could assist a judgement whether or not to inform children's social care and the police
- In which age range is the child?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there a significant incident prior to the child's unexplained absence?
 - Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g.: c Does the child need essential medication or health care?
- Was the child noted to be depressed prior to their unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? e.g.:
 - o Rites of passage, female genital mutilation or forced marriage planned for the child?
- Has the child a disability and/or special educational needs?
- Have there been past concerns about this child and family which together with the sudden disappearance are worrying? e.g.
 - o Is there any known history of drug or alcohol dependency within the family?
 - o Is there any known history of domestic violence?
 - o Is there concern about the parent/carer's ability to protect the child from harm?
 - o Is there any concern about extremist views? Children missing from education but not missing from home

The length of time that a child remains out of school could, of itself, be an alerting factor of risk of harm to the child.

A judgement as to timeliness is required in respect of the referral to the local authority. This timeliness should be on a case-by-case basis. In exceptional circumstances, a leave of absence can be authorised by the Head of School, at which point a return date is set. In these cases, the timeline for enquiries starts from when the child does not attend school on the expected return date, not from the day the authorised leave started.

Notifications and Actions for Children Missing from Education where there are Safeguarding Concerns

If the answers to any of the points set out in the previous section indicate that there are concerns about the child's safety, then a referral should be made to Children's Social Care and the Police on day one. Children's social care, who must be contacted as soon as possible in these circumstances, will also liaise with Dorset Police in order to identify, and act upon, any suspicion of child abuse or

child related crime. The school should work in collaboration with children's social care and the police, and the Designated Safeguarding Lead should participate in any strategy discussions, section 47 enquiries and child protection conferences which may arise.

Reasonable enquiry: If the judgement reached on day, one is that there is no reason to believe that the child is suffering, or likely to suffer, significant harm, then the school should delay making a referral to allow them to make further reasonable enquiries. Reasonable enquiries include staff checking with all members of staff with whom the child may have had contact, with the pupil's friends and their parents, siblings and known relatives at school, and others. The speed at which these reasonable enquiries are made will depend upon any known or concerning factors that may arise through the enquiry process. School staff should also make telephone calls to any numbers held on record or identified and send a letter to the last known address. Home visits can be made by school based staff in consultation with local authority staff.

Further Actions

If the above response is unsuccessful, the school should contact the relevant CME Officer, referring the child as missing in education and providing the details of the completed enquiries made by the school. The local authority should make enquiries by visiting the child's home and asking for information from the family's neighbours and their local community - a risk assessment of this activity will be needed along with a decision about whether this is appropriate. The CME Officer should also check databases within the local authority, use agreed protocols to check local databases, e.g. housing, health and the police; check with agencies known to be involved with the family, with any local authority the child may have moved from originally, and with any local authority to which the child may have moved. The child's circumstances and vulnerability should be reviewed and reassessed regularly and jointly by the CME Officer in consultation with children's social care and the police, as appropriate. Children missing education are vulnerable and, when reviewed, plans should be put in place to proactively find children. As time progresses, missing education will become a more significant factor as well as needing to be considered alongside any other known factors that were already present.

Child missing from school for more than four weeks

A child may not be removed from the school roll before the end of four weeks, unless located in an alternative educational provision. After 4 weeks the child's Common Transfer File should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools. The CME Officer will inform the school when they can remove from roll. Transfer of information when a pupil changes school The Education (Pupil Information) (England) Regulations 2000 (SI 2000/297) (as amended by SI 2001 /1212 and SI 2002/1680) governs the transfer of information between schools. Regulation 10(3) states that 'The headteacher of the pupil's old school shall send the information within fifteen school days of the pupil's ceasing to be registered at the school'. However, Regulation 10 (4) states that 'This regulation does not apply where it is not reasonably practicable for the headteacher of the old school to ascertain the pupil's new school or where the pupil was registered at his old school for less than four weeks'. If the CME Officer or any other agency becomes aware the child has moved to another school the service should ensure all relevant agencies are informed so that arrangements can be made to forward records from the previous school. Changes to the Children Missing Education statutory regulations in September 2016 require that all schools must now report all starters and leavers to the local authority. This includes starters, no shows, and leavers that are outside of normal transition rounds, following the local authority's processes. Children who are Foreign Nationals and go Missing

Definitions

PLEASE NOTE: This section applies to children who are 'subject to restriction'. i.e. who have:

- Proceeded through immigration control without obtaining leave to enter; or
- Left the border control area Border Force accommodation without permission; or
- Been granted temporary admission; or
- Been granted temporary release or bail; or
- Released on a restriction order; or
- Served with a 'notice of liability to deport' or is the dependant of a foreign national offender whose status in the UK is under consideration by criminal casework - these dependants could be British Citizens or have extant leave.

Action and Responsibilities when the whereabouts of a Child 'subject to restrictions' is not known A missing person's referral must be made by Home Office staff to the police, the UK Missing Person Bureau and the local authority children's social care in certain circumstances including

- When a child 'subject to restriction' is identified as having run away from their parents;
- Where they are looked after and have gone missing from their placement;
- Where they are being hidden by their parents and where there is concern for the child's safety because they are being hidden by, or have gone missing with, their family.

A copy of the missing persons notification form must be faxed or emailed to the local authority duty desk and the UK MPB. If it is believed by Home Office staff that a child is being coerced to abscond or go missing, this must be reported as a concern that the child has suffered or is likely to suffer significant harm to the local police and children's social care services. Notifications will also be made where a missing child is found by Home Office staff. See Home Office Guidance: Missing Children and Vulnerable Adults Guidance. Local Authorities and Health agencies are responsible for:

- Reporting any missing child who is in their care to the police;
- Notifying the Home Office when a child is reported missing to the police or is found. The police are responsible for:
- Investigating all children reported missing by the Home Office – following receipt of a missing person's notification;
- Conducting joint investigations with the Home Office where necessary;
- Circulating a missing child on the Police National Computer (PNC).

The local authority will also notify the Home Office Evidence and Enquiry Unit when a child in their care goes missing or when a missing child returns or is found. The Home Office must maintain regular weekly contact with the local authority and the police until the child is found and record all contact with the police and local authority.

Action when the Child 'subject to restriction' is found by Home Office Staff

The local police and local authority must be informed immediately. In consultation with the local police and local authority children's social care, a decision will be made as to where the child is to be taken, if they are not to be left at the address where they are encountered. The Home Office must follow up enquires with the local police and children/adult services in order to identify if there are any safeguarding issues. Found by the police or local authority The Home Office Command and Control Unit [1] will be the single point of contact for the local police and the Evidence and Enquiry Unit [2] will be the single point of contact for local authorities to notify the Home Office that a child has been found.

Data on looked after children who go missing or are away from placement without authorisation

The Department of Education Statutory guidance on children who run away or go missing from home or care (January 2014) states the following: Local authorities should collect data on children reported missing from care including repeat episodes of missing from care, unauthorised absences from care placements, and other relevant data and should regularly analyse this in order to map

problems and patterns. Looked after children who go missing, or who are away from placement without authorisation, can be at increased risk of sexual or other forms of exploitation or of involvement in drugs, gangs, criminal activity or trafficking. Attention should be paid to repeat episodes. This should include identifying patterns of sexual and other exploitation. Regular reports on this data should be provided to council members (including the Corporate Parenting Board for the responsible local authority). Data for children missing or away from placement without authorisation is reported to the Department for Education by the responsible authority (through their annual data returns on looked after children as part of the annual data collection). Early and effective sharing of information between professionals and local agencies is essential for the identification of patterns of risky behaviour. This may be used to identify areas of concern for an individual child, or to identify 'hotspots' of activity in a local area. Data analysis good practice suggests that the following data should be collected and analysed by a multi professional group:

- Demographics of all children who are missing, or away from placement without authorisation;
- Associates of the above;
- The legal status of the children;
- Episodes, and length of episode by child;
- Numbers and themes from safe and well checks;
- Numbers and themes from Independent Return Interviews;
- Cross match data with local information about gangs, CSE lists, home educated and missing from education lists, including information about children who go missing for part of the school day;
- Consideration should be given to analysing where the child is found as this information could help identify links between missing children and criminal groups. Analyse data by establishment and geographical area. Data about children and young people who go missing from home, education or care should be included in regular reports to Council members, especially to the Lead Member for Children's Services. When the local authorities and the Police analyse trends and patterns in relation to children, who run away or go missing from home, attention should be paid to repeat 'missing' episodes. Agencies need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity such as trafficking and to be aware of local "hot spots" as well as concerns about any individuals, who children runaway to be with. The local authority should also consider the 'hidden missing', who are children who have not been reported missing to the police but have come to an agency's attention after accessing other services. There may also be trafficked children who have not previously come to the attention of children's services or the police. Research demonstrates that children from black and minority ethnic groups, and children who go missing from education are less likely to be reported as missing.



Mighty Oaks Academy Trust

Safer Recruitment Policy

Review Date: September 2024



Introduction

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

Statutory Requirements

There are some statutory requirements for the appointment of some staff in schools – notably Senior Leadership. These requirements change from time to time and must be met.

Identification of Recruiters

At least one recruiter will have successfully received accredited training in safe recruitment procedures.

Inviting Applications

Advertisements for posts – whether in newspapers, journals or online – will include the statement:

‘The school is committed to safeguarding children and young people. All postholders are subject to a satisfactory enhanced Disclosure Barring Service check’.

Prospective applicants will be supplied, as a minimum, with the following:

- the job description and person specification;
- the school child protection policy;
- the school’s recruitment policy (this document);
- the selection procedure for this post.

All prospective applicants must complete, in full, an application form.

Short Listing and References

Short listing of candidates will be against the person specification for the post.

Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.

References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

Where necessary, referees will be contacted by telephone or email in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Referees will always be asked specific questions about:

- the candidate’s suitability for working with children and young people;
- any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
- the candidate’s suitability for this post.

School employees are entitled to see and receive, if requested, copies of their employment references.

The Selection Process

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of the short listed candidates.

Interviews will always be face to face or during the pandemic via Teams. Telephone interviews may be used at the short listing stage but will not be a substitute for a face to face interview (which may be via visual electronic link).

Candidates will always be required:

- to explain satisfactorily any gaps in employment;
- to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- to declare any information that is likely to appear on a DBS disclosure;
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

Employment Checks

All successful applicants are required:

- to provide proof of identity;
- to complete a DBS disclosure application and receive satisfactory clearance;
- to provide actual certificates of qualifications;
- to complete a confidential health questionnaire;
- to provide proof of eligibility to live and work in the UK.

Induction

All staff who are new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices.

Regular meetings will be held during throughout the period of employment between the employee(s) and the appropriate manager(s).



Mighty Oaks Academy Trust

Look After Children Policy

Review Date: September 2024



Designated Staff: Rebecca Brewer and Margo Richens (from January 2021)

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Who are Looked After Children?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Looked After Children' -LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

LAC reviews, involving the school, will take place up until an adoption order has been granted. However, Pupil Premium Plus funding will continue for LAC until they are 16 years old.

Aims:

1. To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
2. To support our looked after children and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.
3. To ensure that school policies and procedures are followed for LAC as for all children.
4. To work with the Virtual School and ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment.
5. To fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by asking the question, 'Would this be good enough for my child?'

Our school's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations and raising aspiration

- Promoting inclusion
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Minimising exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

In pursuit of this policy we will

- Nominate a Designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

The role and responsibilities of the designated teacher for Looked After Children: Designated teacher (DT)

The role became statutory in September 2009 under the Children and Young Persons' Act 2008(the 2008 Act).The designated teacher must be a qualified teacher or a member of staff who is likely to gain QTS by September 2014. Ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to LAC. They need to be able to influence decisions about the teaching and learning of these children.

Responsibilities in school:

- knowing who all the LAC are in school and ensuring that availability of all relevant details from school record-keeping systems as required.
- Attending relevant training about LAC and acting as the key liaison professional for other agencies and carers in relation to LAC
- Promoting a culture of high expectations and aspirations for how LAC should learn.
- Helping school staff understand the issues that affect the learning of LAC such as differentiated teaching strategies appropriate for individual children and in making full use of AfL.
- Making sure that LAC are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Removing the barriers to learning for LAC.
- Ensuring any LAC new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- Developing personalised learning packages for LAC in conjunction with the relevant teaching staff.
- Ensuring that the LAC in their school have a voice in setting learning targets for themselves.
- Championing for LAC.
- Leading on developing and implementing the PEP within the school. The social worker is responsible for initiating the PEP process completing the front page of the PEP form.

- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved.
- Ensuring the child makes a smooth transition to the new school and that the child's records are transferred without delay.
- Liaising with the Virtual School in all aspects of the LAC progress and support.
- Convening urgent multi-agency meetings if a LAC is experiencing difficulties or is at risk of exclusion.
- Arranging for a mentor or key worker to whom the young person can talk to. Arranging for the LAC to be supported by its peers.
- Producing at least one annual report* to the governing body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented and whether the actions put in place are effective in addressing the learning needs of LAC, how the DesT works in partnership with the LA, training undertaken for carrying out the role effectively. The report must not mention the children's names for confidentiality reasons.
- Promoting good home-school links and the importance of education as a way of improving life chances for LAC.

For more information please see: The role and responsibilities of the designated teacher for looked after children – Statutory guidance for school governing bodies.

<http://publications.teachernet.gov.uk/eOrderingDownload/01046-2009BKT-EN.PDF>

Improving the Educational Attainment of Children in Care (Looked after Children)

<http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00523-2009.pdf>

Improving the attainment of looked after children in primary schools – Guidance for

Schools <http://publications.teachernet.gov.uk/eOrderingDownload/01047-2009.pdf>

Improving the attainment of looked after young people in secondary schools – Guidance

for Schools <http://publications.teachernet.gov.uk/eOrderingDownload/01048-2009.pdf>

The role and responsibility of the Advisory and Directors:

1. Support the local authority in its statutory duty to promote the educational achievement of looked after children.
2. Ensure that the DT is given the appropriate level of support in order to fulfil their role.
3. In partnership with the Head of School, ensure that, through their training and development, the DT has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of LAC.
4. Advisory and Directors and the SLT should make sure that the DT role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting LAC to achieve.
5. The Advisory and Directors, in partnership with the Head of School, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the DT.

This policy links with a number of other school policies and it is important that Directors/Advisors have regard to the needs of Looked After Children when reviewing them:

- The school code of conduct

- Behaviour Policy
- Anti-bullying Policy
- Home-school agreement
- Equal Opportunities Policy
- Safeguarding Policy
- Special Educational Needs Policy

The school will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.



Mighty Oaks Academy Trust

Equality and Diversity Policy

Review Date: September 2024



At Mighty Oaks Academy Trust, we welcome our duties under the Equality Act 2010. These duties are

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Mighty Oaks Academy Trust aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Mighty Oaks Academy Trust believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

Mighty Oaks Academy Trust does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

At Mighty Oaks Academy Trust, our pupils are taught to be:

- Understanding of others

- Celebratory of cultural diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour

The school's employees will not:

- Discriminate against any member of the school
- Treat other members of the school unfairly

The school's employee's will:

- Promote diversity equality
- Encourage and adopt an inclusive attitude
- Lead by example

Priorslee Academy does not discriminate against staff with regards to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race, colour, nationality, ethnic or national origin
- Religion or belief
- Sex or sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures or staffing decisions are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated at Mighty Oaks Academy Trust and we are continuously working towards a more accepting and respectful environment for our school's community.

Disability, Equality Scheme and Accessibility Plan

Mission Statement: Values, Ethos and Vision

Mighty Oaks Academy Trust has high ambitions for all its pupils and staff irrespective of religion, race or any disability, and expects and encourages them to participate and achieve in every aspect of school life. We are a fully inclusive MAT, and this scheme outlines how we will promote equality in the delivery of our service to both employees and pupils. In both its delivery of services and the employment of its staff Mighty Oaks Academy Trust will ensure that no person will be discriminated against due to any of

the protected characteristics as detailed in the Equality Act 2010 which replaced the Disability Discrimination Act 1995.

The Equality Act 2010 includes discrimination due to association or perception (where it is believed that an individual has a particular characteristic). The characteristics protected by the act are:

- age (as an employee – but not applicable to students)
- disability
- ethnicity
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- religion or belief
- sex
- sexual orientation

Our aims are:

- To provide a broad, balanced and enriched curriculum for pupils
- To ensure all pupils have access to an appropriate curriculum
- To inspire and motivate pupils to achieve their best in all that they do
- To provide experiences which enable pupils to see opportunities beyond their surroundings
- To ensure that adults are able to work to full potential in a conducive setting

Our school will not tolerate harassment of young people or adults; this also includes pupils who are carers of disabled family members or parents. This policy and action plan works in conjunction with the MAT's other policies around equality and diversity in line with their strategic objectives. This policy and the Equality Act deals with the way in which the academy treats its current and prospective staff and pupils but the relationship between one individual and another is not within its scope. This policy should therefore be read in conjunction with policies such as: Child Protection, SEND, Anti-Bullying, Data Protection.

Our Duties and the Role of the Governing Body

The Multi Academy

Mighty Oaks Academy Trust is responsible for ensuring the effective implementation of the Equality Policy and to deal with unfair and/or unlawful discriminatory incidents. The academy will promote equality of opportunity and diversity opposing unlawful discrimination against any member of the Multi Academy community. All staff will:

- be up to date and aware of their responsibilities in regards to equality within the academy
- engage with the academy in eliminating any discrimination and act as a good example to students

- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, so that these incidents can be reviewed, and action taken where necessary
- are aware that failure to comply with this policy may be grounds for disciplinary procedures to be followed

The Head of School and Senior Leadership Team

The Heads of Schools, with the support of the rest of the senior leadership team, will ensure that this policy and its procedures are implemented and followed by all staff. They will also:

- report back to the Advisory Board and Directors on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, students and parents
- take appropriate action where discrimination or victimisation occurs
- identify and investigate any patterns with regard to exclusions and poor attendance in respect of particular groups
- ensure that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met
- provide monitoring reports for the Advisory Board and Directors to review
- ensure the impact of additional support on standards achieved is evaluated

Advisory Board

The Local Advisory Boards will ensure that all academy policies promote the equality principles detailed in this policy. In addition to this they will ensure that the MAT:

- effectively communicates and adopts this policy throughout the academy correctly
- complies with all equality legislation
- sets equality objectives
- monitors and evaluates the effectiveness of the equality policy on a regular basis, making any amendments to improve on the plan when and where necessary
- monitors educational outcomes, incidents of harassment and discrimination, and referrals by a range of criteria including disability
- observes the provisions in this policy in relation to recruitment, selection and promotion procedures
- ensures that resources are allocated to the promotion of equality of opportunity

The General Duty requires that every public authority should:

- Promote equality of opportunity for all pupils and adults;
- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- Promote positive attitudes towards all pupils and adults;
- Encourage and support disabled all members of our community to participate fully in school life.

Public bodies are required to comply with the Specific Duties which are:

- To publish a Disability Equality Scheme (DES) this includes a three-year Action Plan;
- To involve disabled people in the development of the DES;
- To take the steps set out in the Action Plan (unless it is unreasonable or impracticable to do so);
- To publish an annual report on progress with the Action Plan;

This scheme and the accompanying Action Plan set out how the governing body of each school will promote equality of opportunity for young people and adults. Duties as part of the Equality Act 2010 require the governing body to increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation. Please contact us if you would like to see copies of any of our schools policies or refer to the policies section of our schools website:

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our school governors and Mighty Oaks Academy Trust, have been briefed on their legal responsibilities under the equality Act 2010 and have also been involved in supporting the school to meet its public sector equality duty.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- Each school has a Behaviour policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying, prejudice and discrimination.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and incidents of harassment.
- We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs.
- Our complaints policy sets out the procedures through which we deal with any complaints
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances.

Employment provisions

Mighty Oaks Academy Trust is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

As an employer, Mighty Oaks Academy Trust strives to ensure that discrimination and harassment is eliminated in our employment practice and we actively promote equality across all groups within our workforce. The academy will not discriminate against a potential employee in respect of whether to offer a job or the terms on which a job is offered. With regards to existing employees, the academy will not discriminate against an individual in respect of the benefits, facilities and services it offers including training opportunities, promotion or dismissal (including discipline and suspension). All staff appointments and promotions are made on the basis of merit, ability and in compliance with the law.

The MAT is under a duty to make reasonable adjustments in relation to disability for employees or potential employees and will ensure that staff with disabilities have access to appropriate support in the form of aids, adaptations and other specialist services and will make reasonable adjustments to arrangements or practices to alleviate disadvantage.

More information about our procedures relating to staff can be found in the following policies:

- Safer Recruitment Policy (within the Child Protection Policy)
- Staff Appraisal Policy
- Staff Disciplinary Policy
- Staff Code of Conduct/Induction
- Staff Grievance Policy

Enquiries about health and disability

The MAT will not enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work for the position that has been applied for.

In some instances the MAT may decide to ask necessary health questions after a job offer has been made to an individual. In such a situation the MAT will ensure that health-related questions are targeted, necessary and relevant to the job applied for.

Training

All staff will receive equal opportunities training which will include disability awareness / equality. This training will be part of staff induction as well as the CPD programme. All staff will receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

The MAT will ensure that no member of staff is denied access to any form of training because of an inaccessible venue or because the provision does not account for their disability. Staff with disabilities will be actively encouraged to attend course which will support their career progression and personal development.

Discipline and Suspension

The MAT is committed to ensuring that all staff are treated fairly and consistently and this is held to account through our staff appraisal discipline, conduct, and grievance policies. Staff performance will be monitored and we expect that staff will feel able to voice complaints and grievances in confidence, trusting that the MAT will deal with their grievances fully, promptly, and fairly.

The MAT puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Exemptions to the Equality Act 2010

Bullying

All forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. The MAT has an Anti-Bullying Policy and a Behaviour Policy to cover the areas that are not within scope of the Equality Act.

Curriculum

The content of the curriculum is explicitly excluded from the Act. The MAT will include a full range of issues, ideas and materials in the syllabus, in the aim to expose students to thoughts and ideas of all kinds, however challenging or controversial.

In particular, the MAT will ensure that:

- the delivery of the curriculum does not subject individual students to discrimination
- teaching styles, methods, language, questioning and classroom management will be inclusive and engage all students
- suitable resources will be chosen which motivate and are sensitive to different groups, cultures and backgrounds
- teaching / assessment strategies are reviewed in relation to variations in learning and attainment
- each subject is reviewed to ensure that teaching and learning reflect the principles in this policy

Religious observance

The Act allows for academies to organise acts of worship, celebrate religious festivals or other forms of collective religious observance. The MAT respects the religious beliefs and practice of all staff, students and parents, and will comply with reasonable requests relating to religious observance and practice.

Uniforms

The Act does not deal specifically with uniform or other aspects of appearance such as hair colour, jewellery and make-up, but the general requirement not to discriminate in the treatment of students still applies.

Accessibility Plan

Each school has accessibility plan which outlines school's vision and values for improving children's access to the curriculum, to the environment and to information provided by the school. The disability provisions in the Equality Act are different from those for the other protected characteristics referenced above in a number of ways.

In particular, it works in only one direction; it protects disabled people but not people who are not disabled. The MAT may treat a disabled person more favourably than a person who is not disabled and therefore may have to make reasonable adjustments to practices to ensure, as far as is reasonably possible, that a disabled person can benefit to the same extent that a person without that disability can.

Mighty Oaks Academy Trust continuously considers and reviews its facilities and physical features to ensure that it is inclusive and accessible for all people as part of its general accessibility planning. The Accessibility Plan (see foot of the document), aims to:

- increase the extent to which disabled students can participate in the curriculum;
- improve the physical environment to enable disabled students, staff and visitors to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled people

Making reasonable adjustments

The Mighty Oaks Academy Trust will make reasonable adjustments for individuals in the event that the MAT does something that places a disabled person at a disadvantage compared to other people.

Reasonable steps will be taken to try and avoid the disadvantage of disabled persons. This will particularly be the case where a disabled student does not have a special educational needs (SEN) Education, Health and Care Plan or where the Education, Health and Care Plan does not provide the auxiliary aid or service. There should be no assumption, however, that if an auxiliary aid is not provided under the SEN regime then it must be provided as a reasonable adjustment. All decisions would depend on the facts of each individual case.

Characteristics of Priorslee Academy

Priorslee Academy is a two-form entry primary academy, currently consisting of 14 classes. From September 2014, all classes became single age groups of 30 pupils. The academy traditionally serves the residential area of Priorslee, an area of private housing estates. The catchment area has become more established with fewer new families resulting in around 54% of the total academy population now coming from outside of this catchment area. The multicultural dimension of the academy is reflected in the 26% of pupils who offer the school a cultural diversity. The number of pupils with learning difficulties or statements of special educational needs is below average. Our building is all on one level; we have one disabled toilet.

Our Disability Profile

In accordance with the Equality Act 2010 definitions of disability and our assessment of individual cases, the following data outlines our profile of disability.

11 (3%) of children in our academy are described as having a disability. 2 of these are children with a diagnosed autistic spectrum disorder. There are no children with a diagnosed speech and language or development coordination disorder.

It is very difficult to collect accurate data and make an assessment of disability amongst our parents and others in our school community. This is because of issues of privacy and confidentiality. This can also be the case for some members of staff; however, we have sought this information through confidential questionnaires. As a result of the difficulties in gathering such information it is not possible to produce reliable statistics on these groups. However, it should be noted that the school recognises its responsibilities towards all parents, staff and other stakeholders and promotes inclusion and access for all.

Involvement and Consultation

Priorslee Academy has undertaken a range of activities to consult with pupils, staff and members of the wider community to identify issues and priorities for improvement.

Communicating with Pupils around Equality and Diversity

Priorslee Academy uses the following methods of communicating with its pupils around equality and diversity issues:

- PHSE and Citizenship
- RE
- School Council discussion and minutes
- Surveys

Information is also gathered from a variety of sources:

- Medical registers
- SEN register
- School performance data
- School admissions data
- Data related to participation in extracurricular and residential visits

Consultation is on-going in order to monitor the impact of our scheme and evaluate our actions to inform future planning.

To meet our equality duty, it is essential that we monitor aspects of school life to identify whether there is any adverse impact on children. The school monitors its provision in the following areas and pays regard to:

- The role of a school as a service provider – to meet the needs of the ‘customer’;
- We aim to pay due regard to any parents who cannot read newsletters and other communication from school;
- Open evenings, concerts – we ensure that there is access to all school activities for any pupil or adult

Monitoring and Evaluation

Monitoring and evaluation are essential tools for measuring performance and ensuring that we as an academy are enabling and promoting equal access to all curriculum options and providing employment opportunities. This is vitally important in establishing whether or not current systems are having an adverse impact on any children or adults.

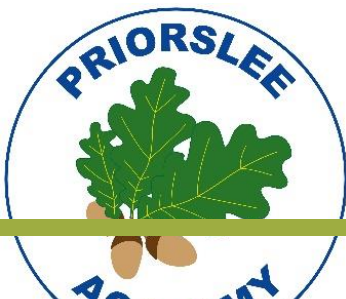
We will monitor and review the progress of the Action Plan on an annual basis. Monitoring and review of equality will similarly receive appropriate review. The impact of other school policies will be assessed by the policy authors as and when they are reviewed, as part of the school improvement cycle. External scrutiny of equality or disability issues can be undertaken at any time by inspectorates such as OfSTED. Issues relating to episodes of reported inequality will be captured and monitored.



Mighty Oaks Academy Trust

Anti Racism Policy

Review Date: September 2024



Treating everyone equally does not mean treating everyone the same.

Treating people equally and appreciating their differences is the basis of being a good citizen.

Equality Act 2010 – effective from October 2010

This consolidated and streamlined a huge amount of existing legislation much of which had been developed over the last 40 years.

As well as reforming discrimination law into a single Act, it also strengthened the law to support the country's programme on equality.

The Equality Act 2010 details a list of 'protected characteristics':

Age, marriage and civil partnership, sex, disability, race, sexual orientation, gender reassignment, religion or belief (or lack of religion or belief), pregnancy and maternity.

- These are the grounds upon which it is unlawful to discriminate against people.
- These are very important when issues of discrimination arise.

Introduction

At Priorslee Academy we are committed to working with children, staff, governors, and parents/carers to create a school community where racism is not accepted.

All members of the school community (staff, children, parents and visitors) have a right not to experience racism at school, whether or not this is directed at them.

In order to maintain the positive whole school ethos, which permeates the day-to-day life of the school and which is sympathetic to pupils' cultural, ethnic and social needs, we have created a caring atmosphere based on a sense of community and shared values.

Priorslee Academy values all children and seeks to ensure that they learn that challenging hurtful behaviour and discrimination is an important part of our inclusive ethos and is central to our role in promoting British values to prepare children for life in modern British society.

Racism is evident in wider society and therefore inevitably will occasionally occur within schools. Racist incidents can occur in any school setting, including this one.

At Priorslee Academy we work actively:

- to develop a climate which is intolerant to racism
- to ensure an atmosphere in which all pupils feel valued and listened to and have
- confidence that their concerns will be addressed

Children and our whole school community are taught about racism, that it is unacceptable and that it diminishes us all. As a school we aim to recognise, value and celebrate our diversity by ensuring that:

- all children have an equal and strong sense of belonging within our diverse school community
- there are few racist incidents and these are dealt with effectively

- children from different ethnic, faith and cultural backgrounds mix and get on well with each other

A key legal duty is to record and monitor all racist incidents and ensure appropriate action is taken following each recorded incident.

This policy runs alongside the Equality and Diversity policy, anti-bullying and behaviour policies.

What is a racist incident?

Schools are required to use the following definition for recording and responding to racist incidents:

‘any incident which is perceived to be racist by the victim or any other person’

The Home Office Code of Practice explains that ‘the purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis’.

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held centrally in the Safeguarding restricted folder on the school workgroup.

By recording all incidents, the school is able to:

- demonstrate that they have dealt satisfactorily with incidents
- monitor trends and patterns of behaviour if they exist
- take preventative action against racism which may come into the school from society in general
- provide good educational responses to any behaviour that is of concern

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion.

In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger children may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Children may also suspect the motives and intent of other children when perfectly acceptable language is being used.

Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents may include*:

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls or books)
- Distributing racist literature – including internet links
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

* N.B. This list is not exhaustive

This policy is fully consistent with and should be considered alongside the school's policy on anti-bullying but also complies with additional legal requirements for identifying and responding to racist incidents.

Roles and responsibilities

1. The Head of School and the Senior Leadership Team are responsible for investigating incidents where this is required, for overseeing the application of the policy across the school, for monitoring the effectiveness of the policy and for reporting to governors. A report (including a nil report) must be made at the Advisory Board meeting.

2. All staff are involved in dealing with racist incidents and maintaining good race relations.

3. Teachers wherever necessary will:

- immediately address any negative, stereotyped, or racist response to difference related to culture, colour or ethnicity
- provide support to anyone who has experienced offence from another person
- refer language or behaviour that has been hurtful to the Head of School for further investigation and resolution
- provide an educational response where relevant so that children develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society: this can be achieved through the use of multi-cultural resources, displays, the context of children's work and, as subject leaders, ensuring that there are opportunities within our broad and balanced curriculum to celebrate and focus on achievements from a wide range of cultures and backgrounds

4. All staff will be vigilant at all times and open to children's/staff's concerns about experiences of racism, being ready to listen and to take reports seriously.

Distressed children/staff will be supported and all incidents reported on to the appropriate member of staff.

Expectations of Children

All children, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviours.

It is understood however that it may be difficult for children who are the targets of racism to report it.

Expectations of Parents

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to our attention.

Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school. When problems arise in school, we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's policies.

Expectations of Staff

Staff have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviours. Racial incidents involving staff will be thoroughly investigated by Senior Leadership with support from the Discipline Policy, Equality and Diversity Policy and Statements, and Safeguarding Policy.

Responding to peer-on-peer incidents

1. In responding to incidents that may occur the school will aim:

- a. Staff will record any conversations/observations, and share with SLT in a timely manner (equal weighting to the recording and reporting of safeguarding, bullying concerns).
- b. Where a victim and perpetrator have been identified, they will be kept away from each other, as much as possible throughout the investigation and until the investigation has concluded
- c. SLT/Class Teachers will conduct an investigation
- d. Once the initial investigation has been completed, SLT/Class Teacher will verbally contact parents of victims and perpetrators (where possible)
- e. Any notes will be stored on the chronology in Bromcom
- f. SLT will communicate with the relevant team/Key Stage to create an action plan and next steps
- g. SLT/Class Teacher will meet with parents of victims and perpetrators (where they have been identified and where appropriate)
- h. SLT will contact MDT for advice if needed
- i. If an incident is deemed to be racist, it will be logged on IRIS (TAW system)
- j. SLT will write to parents where appropriate to talk about next steps and any incidents
- k. SLT and the relevant team will then look at the next steps for intentional comments including disciplinary procedures (please see point 2 below). Where offence was unintentional children will need to understand how offence was caused and be supported to make any changes necessary in their behaviour.
- l. SLT will create an action plan with parents of victims and perpetrators, and look at support for individuals, as well as whole class/Key Stage/Parental Workshops where appropriate
- m. Children who have experienced racism and their parents will be kept informed throughout the investigation and resolution of the incident.

The highest priority will be placed by the school on resolving any breakdown in relationships and ensuring that children can move on positively and learn from the experience.

Restorative approaches will be at the centre of our response to any incidents.

2. If an incident is deemed to be racist and involves pupils, this will then lead to:

Stage 1 - Behaviour and Outcome Considerations	Stage 2 - Behaviour and Outcome Considerations
<ul style="list-style-type: none">• Age• Opinions/Viewpoints have been fed from parents/external sources• Intent• First offence• Honesty about the incident• Remorse <p>Likely actions:</p> <ul style="list-style-type: none">- Loss of play and golden time- Parental meeting- Internally logged and monitored- Action plans for re-education- Apology- Reminder of expectations- Involvement from Multi Diversity Telford and Wrekin Team (where appropriate)- Prevent Referral- Formally recorded on IRIS	<ul style="list-style-type: none">• Physical• Inciting hatred• Repeat offender• Dishonesty about the incident• Age <p>Likely actions:</p> <ul style="list-style-type: none">- Suspension or Permanent Exclusion depending on severity- Moved classes- Formally recorded on IRIS- Parental meeting- Involvement from Multi Diversity Telford and Wrekin Team (where appropriate)- Prevent Referral

Incidents involving staff

1. If there is an allegation of racist behaviour against any member of staff should be investigated thoroughly before any formal disciplinary procedures are instigated. Whether the victim of alleged racist behaviour is a young person or member of staff, the Head of School should initially investigate under the school's disciplinary policy/KCSIE 2021 guidance and procedures before taking informal or formal action. It should still be recorded as a racist incident.

Recording And Reporting Incidents

When a racist incident takes place, this must be recorded on the workgroup in the restricted access safeguarding folder.

As required variously by the Local Authority and Home Office Code of Practice:

1. All incidents will be recorded, including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and action taken in response.

2. Where racist incidents occur which involve any of the following, further advice will be sought:

- physical violence or serious damage to property

- repeated or orchestrated harassment, including text messaging and cyber bullying
- links with extremist groups, including distributing of racist literature
- racist graffiti
- absence related to a racist incident
- exclusion related to a racist incident

Racist incidents may indicate concerns about violent extremism. In this case the Head of School will contact the Local Authority as this may require further reporting and intervention (Prevent Duty).

Violent Extremism is defined by the Crown Prosecution Service as ‘the demonstration of unacceptable behaviour by using any means or medium to express views, which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to promote others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK’.

Performance Indicators for Preventing And Dealing With Racist Incidents

In reviewing the effectiveness of this policy staff and governors will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents
- the continued good progress and self-esteem of those who have been offended
- the continued good progress and self-esteem of those who have caused
- offence
- whether the action taken successfully prevented repeat incidents
- the willingness of children (and parents) to draw their concerns to the attention of staff
- the consistency of response and confidence of all staff in following school policy
- whether good race relations are being maintained in the school community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary



Mighty Oaks Academy Trust

Supporting Pupils with Medical Needs Policy

Review Date: September 2024



The Board of Directors and staff wish to ensure that pupils with medication needs receive appropriate care and support throughout each day. Overall responsibility for members of staff giving or supervising pupils taking prescribed medication during the day where those members of staff have volunteered to do so, remains with the Directors of the Trust.

Parents are responsible for providing each Head of School with comprehensive information regarding the pupil's condition and medication.

Prescribed medication will not be accepted in school without complete written and signed instructions from the parent.

Staff will not give a non-prescribed medicine to a child.

Only reasonable quantities of medication should be supplied (for example, a maximum of four weeks supply at any one time).

Where the pupil travels on school transport with an escort, parents should ensure the escort has written instructions relating to any medication sent with the pupil, including medication for administration during respite care.

Each item of medication must be delivered to the Head of School or Authorised Person, in normal circumstances by the parent, **in a secure and labelled container as originally dispensed**. Each item of medication must be clearly labelled with the following information

- . Pupil's Name
- . Name of medication
- . Dosage
- . Frequency of administration
- . Date of dispensing
- . Storage requirements (if important)
- . Expiry date

Items of medication in unlabelled containers will not be accepted.

Medication will be kept in a secure place, out of the reach of pupils. Unless otherwise indicated all medication to be administered will be out of reach in the classroom on a high shelf or the staff room fridge with restricted access.

Records will be kept which must be made available for parents on request.

If children refuse to take medicines, staff will not force them to do so, and will inform the parents of the refusal, as a matter of urgency, on the same day. If a refusal to take medicines results in an emergency, the emergency procedures will be followed.

It is the responsibility of parents to notify the school in writing if the pupil's need for medication has ceased.

Medicine will be given by two members of staff. Medicine CANNOT be administered by one member of staff.

It is the parents' responsibility to renew the medication when supplies are running low and to ensure that the medication supplied is within its expiry date.

Academy staff will not make changes to dosages on parental instructions.

Staff will not dispose of medicines. Medicines, which are in use and in date, should be collected by the parent at the end of each term. Date expired medicines or those no longer required for treatment will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.

For each pupil with long-term or complex medication needs, a Medication Plan and Protocol must be drawn up, in conjunction with the appropriate health professionals.

Pupils will not be allowed to administer their own medication or to keep their medication with them.

All staff who volunteer to assist in the administration of medication must be qualified first aiders.

Every effort to continue the administration of medication to a pupil whilst on trips away from the premises, even if additional arrangements might be required.

All staff will be made aware of the procedures to be followed in the event of an emergency.



Mighty Oaks Academy Trust

First Aid Policy

Review Date: September 2024



Aims

The aims of our first aid policy are to:

- Ensure the health and safety of all staff, pupils and visitors
- Ensure that staff and governors are aware of their responsibilities with regards to health and safety
- Provide a framework for responding to an incident and recording and reporting the outcomes

Legislation and guidance

This policy is based on the [Statutory Framework for the Early Years Foundation Stage](#), advice from the Department for Education on [first aid in schools](#) and [health and safety in schools](#), and the following legislation:

- [The Health and Safety \(First Aid\) Regulations 1981](#), which state that employers must provide adequate and appropriate equipment and facilities to enable first aid to be administered to employees, and qualified first aid personnel
- [The Management of Health and Safety at Work Regulations 1992](#), which require employers to make an assessment of the risks to the health and safety of their employees
- [The Management of Health and Safety at Work Regulations 1999](#), which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\) 2013](#), which state that some accidents must be reported to the Health and Safety Executive (HSE), and set out the timeframe for this and how long records of such accidents must be kept
- [Social Security \(Claims and Payments\) Regulations 1979](#), which set out rules on the retention of accident records
- [The Education \(Independent School Standards\) Regulations 2014](#), which require that suitable space is provided to cater for the medical and therapy needs of pupils

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

In schools with Early Years Foundation Stage provision, at least one person who has a current paediatric first aid certificate must be on the premises at all times.

Beyond this, in all settings – and dependent upon an assessment of first aid needs – employers must usually have a sufficient number of suitably trained first aiders to care for employees in case they are injured at work. However, the minimum legal requirement is to have an ‘appointed person’ to take charge of first aid arrangements, provided your assessment of need has taken into account the nature of employees’ work, the number of staff, and the location of the school. The appointed person does not need to be a trained first aider.

Section 3.1 below sets out the expectations of appointed persons and first aiders as set out in the 1981 first aid regulations and the DfE guidance listed in section 2. If you don’t have an appointed person you will need to re-assign the responsibilities listed below accordingly.

All schools should adapt this section to reflect their circumstances, in line with their assessment of first aid needs.

Appointed person(s) and first aiders

They are responsible for:

- Taking charge when someone is injured or becomes ill
- Ensuring there is an adequate supply of medical materials in first aid kits, and replenishing the contents of these kits

- Ensuring that an ambulance or other professional medical help is summoned when appropriate

First aiders are trained and qualified to carry out the role (see section 7) and are responsible for:

- Acting as first responders to any incidents; they will assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment
- Sending pupils home to recover, where necessary
- Filling in an accident report on the same day, or as soon as is reasonably practicable, after an incident (see the template in appendix 2)
- Keeping their contact details up to date

Our school's first aiders are listed in appendix 1. Their names will also be displayed prominently around the school.

The governing board

The governing board has ultimate responsibility for health and safety matters in each school, but delegates operational matters and day-to-day tasks to the Head of School and staff members.

The Executive Principal

The Executive Principal is responsible for the implementation of this policy, although this may be delegated to the Head of School or School Business Manager where appropriate, including:

- Ensuring that an appropriate number of first aid trained personnel are present in the school at all times
- Ensuring that first aiders have an appropriate qualification, keep training up to date and remain competent to perform their role
- Ensuring all staff are aware of first aid procedures
- Ensuring appropriate risk assessments are completed and appropriate measures are put in place
- Undertaking, or ensuring that managers undertake, risk assessments, as appropriate, and that appropriate measures are put in place
- Ensuring that adequate space is available for catering to the medical needs of pupils
- Reporting specified incidents to the HSE when necessary (see section 6)

Staff

School staff are responsible for:

- Ensuring they follow first aid procedures
- Ensuring they know who the first aiders in school are
- Completing accident reports (see appendix 2) for all incidents they attend to where a first aider is not called
- Informing the Head of School or Business Manager or their manager of any specific health conditions or first aid needs

First aid procedures

In-school procedures

In the event of an accident resulting in injury:

- The closest member of staff present will assess the seriousness of the injury and seek the assistance of a qualified first aider, if appropriate, who will provide the required first aid treatment

- The first aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on scene until help arrives
- The first aider will also decide whether the injured person should be moved or placed in a recovery position
- If the first aider judges that a pupil is too unwell to remain in school, parents will be contacted and asked to collect their child. Upon their arrival, the first aider will recommend next steps to the parents
- If emergency services are called, the admin team will contact parents immediately
- The [first aider/relevant member of staff] will complete an accident report form on the same day or as soon as is reasonably practical after an incident resulting in an injury

4.2 Off-site procedures

When taking pupils off the school premises, staff will ensure they always have the following:

- A school mobile phone
- A portable first aid kit
- Information about the specific medical needs of pupils
- Parents' contact details

Risk assessments will be completed by the year group teachers prior to any educational visit that necessitates taking pupils off school premises.

There will always be at least one first aider with a current paediatric first aid certificate on school trips and visits, as required by the statutory framework for the Early Years Foundation Stage.

First aid equipment

A typical first aid kit in our school will include the following:

- A leaflet with general first aid advice
- Regular and large bandages
- Eye pad bandages
- Triangular bandages
- Adhesive tape
- Safety pins
- Disposable gloves
- Antiseptic wipes
- Plasters of assorted sizes
- Scissors
- Cold compresses
- Burns dressings

No medication is kept in first aid kits.

First aid kits are stored in:

- Administrative Office

- Classrooms
- Disabled toilets
- The school kitchens

Record-keeping and reporting

First aid and accident record book

- An accident form will be completed by the first aider on the same day or as soon as possible after an incident resulting in an injury
- As much detail as possible should be supplied when reporting an accident, including all of the information included in the accident form at appendix 2
- A copy of the accident report form will also be added to the pupil's educational record by the a member of the office team
- Records held in the first aid and accident book will be retained by the school for a minimum of 3 years, in accordance with regulation 25 of the Social Security (Claims and Payments) Regulations 1979, and then securely disposed of

Reporting to the HSE

The Business Manager will keep a record of any accident which results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).

The Business Manager will report these to the Health and Safety Executive as soon as is reasonably practicable and in any event within 10 days of the incident.

Reportable injuries, diseases or dangerous occurrences include:

- Death
- Specified injuries, which are:
 - Fractures, other than to fingers, thumbs and toes
 - Amputations
 - Any injury likely to lead to permanent loss of sight or reduction in sight
 - Any crush injury to the head or torso causing damage to the brain or internal organs
 - Serious burns (including scalding)
 - Any scalping requiring hospital treatment
 - Any loss of consciousness caused by head injury or asphyxia
 - Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days (not including the day of the incident)
- Where an accident leads to someone being taken to hospital
- Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:
 - The collapse or failure of load-bearing parts of lifts and lifting equipment
 - The accidental release of a biological agent likely to cause severe human illness
 - The accidental release or escape of any substance that may cause a serious injury or damage to health

- An electrical short circuit or overload causing a fire or explosion

Information on how to make a RIDDOR report is available here:

[How to make a RIDDOR report, HSE](http://www.hse.gov.uk/riddor/report.htm)

<http://www.hse.gov.uk/riddor/report.htm>

Notifying parents

The office staff will inform parents of any accident or injury sustained by a pupil, and any first aid treatment given, on the same day, or as soon as reasonably practicable.

Reporting to Ofsted and child protection agencies

The Executive Principal will notify Ofsted of any serious accident, illness or injury to, or death of, a pupil while in the school's care. This will happen as soon as is reasonably practicable, and no later than 14 days after the incident.

The Executive Principal will also notify Telford and Wrekin Safeguarding of any serious accident or injury to, or the death of, a pupil while in the school's care.

Training

All school staff are able to undertake first aid training if they would like to.

All first aiders must have completed a training course, and must hold a valid certificate of competence to show this. The school will keep a register of all trained first aiders, what training they have received and when this is valid until (see appendix 3).

Staff are encouraged to renew their first aid training when it is no longer valid.

At all times, at least 1 staff member will have a current paediatric first aid (PFA) certificate which meets the requirements set out in the Early Years Foundation Stage statutory framework and is updated at least every 3 years.

Monitoring arrangements

This policy will be reviewed by the Executive Principal every 2 years.

At every review, the policy will be approved by the Board of Directors.



Mighty Oaks Academy Trust

Drug and Substance Abuse Policy

Review Date: September 2024



Rationale

Children and young people are exposed to messages about drug use from an early age. Their exposure to the use and misuse of drugs may come through parents / guardians, older siblings, friends, television, the media and popular music.

Mighty Oaks Academy Trust does not condone the misuse of drugs but recognises that there has been a considerable increase in the abuse of drugs in recent years in England.

Drug misuse appears to be affecting an ever younger population and the so-called 'recreational' use of drugs can lead to a dangerous acceptance of illegal and harmful drug misuse as part of everyday life. We believe that this school has a vital preventative role to play in combating the misuse of drugs by young people and we therefore include a drugs education programme as part of RSHE/PSHE Curriculum. This school sees its role as that of a caring community committed to the physical, mental, social, emotional, moral and spiritual health, safety and wellbeing of our pupils and staff. We want our pupils to make informed and responsible decisions about drugs, by increasing their knowledge and by developing in them appropriate values, attitudes and skills. However, we recognise that drug misuse is a whole community issue and that schools alone cannot solve the problem; the school is only one of a number of groups and agencies which must play a part in the education of young people, and we make use of their expertise where possible in the delivery of the programme.

Ethos

In Mighty Oaks Academy Trust the welfare and safety of our pupils is paramount. We feel that our drugs education programme (Star Project) will promote that sense of wellbeing, as well as the safety and security of the pupils within our school.

Mighty Oaks Academy Trust promotes the rights of the child based on the United Nations Convention on the Rights of a Child. This policy therefore takes into account Article 3 which states:

'The best interests of the child must be a top priority in everything we do.'

Definitions

For the purpose of this policy, the term **drug** and **substance** include any product that, when taken, has the effect of altering the way the body works or how a person behaves, feels, sees or thinks.

As well as everyday products such as tea and coffee, substances include;

- alcohol, tobacco and tobacco-related products, including nicotine replacement therapy (NRT) and electronic cigarettes;
- over-the-counter medicines such as paracetamol and cough medicines;
- prescribed drugs, such as antibiotics, painkillers, antidepressants, antipsychotics, inhalers and stimulants such as Ritalin;
- volatile substances such as correcting fluids or thinners, gas lighter fuel, aerosols, glues and petrol;
- controlled drugs such as cannabis, LSD, ecstasy, amphetamine sulphate (speed), magic mushrooms, heroin and cocaine;
- new psychoactive substances (NPS), formerly known as legal highs*, which contain one or more chemical substances that produce similar effects to illegal drugs and are sold as incense, salts or plant food marked 'not for human consumption' to avoid prosecution; and
- other substances such as amyl or butyl nitrite (known as poppers) and unprocessed magic mushrooms

*The term 'legal high' is no longer used as it is misleading. The public perceived that 'legal' meant safe, but as these substances are not regulated there is no way of knowing what chemicals they contain.

Aims and Objectives

- To provide a clear statement of the MAT's view on drug education.

- To ensure a consistent approach from staff to drug education and in the handling of drug related incidents.
- To safeguard good practice in the future.
- To inform pupils of the effects of drug use and abuse.
- To provide a drug education programme which:
- Develops pupils' self-esteem and promotes positive attitudes in their relationships with others;
- Gives pupils opportunities to develop the values, skills, knowledge and
- understanding necessary to make informed and responsible decisions about the use/ misuse of drugs, including tobacco, tobacco related products, alcoholic, ecigarettes, volatile substances etc within the context of a healthy lifestyle; and
- Helps pupils develop the skills necessary to assert themselves confidently and resist negative pressures and influences.
- To provide appropriate support and assistance for those pupils affected by drug-related issues.
- To inform parents/guardians of the content of this policy and the procedures to be implemented in the management of incidents of suspected drug misuse.
- To establish an environment in which each school is free from the misuse of all drugs.

Roles and Responsibilities

The Role of the Board of Directors/Advisors

The school Directors and Advisors have responsibility for Mighty Oaks Academy Trust and will foster and support the development and on-going review of the Drugs Policy and education programme (Star Programme) by collaborating with appropriate staff, pupils and parent / careers. They will facilitate the consultative process where the school communities can respond and contribute to the effectiveness and quality of the policy and programme, which the Directors/Advisors will examine and approve prior to their

implementation in school. They will ensure that the policy is referred to in the school prospectus and reviewed at regular intervals. All governors should be fully aware of and one member will be trained to deal with suspected drug-related incidents and their appropriate disciplinary response.

A Designated Teacher

The duties of the designated teacher will include the oversight and co-ordination of the planning of curricular provision, in compliance with the statutory requirements and liaison with other staff responsible for pastoral care.

The designated teacher is responsible for the co-ordination for the school's procedures for handling suspected drugs-related incidents and the training and induction of these procedures with new and existing staff.

The designated teacher will act as a contact point for outside agencies that may have to work with the school or with a pupil(s). In the absence of the designated teacher a deputy will be available.

All Staff (teaching and non-teaching)

Individual staff members are likely to be the first to encounter a suspected drugs related incident. It is not their responsibility to determine the circumstances surrounding the incident. However, they should deal with any emergency procedures, if necessary. Any information, substance or paraphernalia received should be forwarded to a DSL. A brief factual report of the suspected incident should be forwarded to a DSL.

Drugs Education in the Curriculum

The programme is a preventative one and is pupil centred, delivered through active learning. The aims of the programme are:

- to promote positive attitudes towards personal health;
- to inform pupils of the effects of drug use and abuse;
- to help pupils acquire skills to resist peer pressure;
- to build up the self-esteem of pupils;
- to help pupils acquire decision making and problem solving skills that will empower them to take responsibility for their own health and safety.

Responses in the Event of a Suspected Drugs-related Incident

Dealing with a suspected incident requires extreme sensitivity on the part of all those involved. All staff should be aware of the procedures for:

- dealing with substances found on the school premises;
- finding / suspecting a pupil / adult of possessing / distributing an illegal substance;
- pupil suspected of having taken drugs in school.

Unusual or Uncharacteristic Behaviour

Young people's behaviour may be unpredictable and bizarre for many reasons during their time at school. Changes in behaviour may indicate a range of difficulties and problems and may be related to a medical condition, rather than substance misuse. It is, however, important to note that intoxication, physical collapse or unconsciousness can also result from initial experiment with drugs.

Staff should bring any indications of illness, unusual or uncharacteristic behaviour because of suspected substance misuse to the attention of a DSL. They should not make any judgement until they have determined the circumstances surrounding the incident. Where staff believe a pupil may have taken a substance they suspect is a drug, they should seek medical assistance immediately after following the recommended emergency procedures.

Taking Possession of a Suspected Controlled Drug and / or Associated Paraphernalia

The law permits school staff to take temporary possession of a substance suspected of being a controlled drug to protect a pupil from harm and prevent the pupils committing the offence of possession. The teacher should, using appropriate safety precautions, take the suspected substance and any associated equipment and / or paraphernalia to a DSL as soon as possible. They should arrange for its safe storage.

School staff should not attempt to analyse or taste an unidentified substance. An adult witness should be present when staff confiscate the substance and the school should keep a record of the details using the school's Drug Incident Report form.

An Allegation of a Suspected Controlled Drug-related Incident

Carrying Out a Search

If a DSL for drugs receives an allegation of possession, they may need to search a pupil's belongings, if they have cause to believe it contains unlawful items, including controlled drugs. However, teachers cannot search personal belongings without consent.

Staff should only search the pupil's personal belongings, including school bag, coat and other items with the pupil's consent. Staff should carry out this search in the presence of the pupil and another adult witness.

If the school suspects pupils of concealing controlled drugs on their person or in their personal belongings, staff should make every effort to encourage them to produce these substances voluntarily.

Staff should ask pupils to turn out their pockets or schoolbags. If the pupils refuse, staff should contact their parents or carers.

A member of staff should never carry out a physical search of a pupil

. If staff recover a substance or object that they suspect has a connection with drugs, they should take possession of it and make a full record on Bromcom.

Possession, Possession with Intent to Supply and Supply of Controlled Drugs

Schools must be aware that pupil involvement in suspected controlled drug-related incidents may take several forms. These could include:

- possession;
- possession with intent to supply; and / or
- the supply of controlled drugs.

It is illegal for pupils to be in possession of a controlled drug. If a member of staff comes across a pupil(s) in possession of what they believe or suspect to be a controlled drug, they should immediately attempt to take possession of the substance and escort the pupil(s) to a DSL who will deal with the incident as outlined in the MAT policy.

Staff Policy on Smoking and Alcohol

Mighty Oaks Academy Trust is a smoke (including e-cigarettes) and alcohol free zones. For further information refer to the Health and Safety Executive's website (www.hse.gov.uk).

Confidentiality

Should a pupil reveal any personal drugs information, which puts them or any other pupil at risk, this must be passed on to a DSL.

Confidentiality can never be guaranteed, as we are responsible for all of the pupils in our school.

Disciplinary / Pastoral Care Responses

The Heads of Schools will retain responsibility for deciding how to respond to a particular incident and will take into account factors such as:

- the age of the pupil
- does the pupil admit or deny the allegations?
- is this the first or subsequent offence?
- is the drug legal or illegal?
- quantity of the drug involved?
- what was the pupil's motivation?
- does the pupil know and understand the school policy and school rules?
- where does the incident appear on a scale from possession of a small quantity to persistent supply?
- if illegal supply is suspected, how much was supplied and was the pupils coerced to buy for others, or is there evidence of organised or habitual supply?
- At all times the needs of individual pupils will be considered and appropriate intervention and support mechanisms will be put into place. Any sanction imposed will be justifiable in terms of:
 - the seriousness of the incident;
 - the identified needs of the pupil, other pupils and the community;
 - consistency with published school rules;
 - consistency with disciplinary actions for breaches of the school rules (eg theft, violence and bullying).

Procedures for Using Outside Agencies

Any visitor providing an input to the drugs education programmes will be given a copy of the 'Drugs Policy'. They will have a clear set of aims and objectives as well as a lesson plan. The teacher will view these to ensure they are appropriate and will remain in class with the visitor.

Guidance for Confiscation and Storage of Harmful Substances

Any confiscated drugs or drug-related items should be given to the Head of School for storage in a locked cabinet.

Managing an Incident Appendix 1

Individual staff members should:

- assess the situation and decide the action;
- make the situation safe for all pupils and other members of staff, secure first aid and send for additional staff support, if necessary;
- carefully gather up any drugs and / or associated paraphernalia or evidence and pass all information or evidence to a DSL; and
- write a brief factual report of the incident and forward it to a DSL.

A DSL should:

- respond to the first aider's advice or recommendations;
- inform parents or carers immediately, in the case of an emergency;
- take possession of any substance(s) and associated paraphernalia found;
- inform the principal;
- take initial responsibility for pupil(s) involved in the suspected incident; and
- complete a Drugs Incident Report to upload to Bromcom and forward it to the Head of School.

The Head of School should:

- determine the circumstances surrounding the incident;
- ensure that the following people are informed:
 - parents or carers;
 - Board of Directors; and
 - designated officer in TAW.
- consult and agree pastoral and disciplinary responses, including support;
- forward a copy of the Incident Report Form to the Chairperson of the Board of Directors and the designated officer in TAW; and
- review procedures and amend, if necessary.

Handling Drug-Related Incidents Appendix 2

Finding a suspected substance or drug-related paraphernalia on or close to the school premises.

Unknown substance / paraphernalia found on the school premises.

Inform the Head of School / DSL for drugs.

Make the situation safe for pupils and staff.

Arrange for removal of items using protective gloves.

Bring the substance and any related paraphernalia to a DSL/Head of School to be stored in a secure place.

Record actions taken.

Investigate and record how the substance came to be on the school premises.

Inform TAW/Police.

Prepare a report for the Chair of the Board of Directors as appropriate.



Mighty Oaks Academy Trust

Health and Safety Policy

Review Date: September 2022



Key Points:

This Health and Safety policy is based on guidance from Telford & Wrekin Council. It refers to the detailed advice available in the Education SharePoint Knowledge Hub.

This is a standard health and safety policy template. Each school should identify what is appropriate for their school and amend the policy as necessary.

Governors/Head teachers should identify those staff with Health and Safety responsibilities and ensure that these are set out in this policy.

All staff should be able to access health and safety information and notify the Head teacher if they cannot.

In order to carry out the policy effectively, the School Governors and Head teachers will seek cooperation, through consultation and involvement of all employees; bring key parts of the policy to the attention of visitors; keep abreast of legislation and good practice, monitor performance on a regular basis and seek professional advice when necessary.

It is the policy of Mighty Oaks Academy Trust to safeguard the health, safety and welfare of its employees, pupils, visitors, and all persons likely to be affected by its undertakings. The Trust accepts the aims and provisions of the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations and aims to comply with all other relevant statutory obligations. The successful management of health and safety contributes to the overall performance and objectives of the Trust.

The School Governors and Executive Principal are committed to;

- Developing a positive health and safety culture with the commitment and participation of all employees
- Allocating sufficient resources to ensure effective safety management;
- Assessing the risks to the health and safety of its employees and anyone else who may be affected by its undertakings to eliminate or control all hazards / risks, as far as is reasonably practicable
- Providing safe plant, equipment, systems of work, information, training and supervision as is necessary to safeguard the health, safety and wellbeing of all employees and those who may be affected by our work activities
- Establishing arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances, so far as is reasonably practicable
- Providing and maintaining a working environment for employees that is safe, without risks to health, and adequate as regards facilities and arrangements for welfare at work, so far as is reasonably practicable
- Consulting with trade unions and other workforce representatives on health and safety issues to ensure that everyone is informed, involved and engaged in health and safety
- Providing and promoting positive policies regarding health, safety and welfare concerns at work to include access to occupational health and staff wellbeing support services

- Bringing this policy statement and relevant safety arrangements to the attention of all employees and, as appropriate, other persons affected by the school's activities
- Providing a robust audit and review process designed to measure safety performance and compliance with the Trust's policies, procedures and related safety guidance documents
- Reviewing & amending this policy statement, organisation and arrangements as often as necessary

As the Chair of Directors of Mighty Oaks Academy Trust, I along with the Executive Principal are committed to the health, safety and well-being of all our employees, pupils, visitors and contractors.

This policy will be reviewed every twelve months and will be updated as necessary.

Section 2; Organisation and Responsibilities

KEY PERSONNEL WITH HEALTH AND SAFETY RESPONSIBILITIES

Health, Safety and Welfare Advice and Training

Internal Health & Safety	01952 383627
Health and Safety Advisor for Schools – Donna Irish	01952 381817
Internal Health and Safety Training	01952 383627
Resilience Manager – Alan Boyd	01952 381932

Fire Control/Emergency Evacuation

Fire Safety Officer (Shropshire Fire & Rescue Service)	01743 260200
Fire Risk Assessments (biT Team)	01952 380934

Nominated Premise Fire/Emergency Co-ordinator: Steve Tilley

Deputy Fire/Emergency Co-ordinator: Heidi White, Jodie Cooper, Jo Hart

Reporting and Recording of Incidents & Accidents

Persons nominated for overseeing the recording and notification of accidents, near misses, violent incidents, diseases and dangerous occurrences:

First Aid

SEE APPENDIX

Educational Visits Co-ordinator (EVC): Priorslee Academy – Mrs Jodie Cooper, Buildwas Academy – Heidi White

Asbestos and Legionnaires Coordinator: Steve Tilley - Managed through Telford and Wrekin Council

Portable Electrical Appliance Testing Nominated Co-ordinator:

Managed through Telford and Wrekin Council

Control of Substances Hazardous to Health Assessment Co-ordinator (COSHH)

Prime Cleaning (Cleaning) and Telford and Wrekin Catering (Catering)

Section 2; Organisation and Responsibilities, ctd...

The Organisation and Responsibilities section of the School Health and Safety Policy provides a framework to ensure the Trust proactively creates and maintains a safe and healthy working environment for all employees and those who may be affected by the Trust's activities.

All Employees must co-operate fully with the measures the Trust takes to fulfil the requirements of this policy.

Board of Directors

The Board of Directors, along with the Senior Management Team form the body corporate for the Trust and have the collective and individual responsibility for planning, resourcing and overseeing the School's activities, the provision of its services and the conduct of its undertaking.

The Trust Directors have a responsibility to conduct their business and make decisions in conformity with health and safety legislation and the Trust's own policies. Directors must ensure that the decisions they make take account of health and safety issues and that sufficient resources are allocated for this purpose.

Directors and, by extension, Local Governance Board members will therefore:

- Consider health, safety and welfare issues as part of their decision making process.
- Use the advice provided by the Senior Management Team to help in their decision making process to ensure the health and safety of all persons likely to be affected by these decisions.
- Formally scrutinise and adopt the Trust's Health and Safety Policy.
- Appoint a Lead Director with specific health and safety responsibilities from within the board.
-

The Board of Directors are responsible for carrying out specific functions both individually and collectively. Keith Hall is the Lead Director (Trustee) responsible for health and safety issues and governance arrangements for health and safety lie with that governor.

The Lead Director responsible for Health and Safety actively monitors and promotes health, safety and wellbeing across the Trust raising matters with Senior Management and relevant Committees as necessary.

The Directors are not in day-to-day control of health and safety at the school, but they need to satisfy themselves that risks are considered as part of their decision-making process and are sensibly managed.

The Chair of Directors

The Chair of LGB has ultimate responsibility for all health and safety issues within the Trust and will provide effective leadership and direction for the implementation of this Policy. The Chair can also be the Lead Governor for Health and Safety, with the agreement of the Board.

The Chair of Directors (aided by the Senior Management Team), will as far as reasonably practicable, ensure;

- The provision of suitable competence and expertise to effectively deliver and implement this policy
- Adequate provision of suitable staffing levels, working conditions and environments
- Adequate provision and maintenance of suitable equipment and resources
- That Trust employees are appropriately informed and trained about health, safety and welfare
- That a robust audit process is in place to measure and review policy compliance and effectiveness
- That a Director is appointed to lead on health and safety matters
- The Chair of Directors will chair meetings of the School Health and Safety Committee, will oversee the development of the School's Health and Safety Strategy and promote and support the activities of the Senior Management Team.

The **Lead Director for Health & Safety** is responsible for health and safety and governance arrangements and will keep the Chair of Directors briefed on any significant safety matters arising outside of the Committee and elsewhere within the Trust.

The Executive Principal and the Senior Management Team will provide effective leadership and direction to ensure the policy is implemented and will as far as reasonably practicable, ensure;

- The information contained within this policy is effectively communicated throughout the schools
- That the personnel that they manage, have the necessary competence and resources to fulfil their health and safety responsibilities.
- That arrangements are in place for the on-going assessment of risks within the school that meets the requirements of the Trust's Health and Safety Policy.
- That arrangements are in place for implementing the control measures which follow-on from the risk assessments within the school.
- That staff and others involved in the delivery of the Trust's services are provided with relevant information and training on the use of equipment, substances and machinery relevant to their role.
- That they and all levels of staff are appropriately represented on the Health and Safety Committee.

The Executive Principal

The Executive Principal has overall responsibility for the day-to-day operational management, working with the Heads of School's to monitor of health and safety within the school. They must have sufficient

competence (or assistance from competent colleagues) to enable them to ensure that Telford & Wrekin's standards for health and safety are maintained in their establishments.

The Executive Principal will;

- Be responsible for the day to day, implementation of the Health and Safety Policy and will liaise with the Directors to ensure full compliance with all of its requirements.
- Keep themselves and their employees up to date with all relevant health and safety information and consult with or seek advice, guidance and support from the Internal Health and Safety Team.
- Facilitate the necessary health and safety training for staff, in order for them to Undertake their work safely.
- Appoint key personnel to take responsibility for operational health, safety and welfare issues (see page 4)
- Periodically review the policy and make amendments to it whenever necessary.
- monitor the safety performance and take such steps as may be necessary to improve performance
- Ensure that all employees have access to a copy of the school's health and safety policy and are aware of their responsibilities.
- Ensure that effective channels of communication and consultation with staff and safety representatives are maintained.
- Ensure that suitable and sufficient risk assessments are carried out in respect of the health and safety of all persons that are affected by the school's activities; and that such risks are controlled by effective and proportionate means. Also that the assessments are recorded and highlight any employees, pupils or other individuals identified as being especially at risk.
- Promote a positive culture and an interest in health and safety matters throughout the school
- Ensure that appropriate staff liaise with subject advisers and health and safety officer/coordinator on health and safety matters.
- Make recommendations for improvement and present an annual report on Health and Safety to the Board of Directors.
- Ensure all relevant accidents/incidents are reported via the appropriate channels (i.e. MyView), that they are thoroughly investigated, reported to the relevant enforcing authority, where necessary and that appropriate remedial actions are taken to help prevent a recurrence.
- Be responsible for dealing with visits from the Health and Safety Executive and other enforcing agencies.
- Ensure that competent persons are appointed to test and maintain the utilities, facilities, plant and equipment within their buildings / areas of control, as appropriate (gas, electrical, water systems, etc.)
- Ensure service and maintenance records are maintained for all relevant services, facilities, plant and equipment within their buildings / areas of control.
- Be responsible for ensuring that the Fire Risk Assessment has been completed and is reviewed at least annually.
- Ensure that suitable and appropriate fire safety and emergency arrangements are in place in respect of the buildings & premises, pupils & employees that they manage and / or are responsible for.
- Be responsible for ensuring that the Asbestos Survey Report is reviewed on receipt from the 'biT Team' and an Asbestos Management Plan is in place and reviewed annually.
- Be responsible for ensuring that there is liaison with key partners that have an interest in the building, on matters of health and safety relating to electricity, gas, water supplies, waste disposal, safe access of pedestrians and vehicles, building regulations and planning, etc.

- Be responsible for ensuring that health and safety repairs and necessary emergency work required to ensure the health and safety of staff, pupils and others are undertaken.
- Be responsible for ensuring that works plans, schedules and other data are maintained, in respect of the maintenance and building alterations of the school in so far as they affect health and safety.

The School Health and Safety Co-ordinator (Head of School);

- Will encourage a positive approach to accident prevention and the health and safety of staff, pupils and others on the school premises and affected by school activities
- Will ensure that they understand current school policies and procedures affecting health, safety and welfare of staff, pupils and others.
- Will carry out investigations as deemed necessary, periodically inspect the premises and activities in order to determine whether the policies and procedures are being complied with and whether adequate standards of health, safety and welfare are being achieved
- Will ensure that effective measures are in place to deal with and prevent emergencies, this includes the organisation of periodic fire drills and all necessary checks to safety equipment (Fire Extinguishers, First Aid Kits, Electrical Equipment etc) working with the School Administrator/Business Manager
- Will ensure that all staff regularly check the electrical leads and plugs of the equipment they use. A system to report any defects e.g. a defects book must be set up so that defective equipment can be taken out of use and repaired by a competent person. The Cleaner in charge will be responsible for checking electrical items of cleaning equipment
- Will liaise with and seek advice, guidance and support from external Health and Safety Advisers (e.g. the Council's Internal Health and Safety Adviser, Enforcement Authorities, Health and Safety Executive and Environmental Health Officers, The Fire Prevention Officer, etc.) as and when necessary.
- Will identify health and safety repairs and put into operation as necessary emergency work required to ensure the health and safety of staff, pupils and others.
- Will maintain records of works plans, schedules and other data relating to the maintenance and building alterations in so far as they affect health and safety issues.
- Will liaise with key partners, as required on health and safety matters relating to electricity, gas, water supplies, waste disposal, safe access of pedestrians and vehicles, building regulations and planning.
- Will ensure that vehicles belonging to the school are serviced and maintained in a safe condition.

Teaching Staff

- Will take reasonable care of their own health and safety and that of the pupils and others who may be affected by what they do;
- Will co-operate with school management on matters of health and safety and will not interfere with or misuse anything provided in the interest of health and safety;
- Will observe the additional safety precautions needed if they teach in laboratories, workshops or other potentially hazardous areas and be aware of specific guidelines and specialist publications from bodies such as the CLEAPPS, DATA, the Association of Science Education and AFPE (Association of Physical Education)
- Will promptly report all accidents, dangerous occurrences and potentially dangerous practices and situations to Management\Health and Safety Coordinator etc. as appropriate.

All Employees of the Trust

Must at all relevant times, to minimise the risk of injury to themselves, other colleagues, customers or partners of the Trust;

- Comply with the measures specified in this policy and other relevant risk control measures, procedures and guidance, produced by the School, whilst at work.

- Conduct themselves in an appropriate manner so that they, and/or others are not put at risk by their activities, actions or failings.
- Co-operate with the Head of School and Executive Principal, managers and supervisors, on all matters affecting health, safety and wellbeing at work.
- Make full and proper use, in accordance with the user instructions and the training provided, of any plant, machinery or equipment that is made available to them; and to not misuse such equipment.
- Only use plant, machinery and equipment for which they have been authorised, have been fully instructed as to its safe use and have received suitable training. Where appropriate, employees must ensure that plant, machinery and equipment is suitably guarded during use.
- Attend relevant training courses as requested by management and adhere to the techniques and practices specified within any training provided.
- Wear / use the necessary protective clothing and/or safety equipment (including PPE) as specified for their role / work.
- **Report hazards, defects or potential risks affecting the health safety or welfare of themselves or others, which they cannot eliminate or control themselves to their supervisor or manager immediately.**
- Report all accidents and incidents (i.e. near miss, violence, abuse, racial and hate related) occurring in their area of work including cases of work related ill health to their manager/supervisor immediately, following the correct reporting process. Employees may be involved in the investigation and any remedial actions required arising from this process.
- If at any time, employees are involved in any activity that feels unsafe or they feel at risk, they should stop the activity and raise their concerns with their line manager.

Trainees, Apprentices and Volunteers

The Trust recognises its responsibilities both as sponsor and managing agent to all its Trainees, Apprentices and Volunteers (and similar groups that may be affected). Such groups will be afforded the same health and safety status, and adopt the same duties and responsibilities as that of an “Employee” and are required to be made aware of and adhere to the requirements of the School’s Health and Safety Policy.

Young persons and work experience students

All Young Persons and Work Experience Students have the same health and safety status and responsibilities as an employee and are required to be made aware of and adhere to the requirements of the School’s Health and Safety Policy. The potential vulnerability of such persons requires that they will be subject to greater levels of supervision than standard employees and may also be subject to additional controls depending upon the findings of the risk assessment process.

Visitors and the Public

Appropriate action must be taken to ensure that visitors are made aware of risks relevant to their visit, at the specific site they are attending. All visitors must be accompanied within areas of the school which are identified as non-public areas. These persons should not be allowed to access areas which may place them or others at significant risk. The School will conduct its undertakings in such a way as to ensure that visitors and members of the public are not endangered by its work activities.

Disciplinary Procedures

The Health and Safety at Work etc. Act 1974 states that, *“No person shall intentionally or recklessly interfere with or misuse anything which is provided in the interests of health, safety or welfare in pursuance of any of the relevant statutory provisions.”*

Disciplinary action may be initiated against any employee who knowingly violates or fails to implement the Trust’s safety policies, procedures or guidance, or who fails to use any personal protective equipment or other safety devices or equipment, when required, that is specifically provided for their protection.

Breaches of the health and safety policy, procedures and arrangements will be dealt with under the Trust’s Disciplinary Procedures. It must be understood that such breaches may also expose the individual committing the breach and / or the School to criminal prosecution.

Section 3; Arrangements for Health and Safety

In order to promote a health and safety culture that aims to produce high standards and continuous improvement, the Trust has put in place the following health and safety arrangements.

Governance

The principles of good governance are integrity, openness and accountability.

These principles describe the systems and processes whereby the Chair of Directors, the Lead Director for Health and Safety and the Executive Principal, as Senior Management Team, fulfil their collective responsibilities and provide the foundation for securing the health and safety of the School’s pupils, employees and others affected by its activities.

The Senior Management team will meet for regular updates on health & safety performance, to determine if the Trust’s health and safety policy, strategy and action plans are being achieved and if necessary ensure that any outstanding issues are being prioritised and addressed via a risk based approach.

Communication, Consultation and Co-operation on Health and Safety

High quality communication is an integral part of effective health, safety and wellbeing management.

Mighty Oaks Academy Trust will consult with recognised trade union and other employee representatives on matters affecting health and safety via the safety forums and meetings outlined below.

School Health and Safety Committee

The School Health and Safety Committee is the principal forum for health and safety matters at the School. The committee oversees health and safety management within the School and is the formal mechanism for consultation with employee representatives (including the trade unions, where applicable) on health and safety matters. It will monitor performance and consider proposals on school health and safety policy and strategy.

Membership of the School Health and Safety Committee

- The Trust Health and Safety Committee is made up of the Chair of Directors, the Lead Director for Health and Safety, the Executive Principal, Head of Schools, other governors and members of staff and also employee representatives (including those of trade unions) as applicable.
- Members of the committee shall be nominated and appointed annually at the autumn term meeting of the Board of Directors.
- The Committee shall be chaired by the Chair of Directors.
- **Neither the Executive Principal, any 'Teacher Governor', nor anyone else employed at the school shall be appointed as the Chair of the Health and Safety Committee.**
- In the event of a vacancy arising on the Committee, a successor shall be appointed by the Board of Directors at its next meeting following receipt of the resignation.
- The Board of Directors will appoint the Clerk who shall not be the Executive Principal.

Meetings

The Committee will meet at least 2 times a year to fulfil its responsibilities and to meet any prescribed deadlines.

Meetings of the committee shall be called by the Clerk to the Committee and seven days' notice will be given with an explanation of the purpose of the meeting.

The terms of reference for the Trust Health and Safety Committee are to;

1. Consider, review and approve where appropriate, health and safety policy, strategy, procedures and guidance documents developed by and for the Trust.
2. Specifically prepare the health and safety policy and recommend it to the governing body. Keep the policy under review and to recommend such amendments to the governing body as may be necessary.
3. To recommend to the governing body procedures for implementing the health and safety policy and then to ensure, by means of periodic checks and reports, that those procedures are followed.
4. Consider changes to (and new) health and safety legislation, the content of recommendations from professional bodies, and the necessity for changes to the Trust policy(s) as a result
5. Consider reports from enforcement agencies and recommend appropriate action(s) in response.
6. Receive and review specific reports on accidents, incidents, near misses and work related ill health.
7. Monitor health and safety performance, including accident and incident rates. Review and consider any significant concerns or associated trends and recommend appropriate action(s) in response.
8. Receive health and safety inspection and audit reports, generated by the Head of School and/or Lead Governor for Health and Safety and/or others and consider appropriate action to address any shortcomings identified.
9. To recommend to the governing body a school security procedure that addresses the security of pupils and staff as well as the protection of buildings and property. Review this regularly and make recommendations where appropriate.

10. With the Head of School, draft a documented emergency plan for the school for approval by the governing body.
11. To consider and recommend to the governing body suitable arrangements to ensure safeguarding and the promotion of the health, welfare and inclusion of pupils.
12. Consideration of reports and factual information provided by inspectors of the Enforcing Authority.
13. Promote a positive safety culture and play a key role in motivating and engaging with employees and actively monitoring and driving improvements in the health and safety performance of the school.

The terms of reference with specific regards to the maintenance of the schools premises are;

1. To monitor the state of repair of the school buildings, including the effective management of asbestos (if any) on the premises.
2. Through the Executive Principal, to liaise with the school's building surveyor or other adviser over repairs and maintenance work to be undertaken each year.
3. Through the Executive Principal, to take any action required to approve & carry out repairs in an emergency.
4. To consider and recommend to the governing body any proposed improvement projects.
5. To recommend to the governing body a lettings policy for the school, to keep this under review, including lettings charges and any proposals or requirements for insurance cover.

Local Health and Safety Arrangements

Access and egress from the school site

The school's premises are organised in such a way as to ensure that pedestrian and restricted traffic can circulate in a safe manner. Signs and road markings have been put in place to demark designated parking by staff & visitors. Barriers are in place to control the risk of children coming into contact with vehicles when walking along the foot paths on site.

Letters will be sent to parents/carers/guardians to inform them of the procedures at the beginning of the term and whenever necessary to ensure that they only park in the appropriate bays and do not block the entrances. Parents/carers/guardians are responsible for their children until handed over at the classroom doors.

Accident & Incident Reporting and Recording

All accidents, incidents (including near-miss, violence and/or abuse related) which occur on School premises or arising from our activities must be reported, using the correct reporting process. Such incidents must be reported by the employee on MyView so that details can be retained for future reference.

A range of manual forms (for accident, violent incident, near miss etc.) will be made available for the use of personnel who, for whatever reason do not have access to a computer. The line manager of such individuals must upload the manual form to MyView, once the incident is notified to them.

Any serious incidents must be reported to the internal health and safety team immediately.

Line managers will receive email notifications whenever an incident is entered onto MyView and are responsible for reviewing and authorising such reports, as necessary.

If there is any uncertainty as to what needs reporting staff can contact the Internal Health and Safety Advisor for advice and support 01952 383627. Staff should be aware that in the event of a serious accident/injury the Health and Safety Advisors may need to investigate the incident. Therefore it is advisable to take witness statements and photos of the site of the incident as soon as possible while it is still fresh in everyone's mind.

Where such an incident results in a 'specified injury, incident or occurrence' as described in the Reporting of Injuries Diseases and Dangerous Occurrence Regulations 2013 (RIDDOR), the School's line managers hold the responsibility for reporting such incidents or occurrences to the relevant authorities.

All RIDDOR reportable incidents involving the School's pupils, employees or others affected by the School's work activities, must be reported to the Health & Safety Executive within a proscribed timescale.

School Managers must notify the Internal Health and Safety Team, whenever an incident is deemed to be reportable under RIDDOR so they can support the process. This must happen prior to reporting to the HSE.

School Managers have a responsibility to carry out a robust investigation following an incident and where appropriate to take reasonable action to prevent reoccurrence.

Reviewing accidents

An analysis of the accident reports and near-misses will be undertaken at intervals and considered by both school management and the Trust's Committee with Health and Safety Responsibilities, for consideration of further action.

Staff must be aware of the following:

- Parents are to be advised of incidents in writing by means of a note where deemed necessary. Details of the injury, time and date must be included, this is essential for head injuries. 'Parent slips' are kept by the accident book in the administrator's office.
- Information about children's allergies are readily accessible to staff and supply teachers on the register sheet.

Asbestos

Staff will be made aware of the areas in the school where there is known to be asbestos. This is to ensure they understand how it is being managed and what to do in the event that they notice that it is becoming damaged. Priorslee and Buildwas Academy have no asbestos on site.

The Asbestos Survey (where applicable) is kept in reception and will be brought to the attention of all contractors whose work will or could disturb the fabric of the building. The school specific Asbestos Management plan is located in the front of the survey.

Bad Weather Contingency Plans

School site staff will be responsible for ensuring the site remains in a safe condition and will produce a risk assessment for gritting the site during icy and snowy conditions. Staff must stick to the agreed routes during icy/snowy conditions because some areas may not have been gritted. Staff will be notified of these areas and/or they will be cordoned off.

Chemical and Substance Safety

NO SUBSTANCES WILL BE USED OR GENERATED WITHIN THE SCHOOL UNLESS AN ASSESSMENT OF THE RISKS THAT THEY PRESENT HAS BEEN MADE.

Whenever the school intends to use, or create a substance that could be a risk to the health of staff, pupils and others, the School's COSHH Assessment Co-ordinators (named on page 4) will:

- Identify and control these substances, minimising the risk of exposure to staff and others.
- Ensure staff are aware that certain substances are hazardous to health. Wherever possible these will be taken out of use. Where substitution proves to be impracticable then a full COSHH risk assessment will need to be carried out and documented. Paper copies of these documents will be available from the School Business Manager
- Ensure all users are informed, trained and instructed in the safe use of these substances and have access to the COSHH assessments.
- Ensure staff know that they are to read labels and instructions, practise sensible, safe working practices and follow and understand the emergency procedures.
- Ensure equipment is used as instructed.
- Ensure personal protective equipment/clothing is available and used when required (see page 18 - PPE) All staff must be aware that they have a responsibility for reporting hazards, potential hazards and "near misses" to the Head teacher or if not available, School Business Manager/administrator.

Computers

Staff who use computers, including laptops, for 1 hour or more at any time during their working day must undertake a workstation risk assessment.

Speak to the School Business Manager who will be able to give you a copy of the self-assessment and run through the procedure. If any changes or equipment are required that cannot be resolved directly by the user then report back to your Head of School who will see if it is appropriate to order the equipment e.g. screen riser, foot rest etc. Further advice can be obtained from the Internal Health and Safety Advisor.

Confidential Counselling Service

Telford & Wrekin Council provides a confidential counselling service for all employees. Governors commend the use of this service to staff. Staff can find out more details via Occupational Health.

Contractors

All contractors working on the school premises are to report to the school office prior to starting work. They must be shown the relevant part of the asbestos survey and sign the ASBESTOS SIGNATURE SHEET to indicate that they will be expected to operate within the guidelines set to avoid disturbance of asbestos

For extensive work or high risk jobs the contractor must comply with the recommendations and procedures issued by Telford & Wrekin Council and current health and safety legislation. Close liaison between the Council representative and contractors must be maintained.

The procedure for this type of work will be agreed prior to work commencing and amended during the work activity as necessary especially when there are unforeseen developments.

School safety arrangements regarding contractors

Telford & Wrekin Council requires contractors included on their approved list to be CHAS registered or registered by another of the other Safety Schemes in Procurement. This provides a measure of confidence in the contractor's ability to manage health and safety. Schools should select contractors from the approved list wherever possible.

Once a competent contractor has been appointed the school will:

- discuss with the contractor details of current relevant issues and works to be completed, supported by documentation where necessary;
- require the contractor to provide method statements, permits to work etc, as applicable;
- seek confirmation that the contractor agrees to work in accordance with the Trust's Health and Safety Policy and arrangements, and the health and safety requirements that are laid down in the contract;
- clarify the responsibility for provision of first aid and firefighting equipment and the procedures to be followed in the event of emergency;
- obtain details of articles and hazardous substances intended to be brought onto site, including any arrangements for safe transportation, handling, use, storage and disposal;
- obtain details of plant and equipment brought onto site, including arrangements for storage, use, maintenance and inspection;
- agree key points of contact, arrangements for communication during work, including arrangements for reporting problems or stopping work in cases where there is a serious risk
- agree arrangements for suitable working times and segregation of school activities from the contractors work areas;
- seek confirmation that all workers are suitably qualified and competent for the work.

Fire Safety and Emergency Evacuation

The Fire Risk assessment is stored electronically in the Fire Safety file by the School Business Manager. This is reviewed on an annual basis unless there are significant changes before this. An assessment of the risks of fire is carried out by Telford and Wrekin Council. As a result of the assessment, if any additional precautions are identified as necessary the school will implement these as a matter of priority.

Notices setting out emergency evacuation procedures are displayed at key points around the school and in every classroom.

Emergency exit doors and routes are kept clear at all times and not obstructed at any time. All fire doors are kept permanently unlocked while the premises are in use.

School Caretakers / Cleaners in Charge check all firefighting and detection equipment monthly to ensure that is present in the correct locations and has been subject to a service check within the last 12 months. In addition there is an annual check of all fire extinguishers by Churches Fire.

The fire alarms are tested weekly by School Caretakers and emergency lighting monthly through Telford and Wrekin Council. Records are kept in a log in the school office.

Notices around school have the following information. (Signs should comply with Health and Safety (Signs and Signal) Regulations 1996)

FIRE ALARM / BOMB THREAT INSTRUCTIONS:

IF YOU DISCOVER A FIRE

Press the fire alarm nearest to where you are:

1. The alarm will sound.
2. Pupils and staff will walk out of school by the nearest safe exit
3. Classes line up on the playground
4. Class Teachers to take Attendance Registers and check that all children in their classes are out of the building. Staff check the toilets in their areas before evacuating, where safe to do so.
5. **DO NOT PANIC.** Walk quickly and quietly in line, **DO NOT** return to the classroom or cloakroom to pick up personal belongings.
6. Await further instruction before returning to the building.

Fire drills take place at least termly. Details are recorded and notes made of any problems which needing remedying.

- In the case of a fire, the first requirement is for staff to ensure the safe evacuation of all persons from the building to the safe places indicated on the fire procedures notices. The building should NOT then be re-entered until it has been confirmed that it is safe to do so.
- The Fire Brigade will be summoned automatically through the linked alarm system.
- Fire Marshalls will sweep their designated areas and report to the 'Person in Charge'
- All attendance registers will be properly marked for the morning and afternoon sessions. Members of the teaching staff will take their registers with them on evacuating the premises.
- A roll call will be taken when all have reached the place of safety.
- All visitors/contractors report their presence on site to reception and sign the 'Visitors iPad and ensure they are familiar with the fire precautions. Reception staff must remind visitors to read the emergency arrangements.

- In the event that anyone by reason of any sort of disability or special need on the premises would be unable to evacuate the building without assistance a Personal Emergency Evacuation Plan will be drawn up, agreed with them if possible and implemented.
- Staff or others taking after school clubs must ensure they are familiar with the fire precautions.
- All access routes will be maintained in a safe condition and be free from obstructions. So far as reasonably practicable any hole, slope, uneven or slippery surface which is likely to cause a person to slip, trip or fall preventing them getting out of the building safely will be repaired.
- Drills to practice evacuation of the playground and field will take place half termly.

Building Innovation Telford (biT) will arrange the fire risk assessments for Telford & Wrekin owned / operational properties.

Issues arising from the fire risk assessment must be acted upon as appropriate, including ensuring that effective communication takes place with employees, building tenants and users on fire safety matters.

The assessment must be kept readily available for inspection by auditors and enforcement agencies.

The Shropshire Fire and Rescue Service will audit fire risk assessments and emergency arrangements as required and have enforcement powers should they feel it necessary to use them.

First Aid & Medical Emergencies

If urgent medical aid is needed an ambulance should be called immediately by dialling 999. Provide details of the exact location and send someone to direct the paramedics to the casualty if necessary.

First aid treatment should be provided to the casualty whilst waiting for the paramedics to arrive.

First Aid

The school will ensure that first aid can be rendered to staff and pupils, should they be injured or become ill. A 'first aid needs' risk assessment has been undertaken to ensure the provision is suitable for the school at all times including out of normal working hours and on visits and journeys.

If immediate medical assistance is thought to be necessary, parents will be contacted and given the option of the School contacting an ambulance. However, should the parent(s) be unavailable medical assistance will be sought by the school and the child will be accompanied to the doctor or hospital by a member of staff.

The school seeks to ensure that at least two members of staff have received training on an approved first aid course and two other members of staff have the additional paediatric training.

First Aid at Work training

The full First Aid at Work training course consists of at least 18 hours of learning (not including breaks), over a minimum period of three days.

On completion of training, whether a full FAW course or a FAW requalification course, successful candidates should have satisfactorily demonstrated competence in all of the subject areas and be able to:

- Administer first aid to a casualty with:
- Injuries to bones, muscles and joints, including suspected spinal injuries;
- Chest injuries;
- Burns and scalds;
- Eye injuries;
- Sudden poisoning;
- Anaphylactic shock;
- Recognise the presence of major illness and provide appropriate first aid (including heart attack, stroke, epilepsy, asthma, diabetes).

This training must be renewed every three years by means of a two day re-qualification course.

Paediatric first aid

The two-day paediatric first aid course focuses on emergency scenarios that face those looking after young children and infants, including day nurseries, private nursery schools, pre-schools, before and after school clubs for children in the early years age group, childminders and carers of children at home.

The paediatric first aid course must meet the Ofsted Early Years and Childcare Register requirements.

This training must be renewed every three years by means of a one day re-qualification course.

The training can be arranged by Telford and Wrekin Council. Overview of the First Aider's are displayed in the School Entrance. Alternatively see Appendix.

First Aid Facilities

- The first aid boxes are placed in clearly identified and available in classrooms.
- Each first aid box contains a list of required first aid items and sufficient quantities of suitable first aid material and nothing else. Contents of the box will be replenished as soon as possible after use in order to ensure there is always adequate supply of all materials. Additional supplies are available from the School Office. The Class Teachers are responsible for ensuring these are replenished as soon as possible after use.
- Disposable plastic gloves will be provided in the first aid box which will be properly stored and checked regularly to ensure that they remain in good condition.
- Notices are posted in prominent positions throughout the school giving locations of first aid equipment and the names of the first aiders.

Recording First Aid Treatment

Records of treatment provided will be made in the accident/incident book for pupils/students. If the incident was work related then this will be reported and recorded using the electronic MyView system and a copy kept securely in case of follow up investigation or claim. See page 12 for further information on accident/incident reporting.

Administration of Medicines

First Aid does not include administering medicines to children. Staff will require additional training and consent to administer medicines e.g. insulin, use of an epi-pen etc. This will only be after full consultation with the parents and the school nurse.

Staff can be with the child as the child administers their own medicine (with prior written agreement from a legal guardian). Any member of staff witnessing the child taking their medicine must sign a form to confirm this. Two members of staff **MUST** be present especially when having to administer the medication.

Medicines are kept in the locked cupboard in the School Office or, if required to be refrigerated can be found stored in the fridge located: Back Office/Staff Room. Further advice can be found in the Medication in Schools Guidance found in the School Knowledge Hub SharePoint system.

Parents/Guardians will need to fill in a consent form asking for medicine to be stored in the school. Parents/Guardians must be made aware they will be responsible for making sure the medicine is kept within date.

Lone Working

Working Alone should be avoided wherever possible. However, it is recognised that, from time to time, it may be necessary for school employees to work in situations or locations, which are remote from other members of staff. This will include employees working in the evenings, weekends or during the holiday in school on their own.

In such circumstances, the school will assess the risk to these individuals and introduce suitable controls to ensure that all risks are minimised. Please read the Trust's Personal Safety Policy.

Any staff wishing to work on the premises outside normal school hours must have prior agreement from Executive Principal or designated senior manager.

Also see page 20 for school security and people responding to call-outs.

Manual Handling

Moving heavy and awkward loads can cause injury. Where staff roles require them to undertake significant manual handling, then training will be provided.

A specific manual handling risk assessment will be undertaken for the task and reviewed regularly, staff must follow the control measure at all times.

General manual handling guidance for all staff

To avoid manual handling injuries all staff should follow established safe manual handling techniques:

- Plan the lift before you start.
- Assess the load – if it is awkward or heavy, find out whether there is a mechanical aid to use e.g. trolley or a second person to help.

- Ensure the route you are going to take is the most direct, clear from obstruction and as flat as is possible. When you off-load the object make sure the area is clear for you to do so.
- When lifting bend your knees and keep your back straight, feet apart and angled out and ensure the load is held close to the body and firmly gripped.
- Lift smoothly and slowly, using your powerful leg muscles and avoid twisting, stretching and over-reaching where practicable.

Out of Hours Use of School Premises

Suitable consideration will be given to persons using the premises outside of school hours in order to ensure their safety.

A responsible person will be nominated to represent the school and a user representative sought for liaison, to ensure that all visitors understand the procedures to be adopted in the case of fire/emergency evacuation, first aid provision, and safe use of buildings, equipment, substances and other facilities.

There will be control over the number of persons attending functions at the school to ensure that they can all evacuate quickly and safely in the event of an emergency. If necessary further advice will be sought from the Fire Safety Officer (details are on page 4). Hirers of the building will be given written emergency procedures that they have to comply with and sign to agree to follow those procedures

Events and entertainment programmes will be scrutinised beforehand with regard to any licensing requirements.

Parental/Adult Help

- All parents and adults must be DBS (Disclosure & Barring Service) checked if they offer to help with clubs, transport or any other school activity.
- When using their own car they must prove that their insurance cover is appropriate to take children on school business and the car is road worthy, taxed and MOT where appropriate.

Personal Protective Equipment (PPE)

Where circumstances require it, PPE will be provided to staff as a last resort if no alternative control measures are available to reduce the risk to an acceptable level.

PPE will be provided to staff or pupils where this is a necessary control identified by a risk assessment. This could be eye protection, hearing protection, gloves, high visibility wear, helmets and footwear.

The School Business Manager will be responsible for purchasing the correct type of PPE which is suitable for the task in hand. The person who will be wearing the equipment should be involved in the process of purchase, to ensure that it is correct in size and fit so that it is comfortable to wear.

There will be suitable arrangements in place for the storage, cleaning and replacement of PPE.

Staff will receive training as appropriate and will be required to wear the PPE provided. They will be responsible to keep it clean, store it correctly and report any faults so that replacements can be provided.

Play Equipment (indoors and outdoors)

All play equipment must be used in accordance to the manufacturers/installers instructions.

All new pupils are given an induction on the equipment before they first use it.

All staff as part of their duties must visually check the play equipment before the pupils use it and check that the weather conditions are suitable for its use. The Head of School and Executive Principal to make the final decision for the equipment to be used.

Indoor and outdoor play equipment weekly/quarterly inspections are undertaken by: The School Caretaker.

Records of the inspections are recorded and kept in: The Cleaning Cupboard

Annual inspections are undertaken by 'ROSPA' report kept electronically.

For further information and details of the checks required see the Outdoor Playground Inspection & Maintenance Guidance available on the School Knowledge Hub SharePoint.

Portable Electrical Appliance Testing

The Executive Principal is responsible for ensuring that all portable electrical equipment is tested regularly by an approved contractor. This is managed through Telford and Wrekin Council.

A register of all such electrical equipment used in the school is kept Electronically on P2.

No equipment other than that purchased as new may be used unless tested. This includes personal equipment brought into school by members of staff. All new equipment must be entered into the portable appliance register as soon as practicable and not left until required to be tested.

All staff will be instructed to visually check electrical equipment for obvious defects before use.

All hard-wired electrical installations are maintained by the Facilities Management Team at Telford & Wrekin Council at least every 5 years and more frequently where changes are made to the system.

Pregnancy and New Mothers

Risk assessments must be produced to identify any further precautionary measures that are needed to protect pregnant employees. If you are expecting a baby (or have given birth in the last six months) you will need to let the Head of School know as soon as possible. Your Head of School will review the risk assessments applicable to you to ensure that you are as safe as possible during your pregnancy and will take any additional measures needed to protect you.

Risk Assessment

Risk assessment is the main tool that the Trust relies upon to identify and control the risks arising from our work that could potentially harm employees, pupils, parents, contractors, visitors and anyone else affected by the operations of the Trust.

Each School's Senior Management Team have the responsibility for ensuring that all significant risks, arising from their activities are properly assessed, to identify;

- Any hazards which have the potential to cause harm
- Who is likely to be harmed (employees, contractors, public etc.)
- How likely it is that the harm will occur.

From the above the SMT will do all that is reasonably practicable to protect people from harm by looking at the control measures already in place and then asking if the hazard can be removed altogether, or if not how the risk can be controlled e.g. trying a less risky option, organising the work differently to reduce exposure to the hazard and / or by providing PPE.

- Risk assessments will be carried out or reviewed 4 weeks before every educational visit
- All P.E. activities have been risk assessed including the use of the outdoor play equipment.
- Arthog Outdoor Education Centre does its own risk assessment which staff are familiar with. They will check the control measures to ensure they correspond with the school risk assessment.

Management team should always consult employees, and others where appropriate, when completing the risk assessment process. Employees carrying out the work, generally know best as to what the risks are and should play a part in ensuring that the assessments are carried out robustly and that the precautions and preventive measures that we put in place, work effectively in practice. Employees must be made aware of the significant findings of the assessment and the control measures put in place to protect them.

All the significant risks to employees and those affected by the Trust's undertakings will be recorded and control measures put in place to enable all employees to operate in a safe manner.

A full range of risk assessment templates and supporting documents are available from the [health and safety pages of the Intranet](#) to guide and assist managers with the risk assessment process.

Training is also available for those involved in the risk assessment process and can be booked via Ollie.

Managers are responsible for ensuring that they undertake the risk assessments and review them at least annually or more frequently as required. This will be monitored by the School's Health and Safety Co-ordinator.

There is guidance on risk assessment in the Education Health & Safety Manual and a resource called the risk assessment bank that can be used to help record suitable risk assessments.

Training for school staff on risk assessment is arranged via the Telford & Wrekin Internal Health and Safety Team.

School Security

Safeguarding

Safeguarding procedures will be monitored and reviewed at least annually by the School Health and Safety committee.

- Gates are locked at the same time each day in the morning after school. After which time access to school is through the main school office. After school clubs use the main doors or nominated gates communicated to parents.
- The school secretary monitors those that come to the door at reception before deciding who to let into the building.
- All visitors sign in and out and wear badges of identification or a visitor's badge.
- The main doors have fob locking mechanisms.
- Intruder alarms are installed.
- The following staff have a set of keys to access the school at any time: Steve Tilley, Jodie Cooper, Heidi White, Jo Hart and School Caretakers / Cleaners in Charge. They can also activate the school's electronic security system. The School Administrator has a full inventory of key holders and keys that have been allocated.
- Blinds or curtains have been installed in all classrooms and corridors for security, the classroom blinds or curtains are closed at the end of each school day.

The Caretaker / Cleaner in Charge is responsible for the security of the school at the end of the day by ensuring that doors, windows, skylights etc. are secured. All staff have responsibilities for ensuring their classroom windows are shut and lights and computers are switched off at the end of the day.

Responding to call outs

The following are the school's nominated representatives who will respond in the event of an out-of-hours call out or see section 2: Security Wise

The school have assessed the risks to these individuals and introduce suitable control measures to ensure that all risks are minimised. All nominated staff have been trained in how to deal with violence and aggression and will be supported if an incident occurs. (Read the Trust's Personal Safety Policy)

Lone Worker attendance

If anyone has to attend to a call out on their own, procedures must be in place so that the individual on site keeps in contact with someone on arrival at site, at regular intervals whilst on site, when leaving site and on arriving safely at home. If the lone worker fails to make contact within the agreed time further steps to establish their whereabouts will be needed. Also see page 17 Lone Working.

No employee will enter a building alone unless there is an urgent and important need to do so before assistance arrives. No employee is expected to enter a building where it is believed there is a significant risk. (Read the Trust's Personal Safety Policy)

A copy of the detailed procedures introduced to control these risks will be kept in the Trust's Personal Safety Policy.

Following any event the risk assessment will be reviewed and further control measures implemented where appropriate.

Smoking

Everyone's health is important so smoking is prohibited during the school day either by staff or pupils whilst on the school premises.

Stress

Although pressure is necessary for us to live normal lives, excessive pressure can cause stress which in turn can lead to real physical and mental problems. Training is available on handling personal stress and employees are encouraged to take their PPA time and take regular exercise. Head of Schools are expected to be able to recognise and manage stress and try to promote a harmonious working environment within their teams. Training is available to help with this.

If you feel that work is causing you to have too much stress or even that stress caused by other things is affecting you at work, then you need to tell your manager/Head of School or contact the Telford & Wrekin Internal Health & Safety (tel: 383627). If you wish, all such contact can be confidential. All employees can also contact one of the independent employee counsellors for free, confidential counselling. Leaflets giving the numbers are available in school and on the Telford & Wrekin Commercial Services website.

Supervision of Pupils

The school will be open from 7.45am to 6pm (Priorslee) and until 5.15pm (Buildwas) on weekdays during term times. Between these times supervision will be provided. Pupils will not be allowed on site outside of these times, unless this is for planned extra-curricular activities. Parents are informed of the details of the school terms and opening arrangements at the beginning of the school year and reminders sent throughout the year when necessary. The school website gives details of arrangements for 'Breakfast Club' and 'After School Care' times.

The school operational arrangements will take account of the following:

- Supervision ratios and locations between school opening and lesson start time
- Supervision ratios and locations at break and lunchtimes
- Supervision ratios and locations between end of lessons and school closing time
- Areas to be used by pupils outside lesson times

Training in Health and Safety

Providing relevant health and safety training as is necessary to protect the health and safety of our employees is a key policy commitment of the Trust. All employees regardless of their status, must be provided with sufficient training, knowledge and skills to enable them to carry out their work safely and with the minimum of risk to themselves and / or anyone else.

One of the core competencies for the Executive Principal and managers is health and safety and all Head of Schools and managers will be assessed on this and encouraged to improve their skills and knowledge.

Relevant members of the Board of Governors, along with the Executive Principal and other Managers as appropriate will attend periodic health and safety training sessions as arranged by Telford & Wrekin's Internal Health and Safety Team. This will help ensure that the School Management Team is kept abreast of their safety obligations and how to implement them.

It is particularly important that managers ensure new employees are given an induction, ideally within the first week of their employment or as soon as is reasonably practicable. This induction must include

essential health and safety related matters, including their responsibilities as identified in this policy; other basic information such as first aid, fire safety and the reporting of hazards and incidents.

Job specific training should follow which introduces local policies, processes and procedures.

Further specialist training should take place where additional skills are required; this will include refresher training where these skills are not frequently used or where the risks have potential to change.

Attendance on all health and safety courses must be recorded on the Ollie training management system.

For any Health and Safety Training needs contact the Internal Health and Safety Team.

Challenging Behaviour

The Trust follows Telford & Wrekin Council's Policy and Guidance on Personal Safety at Work. The Head of School is responsible for ensuring that **all** staff:

- Are aware of the policy and procedures for avoiding violence at work and reporting and recording all incidents of verbal and physical abuse. See page 12 for Accident & Incident Reporting & Recording.
- Are aware of Telford & Wrekin Council's arrangements available for victims of violence at work.
- Know that when they have meetings with potentially hostile parents these must be in the presence of another member of staff.

As appropriate, staff will be trained to manage actual and potential aggression and/or unacceptable behaviour.

Visits and Journeys

Telford & Wrekin Council's Educational Visits and Journeys Guidance is followed and the Educational Visits Coordinator (EVC) is listed on page 4 of this policy. The EVC will liaise with the members of staff who will be undertaking the trip to ensure the procedures have been followed. (N.B. If the EVC is not the Head of School then the EVC must make sure the Head of School countersigns the approval documents including the risk assessment.)

Working at Height

Working at height, can be very high risk and persons do not need to be very far off the ground for these risks to be realised. An assessment must be made of the risks from such work, and those risks should be designed out (by avoiding work at height) wherever possible. Relevant staff, particularly site managers/caretakers, whose role may periodically require them to use ladders must have completed ladder safety training if using a ladder cannot be replaced by safer means, as part of the risk assessment process.

Where work at height cannot be avoided the equipment used for such work must be appropriate and suitable for the job, and must be regularly inspected and well maintained. The use of chairs / desks and other equipment (that is not specifically designed for work at height) as a means of gaining access for such work is strictly prohibited within the school.

Work Equipment

Work equipment relates to all things that the school relies upon for its effective operation. For example; tables and chairs, heating boilers, lifts, ladders, vacuum cleaners, utensils, computers, photocopiers, fire extinguisher's etc.

All equipment purchased by, or on behalf of the school must be suitable and fit for purpose. Therefore, before any equipment is purchased managers must ensure they understand what is required, consult with all those that will be using the equipment, and take appropriate professional advice where necessary:

- Consideration will be given to the safe installation, storage and positioning of the equipment.
- Training in the safe use of the equipment may be required and should where practical be supplied by the companies providing the equipment.
- The equipment will be maintained to ensure that it remains in good condition by the Caretaker or will be under contract for maintenance and repairs either via Telford & Wrekin Council, the Supplier or an alternative competent maintenance provider.

It is the responsibility of the person using the equipment to ensure it is in a safe condition before using it. They may require instruction and/or training before the initial use to know how to undertake the checks.

Where any faults are noted with equipment, this must be taken out of use immediately and brought to the attention of the Caretaker or other appropriate manager for action.

The school keeps a record of the inspections and checks that are made to all equipment. The log/record is kept in the Caretaker/Site Manager's Office.

Wellbeing of Employees

Many of us spend a great deal of our time at work, therefore our health and wellbeing in the workplace is as important as it is outside of the workplace, after all, how you are feeling does not automatically stop the moment you step foot into work! Telford & Wrekin's Health and Well-Being Service engages and inspires individuals to improve their physical, mental and social wellbeing. The tools included in the [Wellbeing Offer](#) support employees in maintaining good wellbeing at work, with a proactive and preventative approach to wellbeing including self-care, support, developing resilience and therapy."

Employee Assistance Programme

Telford & Wrekin's Employee Assistance Programme (EAP) provides employees with access to a dedicated online health hub to support their health and wellbeing. The Hub contains a wealth of information and resources including webinars, wellbeing fact sheets, videos, articles, self-help programmes, interactive tools and educational resources to help with life's challenges.

The service operates a 24 hour, 7 days a week confidential telephone support line too and this can be used for advice or to access **counselling support 0800 783 2808**. Counselling support is also available for all adult family members living in the household. As part of this programme employees are entitled to up to 6 sessions of counselling to provide immediate support until other counselling support is available if required through the NHS for example.

The health hub can be accessed by visiting: <https://healthassuredeap.co.uk/> or by downloading the 'My Healthy Advantage' app on Google Play/the App Store and entering code MHA128723

Sources of support, information and guidance on Health and Safety

Wherever possible, Trust employees are encouraged to try and resolve health and / or safety issues for themselves in the first instance, providing it is safe to do so; **Sort it or report it!**

Where employees are unable to deal with a problem directly, they are encouraged to contact the person responsible for the issue and / or that has the necessary authority to resolve it.

Often this will be the employee's Head of School or line manager and, in any case, should the employee be uncertain of whom to go to, they should always report the matter to their line manager or Executive Principal in the first instance.

If the line manager is unable to answer the query or the employee would feel more comfortable talking to someone independently, they should contact:

The Internal health and safety team on 01952 383627 and/ or their trade union health and safety representative.

Trust policies, procedures and guidance documents

Detailed guidance and policies can be found on the Education Health and Safety SharePoint site.

Further useful information and advice can be found on the HSE website <https://www.hse.gov.uk> and the web sites of the recognised trade unions.

Monitoring and Review

This policy will be reviewed at least annually by the School Senior Management team and updated, modified and/or amended as necessary to ensure the ongoing health and safety and welfare of School employees, pupils and visitors.

The school will make arrangements to carry out a systematic and regular programme of monitoring and review of:

1. All risk assessments
2. All accident and incident reports
3. All advisory reports received
4. All termly audit reports (where appropriate)
5. The annual audit report
6. Progress on health and safety and fire action plans, policy and procedure updates
7. Other health and safety related matters and events arising throughout the school year.

The Executive Principal and the Health and Safety Committee will be responsible for reviewing and amending this policy in conjunction with the Annual Health and Safety Self-Monitoring Checklist and Fire Risk Assessment which is required



Mighty Oaks Academy Trust

Educational Visits Policy

Review Date: September 2024



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Foreword

The learning experience for young people in schools and settings should be so much more than simply lessons in classrooms. We aim to support all of the children in Telford and Wrekin to develop into adults who are not only vital members of their community but also appreciate a wider understanding of the society and environment they live in.

Learning outside of the classroom offers unique opportunities to enrich learning, enhance personal and social development, gain greater awareness of different environments and adopt healthy lifestyles.

Learning outside of the classroom can contribute not only to the development of the young people, but also to the expectations of the school from Ofsted. The Ofsted Education Inspection framework (May 2019) describes, in the Quality of Education judgement for Curriculum Intent that inspectors will evaluate the extent to which:

- *leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life*

Also for Personal Development. Inspectors will evaluate the extent to which:

- *the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents*
- *the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy*

I therefore welcome this policy and guidance which should support staff to organise valuable learning experiences beyond school whilst at the same time ensuring that the young people, and those caring for them, are safe and that their wellbeing is protected.

Simon Wellman

Director of Education and Skills

Telford and Wrekin Council

DOCUMENT STATUS:	Telford and Wrekin Council Policy. Telford and Wrekin Council Guidance
EFFECTIVE FROM:	First published September 2019 – updated September 2022
NEXT REVIEW:	August 2023
RELATED DOCUMENTS:	The Department for Education (DfE) Guidance Health & Safety on Educational Visits https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits
	Outdoor Education Advisers Panel - National Guidance for the Management of Outdoor Learning, Off-site Visits and Learning Outside the Classroom (Reviewed and updated on regular basis) https://oeapng.info/
	OEAP - Writing an Establishment Policy for Outdoor Learning, Off-Site Visits and Learning Outside the Classroom 5.3b-Writing-an-Establishment-Visits-Policy (3).pdf (btw.gov.uk)
	TWC Guidance – School Emergency Plan
SUPERSEDED DOCUMENTS:	DfE Guidance 1998 – Health and Safety of Pupils on Educational Visits (HASPEV) and Part 1, 2, & 3 supplements
	DfE Guidance 2001 – Health and Safety: Responsibility and Powers
	TWC Employers Guidance for Educational Visits and School Journeys - September 2016
AUDIENCE:	Head Teachers, Principals and Managers of Schools; all other educational settings; other private, voluntary or independent establishments and those that are commissioned by TWC
	Educational Visit Co-ordinators (EVCs)
	Visit Leaders / Assistant Leaders
	Governing bodies

Local Authority Officers –Telford and Wrekin Council:

- Directorate for Education and Skills
- TWC Internal Health and Safety Service
- Legal and Insurance Services
- Public Health and Civil Resilience Services

TWC Policy for Educational Visits and Journeys

This policy is essential for all those who have responsibility for the approval, planning and/or execution of any educational visit or Outdoor Learning including on site adventurous activities.

All visits must be planned and organised in accordance with this document. The status of this document is mandatory for all Telford & Wrekin maintained schools and for establishments working under the TWC Educational Visits Service Level Agreement. Schools / Establishments, school staff and course providers have a duty of care to their children and young people, any accompanying adults, each other and themselves to ensure that they are kept safe and well and, that, in the event of any incident, they are able to respond appropriately in order to minimise the risk of harm.

Any Telford and Wrekin foundation or voluntary aided schools choosing not to follow the Telford & Wrekin Policy and Guidance must (as employers) have other guidelines in place for educational visits and journeys, which the Local Authority (LA) will expect to be at least as comprehensive as its own guidelines.

Telford and Wrekin Council is responsible for:

1. An Outdoor Education Adviser accredited by the Outdoor Education Advisers' Panel
2. Telford and Wrekin Local Authority Policy and Guidance for Educational Visits and Journeys which is compliant with Department of Education's guidance 'Health and Safety on Educational Visits' and adopts the Outdoor Education Advisor Panel's National Guidance.
3. The Evisits software system (induction and training provided).
4. Forms 16A to 16H and the E-Visits software system with associated training and support. The new Form 16A matches the EVisits software.
5. Initial and revalidation training for Educational Visits Coordinators (compulsory role for all schools)
6. Termly network meetings for Educational Visits Coordinators (Minimum attendance of 1 meeting per school year will count as revalidation instead of repeating the EVC training if preferred).
7. Email and telephone support with response time within 5 working days (term time).
8. Monitoring of visits.
9. Approval of Category 2b Educational Visits; outdoor adventurous activities both on/off site, residential visits, visits overseas and their associated journeys via EVisits.

10. Document Library on EVisits for guidance, events and resources.

11. Outdoor Learning and Leadership and Professional Development programme (fees will vary).

Schools/ Establishments are responsible for following this policy and guidance and:

1. Ensuring the School holds a current Educational Visits and Journeys SLA.
2. Appointing an Educational Visits Coordinator (EVC) and makes sure they have the training they need. The Head Teacher has this duty if there is no coordinator. The EVC works with the TWC Outdoor Education Adviser to help their colleagues in schools to assess and manage risks.
3. The EVC should:
 - be an experienced visits leader (or alternative and relevant experience)
 - have the status to be able to guide the working practices of other staff
 - be confident in assessing the ability of other staff to lead visits
 - be confident in assessing outside activity providers
 - be able to advise Head Teachers/Governors when they are approving visits
 - have access to training, advice and guidance.
4. Schools/establishments must have an emergency response plan that covers what to do if there is an incident during an Educational Visit or outdoor learning including on site or adventurous activities. This must be part of the School/Establishment Emergency Plan. This plan must include communications plan that covers how routine communications should be handled, including regular check-ins and calls to reassure people. Visit Leaders must be familiar and confident with these plans.
5. Schools/establishments using an external organisation or provider are responsible for checking they have the appropriate safety standards and liability insurance. There should be an agreement that makes it clear what everyone is responsible for, which is especially important if the organisation or provider is taking over supervision of the young people. The school/establishment is responsible for making sure required dietary, allergen, medical and behavioural information for both staff and young people are communicated as appropriate.
6. School/establishments are responsible for evaluating all visits once they have concluded from the planning through to the visit itself. Schools/establishments are required to keep a record of any incidents, accidents and near misses. This will help with evaluation of the value of the visit and to learn from any incidents which took place and inform the management of future visits.

TWC Guidance for Educational Visits and Journeys

1. Introduction

- .1 This guidance is essential for all those who have responsibility for the approval, planning and/or execution of any educational visit or Outdoor Learning including adventurous activities on site. All visits and Outdoor learning must be planned and organised in accordance with this document. The status of this document is mandatory for all Telford & Wrekin maintained schools. Any foundation or voluntary aided schools choosing not to follow the Telford & Wrekin Guidance must (as employers) have other guidelines in place for educational visits and journeys, which the LA will expect to be at least as comprehensive as its own guidelines.
- .2 Schools/establishments, school staff and course providers have a duty of care to their children and young people, any accompanying adults, each other and themselves to ensure that they are kept safe and well and, that, in the event of any incident, they are able to respond appropriately in order to minimise the risk of harm.
- .3 This guidance sets out Telford and Wrekin Council's (TWC) expectations of how Educational Visits, Outdoor Learning (including on site adventurous activities) and any associated journeys will be managed by its Employees and those that have adopted this Employer Guidance. T&WC has adopted the Outdoor Education Adviser's Panel (OEAP) National Guidance to make sure Educational Visits and Outdoor Learning are properly planned, managed and run by competent staff and to maximise their many benefits.

TWC adoption of Outdoor Education Advisors Panel National Guidance



National
Guidance

2.1 Telford and Wrekin Council has adopted the OEAP National Guidance. This will ensure that this Guidance for Educational Visits and Journeys reflects nationally recognised standards. To ensure that the most up to date National

Guidance is accessed, please go to the OEAP website: <http://oeapng.info/>

2.2 This Policy/Guidance document can be accessed through the Telford and Wrekin Council Educational Visits Service Level Agreement which can be accessed by emailing:

EdVisits@telford.gov.uk All associated guidance, training information, events and resources are found on the webpage: <http://www.telfordeducationservices.co.uk/educational-visits-andjourneys> and also within the documents section of your establishment's EVisits site.

2.3 OEAP National Guidance is written and kept up to date by leading and informed professionals and replaces the previous TWC / Shropshire Guidelines. This TWC Guidance contains specific additional detail and clarification that has developed through input from the TWC Health and Safety Team, Head Teachers, Educational Visit Coordinators (EVCs) and the Outdoor Education Service.

2.4 In the event of any apparent conflict between TWC Guidance, your school/establishment's policy or National Guidance, then TWC Guidance must be followed and clarification sought from the Educational Visits Co-ordinator, Outdoor Education Adviser or line manager.

2.5 Throughout this document, reference is made to individual OEAP guidance documents; these are the key documents but further information may exist. TWC recommend the use the OEAP website and its search function, and that the most current version of a document is always used.

Clarification of Roles

3.1 All Educational Visits and Outdoor Learning activities will follow the hierarchy below and this is used in both the paper based and E Visits systems:

- **Visit Leader (VL)** - Initiates, plans and runs the visit and/or Outdoor Learning activity and on return completes an evaluation.
- **Educational Visits Co-ordinator (EVC)** – checks the plans and associated documents, gives outline approval, monitors progress, assesses the success (or otherwise) and provides feedback to improve future visits or Outdoor Learning activities. Under T&WC Employer Guidance every school/organisation **must** have an EVC and they **must** be registered with the Outdoor Education Advisor and be current.
- **Outdoor Education Adviser** – For the higher risk/more complex visits the Outdoor Education Adviser checks the plans and associated documents, gives LA approval (or otherwise) and provides training, advice and guidance to improve future visits or Outdoor Learning activities.
- **Head Teacher/ Senior Manager** – checks that essential elements for the visit or outdoor Learning activities are in place and **must** give their approval by using Evisits or Form 16A.
- **Governors / Management Board** – will determine which Educational Visits and Outdoor Learning they would like to be notified of in advance to give their prior approval. It is their responsibility to ensure an Establishments Visits Policy is in place for their school/establishment as part of their health and safety statutory requirements. This Establishment Educational Visits Policy should clarify any establishment-specific requirements of these and other roles within their school/organisation. Any delegation of key areas of responsibility, such as assessment of competence or approval must be clear. The policy should also set out the criteria for selecting the EVC, if these are different from those recommended in National Guidance.

Refer to OEAP National Guidance 3.1b **Establishment roles and their inter-dependence** for further details.

Procedural Requirements

4.1 This guidance applies to all situations where adults acting in the course of their employment have responsibility for children and young people taking part in Educational Visits or Outdoor Learning including on site adventurous activities.

4.2 All schools/establishments following TWC Educational Visits and Journeys Guidance **must** have a trained EVC who has either been trained by TWC or has, within 3 years, revalidated their training with an accredited OEAP Provider. Every EVC **must** attend at least one TWC EVC training course and then

may maintain subsequent revalidation by attending at least 1 out of 3 Network Meetings each year. Attendance at Network Meetings is recorded and used for revalidation of the EVC role every 3 years. EVCs are also welcome to attend repeat EVC training if this is deemed appropriate. The numbers of EVCs required by the school / establishment is a decision for the Head Teacher / Senior Manager.

4.3 Educational Visits and journeys are placed in 3 categories:-

- **Category 1. Routine activities covered by generic risk management.** These are off-site activities and outdoor learning on-site activities that take place during school hours and which are a normal part of a child's education. These involve no more than an everyday level of risk, such as slips and trips, and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom. These would include the use of the school grounds for enhancing the delivery of the curriculum including data collection and local studies. Also included typically would be regular visits to a library or place of worship. Routine PE fixtures although not covered by Educational Visits and Journeys Guidance would be another example.
- **Category 2a. Visits and/or journeys that require enhanced planning and event/journey specific risk management but are NOT residential, overseas or adventurous.** These visits require one-off consent, parents **must** be given specific information about the visit and their child's proposed participation, and **must** also be given the opportunity to withdraw their consent should they not wish them to participate. Examples will include visits that extend beyond the school day (out-of-hours), longer journeys that involve breaks e.g. for toilets and food stops, and larger public venues such as national museums and regional cultural events.
- **Category 2b. Visits that are residential, or require travel overseas, or are adventurous in nature.** These require detailed planning to reflect the challenging environments, distant locations, and higher risk activities. The activities in this category require enhanced Leader competence. These visits are those that are any of the following:
 - Residential visits
 - Visits that involve travelling outside England, Scotland and Wales
 - On-site adventurous activities
 - Off-site adventurous activities
 - The associated journey and travel arrangements

4.4 Adventurous activities both day/residential and both on/off site include:

Multi activities (from list)	Abseiling	Airborne: all types
Archery	Assault course	Bell boating
Bushcraft	Camping in wild country	Camping on campsites
Caving	Clay pigeon shooting	Climbing: indoor & outdoor
Coasteering	Cycling on tracks & roads	Dog sledging
Dragon boating	Field studies: natural envt.	Forest School
Free running	Go karting	Gorge walking

Ghyll scrambling	Hang gliding	Horse/pony riding
Hovercraft	Improvised rafting	Jet skiing
Kayaking	Kite surfing	Mine exploration
Motorised sports (all)	Mountain biking	Mountain boarding
Open canoeing	Orienteering	Paintballing
Pot-holing	Powered boats inc. safety	Ropes Courses
Rowing	Sailing	Scuba diving: indoor pools
Scuba diving: lake & sea	Segway	Shooting
Skateboarding	Skiing & snowboarding	Snorkelling
Surfing/body boarding	Swimming: not lifeguarded	Trampolining out of PE
Walking: Hill & Moorland	Walking: Lowland	Walking: Mountain
Water skiing	White-water rafting	Wind surfing/sailboarding

4.5 EVC's will audit Category 1 and 2a Visits and/or journeys themselves, and refer Category 2b visits to the Outdoor Education Adviser. All visits are given final approval by the Head Teacher or their equivalent in other establishments. Where this responsibility is delegated, this must be clearly stated in the school/establishment policy.

4.6 This process is supported by a software system called 'EVisits' which has replaced the Form 16A.

EVisits is provided as part of the SLA and accessed on request through:

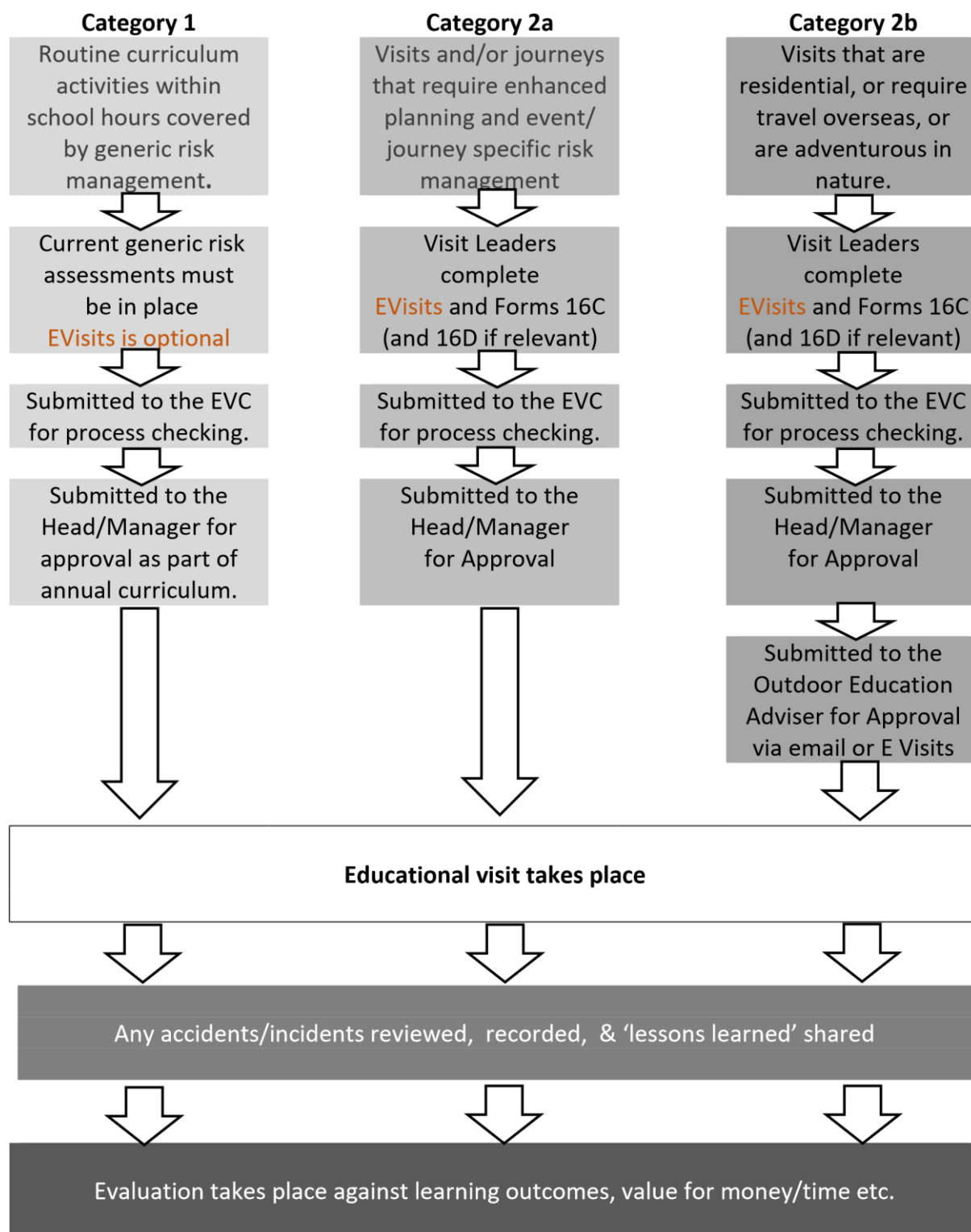
EdVisits@telford.gov.uk EVisits is the required system as it includes Visit Leader profiles, secures data and has clear reporting lines. All Category 2b Notifications to T&WC and the Outdoor Education Adviser are required through EVisits.

Notification and approval of visits and/or journeys

- **Category 1 visits and/or journeys.** These will be organised through general school planning. Generic risk assessments must be in place and available for the EVC for process checking. Submitted to the Head/Manager for approval as part of annual curriculum for approval. EVisits can be used if desired and this will add any visits to the school/establishment calendar.
- **Category 2a Visits and/or journeys.** Visit Leaders complete EVisits and Form 16C (and 16D if relevant) to the EVC for process checking. On receipt from the Visit Leader, the EVC must check that all required information is completed fully and submit to the Head Teacher/Manager for approval. Again this process is done through the EVisits software package and added to the EVisits calendar.
- **Category 2b Visits and/or journeys.** Visit Leaders complete Evisits and Form 16C (and 16D if relevant) to the EVC for process checking. On receipt, the EVC must check that all required information is completed fully and submit to the Head Teacher/Manager for approval. Once the Head Teacher has approved the Visit, EVisits and Forms 16C (and 16D if relevant) are submitted

to the Outdoor Education Adviser for process checking and approval and notification to TWC. This process is done through the EVisits package.

- 4.8 TWC strongly recommend that all those who lead Visits and Outdoor Learning undertake Visit Leader Training to meet OEAP National Guidance requirements for leader competence. Leaders must be current in their knowledge of expectations of good practice, so update refresher training is also strongly recommended. Schools/establishments may find training for Visit Leaders is most successful when delivered to staff teams, giving consistency of understanding and practice. Course options are a 3 hour theory module (via Teams) or 6 hour face-to face (theory and practice) – both nationally accredited with the OEAP and certificated.
- 4.9 TWC requires any commissioned provider, purchased or otherwise, providing Educational Visits and Outdoor Learning to work within the OEAP National Guidance and to be able to demonstrate their compliance through a quality standard, accreditation or scheme e.g. Learning Outside the Classroom Badge. The Form 16D: External Provider Declaration is a generic way to audit a provider's compliance if required. Please note it is NOT a requirement to ask for copies of Risk Assessments from a Provider although a Safety Management Summary should be available for inspection and a reputable provider will provide the necessary information to inform and support a Visit Leader in their planning and risk management.
- 4.10 Category 2b educational visit submission to the Outdoor Education Adviser is required **four working weeks** before the departure date. This is to allow any recommendations to be considered and implemented. Notifications will be considered after this 4 week period but a response cannot be guaranteed. Advice may also be sought well in advance if a visit and/or journey is particularly complex for any reason. Notification is via Evisits.
- 4.11 Duke of Edinburgh Award Expedition. This guidance applies to DofE training, assessed expeditions and practice walks. EVisits, Form 16C (Forms 16D and 16G, as relevant) and route information clearly marked on a map are required to be submitted to the Outdoor Education Adviser **four working weeks** before the departure date. This is to allow any recommendations to be considered and implemented. Forms will be considered after this 4 week period but a response cannot be guaranteed. Notification is via Evisits.
- 4.12 Notification of Educational Visits and/or Journeys Summary



EVisits follows the above notification process and is a version of the Form 16A and allows for the attachments of visit specific information and forms, which is then archived after the visit.

Monitoring

5.1 Schools and other education settings should ensure that there is sample monitoring of Educational Visits and Outdoor Learning including on site adventurous activities. Such monitoring should be in keeping with the recommendations of OEAP National Guidance. There is a clear expectation that the monitoring

function is a delegated task to the School/Establishment, principally carried out through systems put in place by the EVC.

5.2 TWC will monitor through the notification process.

Refer to OEAP National Guidance document: 3.2b **Monitoring** for further details.

Induction, training, apprenticeship and succession planning

TWC offers training to assist educational establishments in discharging their duties with regards to educational visits and journeys, as follows:-

6.1 Educational Visits Co-ordinator: ALL EVCs must hold a current OEAP EVC training certificate (valid for 3 years). TWC provide 6 hour OEAP accredited initial and revalidation training for

Educational Visits Coordinators as part of the core package. Also provided are termly Network Meetings for Educational Visits Coordinators, again, as part of the core package. Attendance at these meetings may be used for revalidation rather than repeat attendance at EVC training (minimum attendance of 1 meeting per school year will be required). An OEAP EVC certificate is issued by T&WC and a record of EVC course attendance is kept.

6.2 Visit Leader Training: OEAP accredited Visit Leader Training (Theory and Practical) is offered by TWC as a recommended option for EVCs and strongly recommended for staff leading and/or taking a key role on an Educational Visit.

6.3 Management of Visit Emergencies: TWC also offers the OEAP accredited Management of Visit Emergencies (MOVE) 3 hour scenario based course for EVCs and Managers. This is an expanded section of the EVC Training course.

6.4 Endorsement of Visit Leaders: OEAP National Guidance provides clear advice regarding the assessment of Visit Leader competence. It is an expectation as part of this guidance that all leaders and their assistants have been formally assessed as competent to undertake the responsibilities of leading the educational visit or Outdoor Learning including on site adventurous activities. To be deemed competent, a Visit / Activity Leader, or Assistant Leader must be able to demonstrate the ability to operate to the current standards of recognised good practice for that role. All staff and helpers must be competent to carry out their defined roles and responsibilities. The OEAP Education Visit Leader course attendance is an indicator of competence. OEAP National Guidance sets a clear standard to which leaders **must** work. EVisits includes Staff Profiles to evidence and ratify competence – Required for Category 2b Visits.

6.5 Accompanying Staff: Staff participating in educational visits and Outdoor Learning including on site adventurous activities must be aware of the extent of their duty of care and should only be given such

responsibilities in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff.

6.6 Volunteers: Adults volunteering are required to follow the instructions of the Visit Leader and the accompanying school staff to help with ensuring the health, welfare and safety of the children. They may be allocated a group to supervise and help, but not be left in sole charge of the children. Where a Volunteer helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be aware of their roles and responsibilities with regards their own, and other children. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment. The Form 16G is provided to assist with roles and responsibilities.

6.7 Additional Outdoor Education Courses: Additional and specific training courses are also provided to support Visit Leaders; examples include First Aid appropriate to Educational Visits, Water Margin Safety Management, Outdoor Leadership Awards (e.g., Lowland Leader), The John Muir Award, Outdoor Learning linked to curriculum delivery, and first hand data collection through field studies. School/establishment bespoke courses are also available on request and content can be adjusted to needs and time available.

6.8 Apprenticeship model: Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. It is situational – a leader who is competent in one activity or environment may not be so in another - and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments. Shadowing an experienced and competent Visit Leader, can develop accompanying staff in preparation to becoming the future Visit Leader themselves. By taking responsibility for less complex and lower risk visits first, skill sets can be developed and confidence built.

6.9 Succession: To avoid a visit becoming dependent on one individual, succession planning is required. Planning for a visit should also include consideration of the possibility of the Visit Leader or an Activity Leader becoming incapacitated. An Assistant Leader can contribute to supervision, support the Visit Leader with agreed aspects of the visit and act as deputy for a Visit Leader. At the same time the Assistant Visit Leader will be developing their experience and competence for the future.

Refer to OEAP National Guidance document: 3.2d/4.4a **Approval of Leaders** and 4.3a **Good Practice Basics** for more details.

Risk management, risk-benefit assessment, ratios and effective supervision

7.1 TWC, as an employer has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level. This requires that suitable and sufficient risk management systems are in place, and the associated support, training and resources necessary to implement this policy are provided to employees. The risk management of an activity should be informed by the benefits to be gained from participating. TWC strongly recommends a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the desired benefits and learning outcomes. HSE endorse this approach through their “**Principles of**

Sensible Risk Management” and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

7.2 There is a legal requirement for the risk assessment process to be formally recorded and for suitable and sufficient control measures to be identified for all significant risks i.e. those that may cause serious harm to individuals. Form 16C is provided for this purpose and has two styles of risk assessment which a Visit Leader may choose from. ‘Form 16C with notes’ gives assistance with this process. When completing a risk assessment it is essential to focus on what is important, to keep this group of children, safe on this day, with these staff, doing this activity - be specific and avoid over generalisation. The risk assessment includes the safety of staff, volunteers and members of the public. The risk assessment shows the Visit Leader’s thinking and then informs the ‘how’ the visit is going to be managed safely, which can then be shared.

7.3 Risk-Benefit Assessment is included in both the EVC, Visit Leader and MOVE training and regularly included in EVC Network Meetings. TWC Health and Safety Team also provide training.

7.4 School/establishment risk assessments are required with the completion of EVisits. Risk assessments from a Provider are not required; evidence of their management of risk can be shown through their Safety Management Statement and relevant accreditation e.g. the Learning Outside the Classroom Badge, Schools Travel Forum or the Adventure Activities Licence. If no recognisable accreditation is available please request the completion of a Form 16D – ‘External Providers Declaration’.

7.5 **Ratios and effective supervision** Schools and establishments must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

7.7 Staffing ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

7.8 TWC require the staffing ratio to young people sufficient to ensure effective supervision and taking into account:

- Staff competence

- The nature of the activity (including its duration).
- The age and gender (including developmental age) of the young people to be supervised. The ability of the young people (including their behavioural, medical, emotional and educational needs).
- The location and environment in which the activity is to take place.
- Distance from the home base and/or assistance and emergency help.

7.9 TWC provide the following ratios of staff: young people for **guidance**. Staff ratios may be decreased if the risk assessment supports it, or may also need to be increased as an outcome of the risk assessment process. (The term 'staff' here includes all competent adults provided by the school / establishment).

- Nursery: **1:2**
- Reception: **1:4**
- School years 1 - 3, **1:6** (overnight minimum **1:6**)
- School years 4 - 6, **1:15** (overnight minimum **1:10**)
- School years 7 onwards, **1:15** (overnight minimum **1:10**)

7.9 When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year and experience level of the staff).

Refer to OEAP National Guidance documents: 4.3c **Risk Management – an overview**, 4.3f **Risk**

Management – some practical advice 4.3g **Risk Management- what to record and how** and 4.3b **Ratios and Effective Supervision**. 4.2a **Group management and Supervision**

Assessing venues and providers

8.1 Where possible, an exploratory visit will give the Visit Leader greater confidence in their ability to supervise the pupils. It will help the Visit Leader to concentrate on the needs of the group as well as the unexpected demands of the environment. The aim of the exploratory visit is to:

- ensure that the venue is suitable to meet the aims and objectives of the visit
- undertake a full appraisal of learning opportunities and experiences
- identify what facilities are available and what the leader will need to provide
- establish the level of care and supervision which will be required
- identify any special problems or hazards and the organisation and expertise required to cope with them
- establish what information the provider will need and by when
- Consider what alternative activities are available if those planned could be adversely affected by weather or other changes.

8.2 If a visit is impractical the same information needs to be gathered by other means – from the venue or provider, previous visit leaders, other users and local information sources.

.3 Use the Form 16D as a guide to selecting a provider and/or accommodation but take advantage of established national approval schemes such as:-

- Learning Outside the Classroom Badge
 - Adventure Activities Licence
 - Schools Travel Forum
- (See TWC resource 'Know your Badges')

.4 For providers who do not hold external accreditation, please see Form 16D External Providers Declaration which is a pre-visit questionnaire to assist with gaining information to make an approval decision.

.5 You should **not** ask for copies of providers' risk assessments, but should seek any information specifically aimed at helping Visit Leaders to manage their visit and complete the school/establishment risk assessment, such as a Safety Management Statement or information specifically written for visit Leaders.

Refer to OEAP National Guidance document: 4.4h **Using external providers and facilities** and 4.4f **Assessing an adventure activity provider**.

Volunteers

9.1 If your establishment uses volunteers, then your policy should address the following;

- The vetting procedures for volunteers, including when an enhanced DBS check is required.
- The minimum induction and training procedures for volunteers.
- Under what circumstances (if any) volunteers may act as Visit Leaders or their assistants. If volunteers are allowed to act as Visit Leaders, they must be accountable. This implies that they have been engaged through a thorough recruitment process that includes vetting and induction into the establishment's policies and procedures.
- How volunteers are assessed as competent to carry out their assigned role. ⑦ Requirements for supervision of volunteers.

9.2 The Form 16G is provided for use with volunteers, and you will need to ensure you collect any relevant medical needs and/or dietary requirements.

Refer to OEAP National Guidance document: 3.4 **Volunteers**

Emergency procedures and incident reporting

10.1 Schools and Establishments need to have an emergency response plan that covers what to do if there is an incident away from school. Or if there is an incident at base that the Visit Leader may find affects the visit currently taking place off site or on their return.

10.2 For the purposes of these procedures, examples of an emergency might be:

- an accident leading to a fatality or other serious injury;
- circumstances in which a party member is/might be seriously at risk;
- serious illness;
- any situation in which the press or other media are, or might be involved; 2 significant delays that need to be communicated to parents/others.

Please note, that it is not possible to give a definitive list of what might constitute an emergency. Visit Leaders should consider any unexpected event and decide whether or not the circumstances amount to an emergency and whether the emergency procedures should be followed.

0.3 The establishment policy should explain the visit emergency procedures, including any procedures or support provided by the employer. This should include nominating suitable people to provide 24/7 cover at base during a visit; these contacts need to be competent to fulfil this role. The Emergency Contact(s) should have 24/7 access to all details of the visit, including medical and next-of-kin information for staff and young people e.g. access to E Visits.

0.4 The School/establishment policy should also refer to the establishment's or employer's procedures for incident reporting. EVCs are encouraged to share their experiences as 'Lessons Learned' in Network Meetings to inform the policies and practice of other schools and establishments in the T&WC community.

0.5 TWC has a Resilience Team who will advise on School Incident Planning which includes Educational Visits.

0.6 Depending on the nature and seriousness of the emergency, a response to media interest may be required. Telford and Wrekin Council is ready to handle enquiries from the media, but direct contact between the media and school personnel is also very likely. Consideration needs to be given to who amongst the staff, and/or the Governing Body is to act as spokesperson in dealing with the media; this is likely to include the Headteacher, but may need to include others. TWC support is available in responding to media enquiries (with the involvement of the Communications Unit), please contact: CorporateCommunications@telford.gov.uk

Refer to OEAP National Guidance documents 4.1h **Avoiding Accidents and Emergencies** 4.1i **Emergencies and Critical Incidents – An Overview** 4.1k **Visit Leader Emergency Checklist** | 4.1j **Off-Site Visit Emergencies: The Role of School Governors, 4.1l / 8.1l Visit Leader Emergency Action Card – amendable version**

Behaviour

11.1 The school/establishment policy should encourage the use of codes of behavioural conduct as a means of establishing appropriate expectations of young persons' behaviour. Such codes should be explained to young people and parents before a visit, so reducing the opportunity for misunderstanding of both expectations and the sanctions that may be invoked where the code is breached.

11.2 The policy should address the following:

- Do young people sign up to a "behavioural contract" for all residential visits?
- Do parents also sign and accept responsibility for removing young people in prescribed circumstances?
- What are the expectations for discipline and sanctions on visits?
- Any specific establishment rules relevant to visits (e.g. whether children are allowed to bring mobile phones or other electronic devices).

11.3 Careful consideration should be given to pupils whose behaviour is likely to pose a serious risk to themselves or others on a visit. An individual risk assessment may be required and a balanced and reasoned decision reached as to whether control measures are suitable and sufficient to enable the young person to take part in the educational visit.

Refer to OEAP National Guidance documents 8i **Model Code of Conduct** for more details.

Inclusion

12.1 Every effort should be made to ensure that Educational Visits and Outdoor learning including on site adventurous activities, are available and accessible to all who wish to participate irrespective of disability, special educational or medical needs, ethnic origin, sex, religion etc.

12.2 All young people should be encouraged to participate in as wide a range of activities as possible. If a visit is to cater for pupils with particular needs, a suitable venue should be selected and in some cases additional supervision, resources or support may be needed or activities adapted. An individual risk assessment may be appropriate. Visit Leaders are responsible for ensuring a Provider is fully informed of all relevant information including medical, emotional, dietary including allergens, and behavioural to enable them to fulfil their duty of care.

12.3 Early discussion with all parties concerned including parents about what is needed will enable plans to be drawn up to meet these needs in most situations. These should enable the child/young person to take part safely and benefit from the visit.

12.4 Your Establishment Visits Policy should endorse these principles: 7 A

presumption of entitlement to participate.

- Accessibility through direct or realistic adaptation or modification. 7 Integration through participation with peers.

12.5 It is unlawful to:

- Treat a disabled young person less favourably.
- Fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage **without justification**.

12.6 Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and is reasonable.

Refer to OEAP National Guidance documents **3.2e Inclusion**

Insurance

13.1 The Visit Leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Insurance may be arranged through, for example, the LA, a travel firm or the organisation to be visited as well as direct with an insurance company. Be aware that provider insurance packages that may duplicate the school policy cover leading to unnecessary additional costs.

13.2 The Visit Leader should inform the parents of the scope of any insurance cover the school is to arrange. It is advisable to make copies of the insurance schedule available to parents as early as possible in the booking process.

13.3 Insurance policies are legal documents. They will impose conditions, limit the cover, and exclude certain people or activities. For any insurance enquiries please contact TWC Insurance Services on 01952 383739 or insuranceservices@telford.gov.uk. They can offer assistance on types of insurance necessary as well as providing full details of the Schools' Travel Insurance Scheme run by the authority. The following **are examples** of cover which may be appropriate to many types of school visit:

- public liability;
- personal accident cover for teachers, other adults and pupils;
- costs of medical treatment;
- specialised risk activities (often excluded from standard policies) and the costs of evacuation for medical reasons when abroad;
- damage to or loss of hired equipment (check the wording of the hire agreement);
- programmed and non-programmed activities;
- transport and accommodation expenses in case of emergency;
- compensation against cancellation or delay;
- compensation for loss of baggage and personal effects including money;

- legal assistance in the recovery of claims; or
- Failure or bankruptcy of the centre or travel company.

3.4 Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature. The party leader should scrutinise carefully the list of exclusions in the policy. If there is any doubt about the cover the provider of the insurance should be asked for clarification.

3.5 The Visit Leader must ascertain the details of the insurance held by the tour operator together with confirmation of their membership of ABTA/ATOL or the appropriate trade organisation.

3.6 Additional cover may be necessary for participants with certain known medical conditions. The party leader should check this with the insurance company before departure.

3.7 Cancellation/curtailment of the trip is usually covered by travel insurance. The reason for cancellation will determine whether a refund is available under the insurance policy. Limits will apply within a policy. It is important to understand terms and conditions in advance.

3.8 When hiring coaches etc. the party leader should check that the company used has appropriate insurance both in terms of motor vehicle insurance and public liability insurance.

3.9 The Visit Leader should check that the insurance policy for the school minibus is appropriate to the journey. Taking the school minibus abroad may require extra insurance.

3.10 The School/establishment must check that the drivers of the school minibus abroad are appropriately licensed for the countries to be visited or passed through en-route.

3.11 Where the transport arrangements for a particular visit or journey are to involve the use of privately owned motor vehicles the party leader must obtain confirmation from the vehicle owner that it is fully and appropriately insured, particularly in respect of passenger liability and for use on the school business which the vehicle is to be put on that occasion. (Note: Where a vehicle is insured in the name of a spouse or relation “business use” cover may not extend to the driver concerned – only the policy holder). If there is any doubt the owner concerned must check with his/her insurance company so that the required confirmation can be obtained. It is good practice for the school to request and retain a copy of the valid insurance certificate.

13.12 Telford and Wrekin Council Insurance Cover: Third Party Policy

The Council insures against its own legal liability for injury or damage that might arise as a result of negligence. The policy carried is known as a ‘third party liability policy’ or public liability insurance.

- The policy covers the Council for claims from third party persons (including from pupils and students), it extends to indemnify governors, employees and voluntary helpers carrying out the business of the Council.
- The policy does not cover liability arising from the use of mechanically propelled vehicles as this is more appropriately covered by motor vehicle insurance.

- Teachers on out of school activities are provided with some personal accident cover under Telford and Wrekin Schools' Travel Insurance Scheme if your school has opted to purchase this cover.

13.13 Insurance Cover NOT PROVIDED by Telford and Wrekin Council

Whilst not provided as a matter of course for schools/establishments, personal accident cover for pupils and staff is provided as part of Telford and Wrekin's Schools' Travel Insurance Scheme which schools can opt into, by means of an annual fee. This additional policy will cover all their off-site needs whether these be journeys or visits or other activities (including visits abroad). This insurance is a full travel insurance and details can be obtained from the Insurance Team, please contact insuranceservices@telford.gov.uk.

13.14 The taking out of additional insurance cover for pupils is a matter for schools themselves to determine **except** for trips abroad where fully comprehensive travel insurance - combined medical, journey, personal accident and public liability etc. insurance **must be** taken out.

13.15 Is there anything which may invalidate the council's insurance?

In relation to Telford and Wrekin's third party policy the Insurers will expect proper and reasonable arrangements to have been made for the visit. All risk assessments and other supporting documentation must be kept and retained in case required for a claim.

13.16 Not all schools buy into Telford and Wrekin's Insurance cover, you **must** check your own school's cover insurance arrangements. Deliberately ignoring the LA's advice given in this guidance or elsewhere may compromise the insurance cover arrangements.

Refer to OEAP National Guidance 4.4c **Insurance** for more details.

Finance

14.1 Local authorities, maintained schools and academies (including free schools, studio schools and University Technical Colleges) must take account of the law relating to charging for school activities, as set out in sections 449 to 462 of the Education Act 1996.

14.2 No charges may be made unless the governing body of the school or local authority has drawn up a charging policy giving details of the optional extras or board and lodging that they intend to charge for, and a remissions policy.

14.3 Schools and local authorities **must not** charge for:

- Education provided during school hours.

- Education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
- Transport provided in connection with any educational visit of this type.
- Supply teachers to cover for teachers who are away from school on a visit.
- It should be noted that 'part of the National Curriculum' is not restricted to outdoor learning experiences that are specifically subject based but includes, for example, activities designed to fulfil requirements under the National Curriculum 'inclusion statement'.

14.4 Schools and local authorities **may** charge for optional extras, which include:

- Education provided outside of school time that is not:
 - Part of the National Curriculum.
 - Part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school.
 - Part of religious education.
- Board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those that qualify children for Free School Meals).
- Extended day services offered to pupils (e.g. activity clubs).

4.5 The Visit Leader should ensure that parents have early written information about the costs of the visit, how much will come from school funds and how much each parent will be charged or asked to contribute. Parents should be given enough time to prepare financially for the visit. It will be useful to break the costs down into subheads such as travel, hostel/accommodation, meals etc. This is essential for residential visits in term time to show clearly the elements for which a charge may be made against those for which a voluntary contribution only may be sought.

4.6 The Headteacher/Manager should ensure that banking arrangements are in place to separate the visit's receipts from other school funds and from private accounts.

4.7 The Headteacher/Manager or party leader should reach a pre-agreement with parents on whether any funds left surplus after the visit will be returned to the parents concerned or retained by the school to be used for another visit(s).

4.8 The Headteacher should obtain the parents' agreement to meet the costs of an optional extra visit before the visit is planned in detail. Charging parents for an optional extra visit must not include an element of subsidy in respect of other pupils whose families do not meet the full charge.

4.9 Government guidance on charging for school activities is available at the following website. This includes details of the benefits which exempt parents from being charged for board and lodging
<https://www.gov.uk/government/publications/charging-for-school-activities>

Please refer to OEAP National Guidance 3.2c **Charging for School Activities**

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Educational Visit Forms

- **Form 16A:** Ed visit planning form matches the EVisits software.
- **Form 16B:** Checklist to plan their visit
- **Form 16C:** Risk Benefit Assessment to cover educational value, foreseeable risks and suitable and sufficient control to manage the risks identified. There may be a need to include personalised RBA for anyone for whom the visit may pose a specific and unique risk. Form C with notes gives an explanation on how to complete a Risk Benefit Assessment.
- **Form 16D:** External Provider Declaration
- **Form 16E:** Parental consent form for a specific school visit.
- **Form 16F:** Emergency contact information
- **Form 16G:** Formal agreement for the provision of pastoral support by Volunteer Supervisory Adults during Educational Visits
- **Form 16H:** Evaluation of Visit

E Visits Educational Visits Software

The E Visit system has been created by the Outdoor Education Advisers Panel. Telford & Wrekin Council have purchased the system to enable maintained schools, academies and other organisations to manage their education visits with an electronic system. EVisits is the required system as it includes Visit Leader profiles, secures data and has clear reporting lines. E Visits is provided as part of the SLA and accessed on request through: EdVisits@telford.gov.uk

E Visit is an online system that works independently of any school or T&WC system. Telford & Wrekin Council, along with the Outdoor Education Adviser and Administrator are responsible for the day to day management of the system, backed up by technical support from the developers QES. It is GDPR compliant and certified.

All T&WC schools and other schools/organisation within the T&WC Educational Visits Service

Level agreement have been added to the system. Once the Educational Visit Coordinator (EVC) and Establishment Administrator have been identified, and training has taken place the school/organisation will have the option to be made live on the system.

All visits are stored on the system and can be viewed by the EVC and Head Teacher at draft and completed stage. This is an audit tool to view all visits taking place in the establishment, which can be used by the school and the employer, including in the event of an emergency.

EVisits reduces the amount of paperwork associated with visits. Some documents will still be required depending on School's own policies and to provide further detail. The forms are included with this guidance in the Appendix and all queries to angela.meakin@telford.gov.uk



Mighty Oaks Academy Trust

Lockdown Procedure

(Priorslee) Policy

Review Date: September 2024



Rationale

As part of our Health and Safety policies and procedures our MAT has a Lockdown Policy.

On very rare occasions it may be necessary to seal off each site so that they are not able to be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard in each sites grounds or outside each site in the near vicinity.

A lockdown is implemented when there is serious security risks of the premises due to, for example, near-by chemical spillage, proximity of dangerous dogs, serious weather conditions or attempted access by unauthorised persons intent in causing harm/damage.

NaCTSO (National Counter Terrorism Security Office) **Guidance**

In January 2016, NaCTSO provided the following advice to leaders of schools and other Educational Establishments for Reviewing Protective Security.

Bomb threats: Procedures for handling bomb threats

Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

Be alert, but not alarmed!

On receipt of a “bomb threat” please see the information below;

If you receive a telephone threat you should:

- stay calm and listen carefully
- have immediate access to a checklist on key information that should be recorded ([see bomb threat checklist - attached](#))
- if practical, keep the caller talking and alert a colleague to dial 999
- if displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended
- if the threat is a recorded message write down as much detail as possible
- If the threat is received via text message do not reply to, forward or delete the message. Note the number of the sender and follow police advice
- know who to contact in your organisation upon receipt of the threat, e.g. building security/senior manager. They will need to make an assessment of the threat

If the threat is delivered face-to-face:

- try to remember as many distinguishing characteristics of the threat-maker as possible

If discovered in a written note, letter or as graffiti:

- treat as police evidence and stop other people touching the item

If the threat is received via email or social media application:

- do not reply to, forward or delete the message
- note the sender’s email address or username/user ID for social media applications
- preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Notification of Lockdown

Staff will be notified lock down procedures are to immediately take place through the use of the walkie talkies. The internal phone system will also be used by office staff who will inform adults by stating 'ATTENTION SCHOOL LOCK DOWN'.

Invacuation and Evacuation Procedures

1. These signals will activate a process of children being ushered into the school building if on the playgrounds as quickly as possible and the locking of the site's offices, fob connecting doors and all outside doors where it is possible to remain safe.
2. At the given signal the children remain in the room they are in and the staff will ensure the windows and doors are closed/locked and screened where possible and children are positioned away from possible sightlines from external windows/doors. Lights, Interactive boards and computer monitors to be turned off.
3. Children or staff not in class for any reason will proceed to the nearest occupied classroom/hall and remain with that class and class teacher e.g. children using toilets when the announcement is said over the walkie talkies. If a class is in the an area away from where their classroom is they are to go to one of the nearest rooms e.g. library.
4. If practicable staff should notify the front office by phone/walkie talkie that they have entered lockdown and those children not accounted for.
5. Staff to support children in keeping calm and quiet through reading a story.
6. Staff to remain in lockdown positions until informed by key staff e.g. Senior Management Team, Chair of Directors that there is an all clear.
7. As soon as possible after the lockdown teachers return to their classrooms and conduct a register call and notify the office immediately of any pupils not accounted for.

Staff Roles

1. Front office staff ensure that their office(s) are locked and police called if necessary.
2. Individual teachers/HLTAs/TAs lock/close classroom door(s) and windows. Nearest adult to check exit doors in KS2/KS1/EYFS/Nursery and outdoor classroom doors are lock and down in FS.
3. Staff in offices or other rooms room to lock down in this room.
4. Catering Staff to lock back door to kitchen and turn off lights.
5. Staff members will keep in contact using mobile **phones/walkie talkies** in order to inform each other of any problems experienced while carrying out the procedure, e.g. missing pupils.

INDIVIDUAL STAFF CANNOT SIGN OUT OR LEAVE THE PREMISES DURING LOCKDOWN WITHOUT PRIOR AGREEMENT OF THE HEAD OF SCHOOL BEFORE LEAVING

Communication with parents

1. If necessary parents will be notified as soon as it is practical to do so via the site's established communication network – website/text/telephone
2. Depending on the type and severity of the incident, parents may be asked NOT to collect their children from school as it may put them and their child at risk.
3. Pupils will not be released to parents during a lockdown.
4. Parents will be asked not to call school as this may tie up emergency lines.
5. If the end of the day is extended due to the lockdown, parents will be notified and will receive information about the time and place pupils can be picked up from office staff or emergency services.
6. A letter to parents will be sent home as the nearest possible day following any serious incident to inform parents of context of lockdown and to encourage parent to reinforce with their children the importance of following procedures in these very rare circumstances.

Lockdown drills

Lockdown practices will take place a minimum of once a year to ensure everyone knows exactly what to do in such a situation. Monitoring of practices will take place and debriefed to staff so improvements can be made.



Mighty Oaks Academy Trust

Intimate Care Policy

Review Date: September 2024



Introduction

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Intimate care will only be carried out by school staff, all of whom have had an enhanced DBS check with a children's barred list check. No volunteers will be present or permitted to carry out intimate care.

The school's safeguarding policy and the DFE document, 'Keeping Children Safe in Education: for Schools and Colleges' and subsequent KCSIE have informed this policy.

Intimate Care Policy for Mighty Oaks Academy Trust

Mighty Oaks Academy Trust is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Mighty Oaks Academy Trust recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

Our Approach to Best Practice

The management of all children with intimate care needs will be carefully planned. The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so, as is relevant, (including Child Protection and Health and Safety training in lifting and moving where necessary) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required. Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.

Wherever possible staff who are involved in the intimate care of children/young people will not usually be involved with the delivery of sex education to the children/young people in their care as an additional safeguard to both staff and children/young people involved.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child, where intimate care is likely to need to occur regularly.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. Ideally there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, whilst at the same time guarding against the care being carried out by a succession of completely different carers.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

The Protection of Children

Education Child Protection Procedures and Inter-Agency Child Protection procedures will be adhered to. All children will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed (see Inter - Agency Child Protection Procedures for details)

Health and Safety

The Health and Safety policy and wider guidance will be used in all Intimate Care considerations.

Further Guidance

Keeping Children Safe in Education latest guidance will be used at all times and the latest guidance issued to all staff.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2020.pdf

'Working Together To Safeguard Children', Inter-Agency Child Protection Procedures.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

What To Do IF You're Worried A Child Is Being Abused March 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Special needs

Children with special needs have the same rights to safety and privacy when receiving intimate care. Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child those with parental responsibility and the organisation should be easily understood and recorded.

Regardless of age and ability, the views and/or emotional responses of children with special needs should be actively sought (with advocacy arrangements made for those who can't) in regular reviews of these arrangements.

Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact.

The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny.

Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility.

Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

First Aid and Intimate Care

Staff who administer first aid should ensure wherever possible that another adult or other children are present. The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), another member of staff should be in the vicinity and should be made aware of the task being undertaken.

Regular requirements of an intimate nature should be planned for. Agreements between the school/organisation, those with parental responsibility and the child concerned should be documented and easily understood. The necessity for such requirements should be reviewed regularly. The child's views must also be actively sought and, in particular, any discomfort with the arrangements addressed.

Physical Education and Other Skills Coaching

Some staff are likely to come into physical contact with pupils from time to time in the course of their duties when participating in games, demonstrating an exercise or the use of equipment.

Staff should be aware of the limits within which such contact should properly take place and of the possibility of misinterpretation.

Where it is anticipated that a pupil might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.

Toileting and Medical Intervention

Some pupils may require assistance with toileting or medical issues of an intimate nature on a regular basis. In these circumstances a plan will be in place to provide this support. Parents and the pupil will be consulted. An Intimate Care Plan will be in place. Staff providing Intimate Care must refer to this and follow this in every instance in which it is relevant.

Where pupils need assistance on an occasional basis, for example after a toileting accident or medical issue in an intimate area, such as a cut from a fall, staff will ensure that this is done discretely but will inform another member of staff before entering a cubicle. As detailed elsewhere in this policy, another staff member must always be in the close vicinity, aware that this care is occurring. Pupils will be encouraged to be as independent as possible in dealing with these incidents.

Where a pupil cannot be independent in cleaning themselves up/ attending to a medical issue staff will check that parents have not requested to be contacted in this event. Parents should be contacted and informed of this care as soon as possible in every event.

In event of an incident involving a KS2 child where they are unable to clean or tend to themselves, parents must be contacted before intimate care takes place.

Showers/Changing Clothes

Young people are entitled to respect and privacy when changing clothes or taking a shower (swimming sessions). However, there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that bullying or teasing does not occur. This means that adults should announce their intention of entering changing rooms, avoid remaining in changing rooms unless pupil needs require it, avoid any unnecessary physical contact when children are in a state of undress and avoid any visually intrusive behaviour.

Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another member of staff is present. However, this may not always be possible and therefore staff need to be vigilant about their own conduct, e.g. adults must not change in the same place as children or shower with children.

Out of School Trips, Clubs Etc.

Employees should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of staff will be no different from the behaviour expected within school.

To ensure pupils' safety, increased vigilance may be required when monitoring their behaviour on field trips, holidays etc. It is important to exercise caution so that a pupil is not compromised and the member of staff does not attract allegations of overly intrusive or abusive behaviour.

Intimate Care Plan Proforma

Child / young person's name:

Date of birth:

Condition:

Details of assistance required:

Facilities and equipment: (Clarify responsibility for provision of supplies e.g. parent/carer/school/other)

Staffing

Regular

Name

Time plan

Back up

Training needs (individual staff must keep signed/dated records of training received in addition to school and setting held records. A record should be completed when training has been delivered and kept as part of the care plan)

Curriculum specific needs:

Arrangements for trips/transport:

Procedures for monitoring and complaints: (including notification of changing needs by any relevant party)

This current plan has been agreed by:

Name

Role

Signature

Date:

Date for review:

Record of discussion with parents/carers

Child/young person's name:	Date of birth:	Date agreed:
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	Details	Action
Working towards independence: Such as taking child/young person to toilet at timed intervals, using sign or symbol, any rewards used		
Arrangements for nappy/pad changing: Such as who, where, arrangements for privacy		
Level of assistance needed: Such as undressing, dressing, hand washing, talking/signing to child/young person		
Infection control: Such as wearing disposable gloves, nappy disposal		
Sharing information: Such as if the child/young person has a nappy rash or any marks, any family customs/cultural practice		
Resources needed: Such as special seat, nappies/pull-ups, creams, disposable sacks, change of clothes, toilet step, gloves		

Signed: Parent: Key member of staff:	Review date:
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Record of personal care intervention

Child/young person's name:

[illegible]



Mighty Oaks Academy Trust

MAPA Policy

Review Date: September 2024



This policy has been drawn up with regard to MAPA guidance and must be read in conjunction with current school behaviour, health and safety and safeguarding policies. The policy is also in line with the DfE guidance on the 'Use of Reasonable Force in Schools' (July 2013). This policy additionally acknowledges all legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Introduction

Within Priorslee Multi Academy Trust, we strive for continuously high standards of behaviour, whilst endeavouring to preserve and share the important British Values and responsibilities which are intrinsic to our society. Our MAPA policy is designed to reinforce and promote positive behaviour management. One of the crucial factors when dealing with behaviour is to provide a duty of care with confidence, consistency and professionalism. It is essential that staff have the ability to recognise and safely respond to disruptive and harmful behaviour before a crisis incident occurs. Priorslee Multi Multi Academy Trust strongly believes in the de-escalation of any incidents, as they arise, to prevent them from reaching a crisis point.

Whilst physical intervention through employment of MAPA may occasionally be necessary, it should be as a last resort, being consistent with dealing with behaviours which challenge and the risk presented. It should be seen as only one part of a wider comprehensive behaviour management strategy and ensures the minimum reasonable amount of force for the shortest possible time.

Responsibility at work

All staff have a professional responsibility for the **care, welfare, safety and security** of themselves and others at all times:

Care respect, dignity and empathy; non-judgemental and person-centred

Welfare emotional and physical support; promoting independence, choice and well-being

Safety protecting rights, safeguarding vulnerable people and minimising the risk of harm

Security safe, effective and harmonious relationships

Promoting care, welfare, safety and security

Staff at all levels understand expectations relating to courtesy:

- Leadership to model respectful attitudes and behaviour.
- Embrace and value the diversity of all children and adults in the school.
- Respect everyone's privacy.
- • Expect the best from every staff member, and from yourself.
- Support is available for staff experiencing personal issues that may impact on their work.
- Recognise that staff attitudes and behaviours impact the behaviours of others.

Physical handling

There are three main types of physical handling:

- a. Positive handling
- b. Physical intervention
- c. Restrictive physical intervention

Definitions

Positive handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- Giving guidance to children (such as how to hold a paintbrush or when climbing)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

Physical intervention

Physical intervention refers to direct physical contact. Physical intervention implies the restriction of a person's movement, which is maintained against resistance e.g. guiding and escorting an individual away from a potentially escalating situation.

Restrictive physical intervention (MAPA)

Use of restrictive physical intervention or MAPA refers to the use of force to:

- Restrict movement
- Restrict mobility
- Disengage from dangerous or harmful physical contact

There will be circumstances in which staff judge that the risks associated with not using force are greater than those associated with using force. This guidance is for these circumstances.

Legal considerations

Use of reasonable force: advice for Head teachers, Staff and Governing Bodies

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Dealing with Allegations of Abuse against Teachers and other staff

<http://media.education.gov.uk/assets/files/pdf/d/dealing%20with%20allegations%20of%20abuse%20against%20teachers%20and%20other%20staff.pdf>

Guidance on the use of Restrictive Physical Interventions

<http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>

Guidance on the use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties

http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf

Offences against the Person Act 1861

The Criminal Law Act 1861

Dept of Health and Welsh Office Code of Practice on the Mental Health Act 1983 (1993)

Mansell Report (services for people with Learning Disabilities and Challenging Behaviour or Mental Health Needs) HMSO, London (1993)

National Institute for Clinical Excellence, Clinical Guideline 25

Violence – the short term management of disturbed / violent behaviour in psychiatric in-patient settings and emergency departments (2005)

Human Rights Act (1998)

Mental Health Act (2007)

Care Standards Act (2000)

Employment Law

Mental Capacity Act 2005

Build Code of Practice for the use and Reduction of Restrictive Physical Interventions 2010

The Children Act 2004

When would restrictive physical interventions be used?

A restrictive physical intervention (MAPA) may be used when:

- Someone is injuring themselves or others
- There is suspicion that although injury, damage or other crime has not yet happened, it is about to happen

Staff might use MAPA if a child is attempting to leave the site and it is assessed that the child would be at risk. This would also be the case where staff are in charge of children on trips along with other measures in place as identified in a risk assessment. The aim in using restrictive physical intervention is to restore safety, both for the child and those around them.

Reasonable force

Definition: the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour, or the consequences it is intended to prevent. Any force used should be the minimum needed to achieve the desired result.

All citizens can use reasonable force to protect themselves or others. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. It remains a common law right of any citizen in an emergency to use reasonable force in self-defence, to prevent another person being injured or their property from being damaged. Any member of staff or volunteer is covered by that right.

Any physical intervention should be proportionate to the risk involved. It should necessitate the minimum force for the minimum time and be the result of a graded response. It should not be used for punishment, retaliation or revenge.

There should be no reliance on threatening or inflicting pain as this would constitute child abuse.

All staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This power applies to any member of staff employed within the Trust. It can also apply to people whom senior leadership has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised visit.

It is the responsibility of senior leadership, governors and teachers to ensure that staff have the necessary skills and knowledge in behaviour management and physical intervention.

A member of staff who knows the child, or young person or adult well, is most likely to be able to use other methods to support the child and keep them safe without using restrictive physical intervention. For this reason, they may also be the most appropriate person to physically intervene if it is necessary. In an emergency all staff can use physical interventions.

Behaviour policy

Within the behaviour policy for a specific setting, the following framework may be used for guidance:

- Values and ethos
- Rights and responsibilities
- Rules, routines and consequences
- Support for staff, pupils, families and carers

Please see the appendix for a copy of rules taken from the behaviour policy. Staff should additionally identify changes in behaviour such as:

- Significant changes in a child's normal behaviour or routine.
- Sudden changes in expression, physical activity, or posture.
- Dramatic increase or change in voice, volume, or tone.
- Expressions that communicate extreme anger or distress.
- Communications of despair and hopelessness.
- Body posture that is intimidating or threatening.

- Verbal or physical threats.

Risk assessment

Risk assessment is a systematic way of thinking about and anticipating what can go wrong, how it is likely to happen and what needs to be done to prevent or manage it.

There are four reasons for carrying out risk assessments:

1. Good practice - is a proactive means for identifying and preventing or reducing risks to health and safety arising out of work before an incident happens or ill health is caused.
2. Financial - it is relatively inexpensive to train people to become competent assessors and give them time to carry out their duties and this is minimal compared with the consequent costs of uncontrolled incidents.
3. Policy - it is a means of working towards the stated aim of taking all reasonable steps to safeguard the health and safety of children, parents, employees and visitors.
4. Legal - health and safety law and guidelines require risk assessments to be carried out as a means of ensuring that legal obligations are met. Having a documented risk assessment in place is a strong starting point in the event of a colleague needing to defend their actions. The law requires “suitable and sufficient” assessments to be made of risks and for these to be recorded. Exactly what this means can only ultimately be decided in a court of law. In lay terms the end result should be that enough is done to control foreseeable risks to an acceptable level.

It is crucial to assess the risks associated with managing any child or young person who may require the use of physical intervention. This will require a personal risk assessment to be carried out for each individual to ensure that their behaviour is clearly assessed and that appropriate and robust control measures are established and recorded.

The risk assessment must then be shared with relevant staff and any training needs identified. This process will ensure that there is a consistent approach to managing any child or young person who may require the use of physical intervention.

Risk assessments should be monitored and reviewed regularly, particularly if physical intervention has had to be used, to enable control measures to be reviewed and amended as necessary.

If the behaviour of any child or young person requires the use of physical intervention, this should be recorded and should be reported to, and monitored by, senior leadership to assist with the review of any personal risk assessments, to ensure appropriate control measures continue to be implemented and, to ensure that staff training and personal safety risk assessments also remain appropriate.

Planned restrictive physical intervention

In extreme cases planned physical intervention may be necessary, this would require careful planning in order to minimise risk to all concerned. In the main, this is likely to be in special settings/environments. This intervention should be part of a broader approach to behaviour management, treatment or therapy.

There are a small number of children or young people for whom a planned restrictive physical intervention may be necessary.

The plan would be:

- agreed in advance and involve the advice of other professionals
- described in writing and be part of a wider plan for behaviour management usually agreed with parents / carers
- implemented where possible by a named person who has appropriate training

Where restrictive physical intervention is used, it should be recorded appropriately.

Post intervention support and learning and record keeping

Support is offered to all parties involved in an incident, including post incident analysis and learning:

- It is important that there is a detailed written report of any occasion where a physical intervention is used.
- Following an incident, it is important to evaluate the effectiveness of an intervention and inform future planning, policy and day to day practice.
- It is a legal requirement for schools to inform the parent or carer or relevant agency of a physical intervention as soon as possible.
- Children and young people are also entitled to have their views recorded.
- Staff may wish to involve a colleague or member of a Professional Association.

Physical intervention, accident and violent incident reporting

Records of any restrictive physical intervention should be recorded within 24 hours of the incident. It should consider patterns of children's/young people's behaviour.

Such records should provide evidence of appropriate and proportional decision making in case there is a subsequent investigation.

A record should cover:

- personal data about child/young person on whom physical intervention was used (name, class group etc.);
- context data (day, date, time, location);
- staff involved (directly and as witnesses);
- other children/young people involved;
- nature of the incident;
- events leading to the use of a physical intervention;
- any de-escalation or other strategies used to minimise need for use of force;
- evidence of a graduated response to the incident.
- reason for using the physical intervention;
- description of the physical intervention used (type, duration);
- subsequent actions, including those related to the welfare of the child/young person and staff involved; and
- information given to other staff, parents and external agencies;

The Executive Principal or a member of the Senior Leadership Team must be informed at the earliest opportunity. Consideration should then be given to contacting parents/ carers as soon as practicable and a written statement reviewed.

In some situations physical intervention may be an appropriate course of action to deal with a violent incident, or the physical intervention itself may, if it does not go according to plan, become a violent incident itself.

Violent incident

A violent incident is defined as "any incident in which an employee is verbally or physically abused, threatened or assaulted in circumstances arising out of the course of his/her employment". It therefore includes aggression not just actual or threatened violence.

A violent incident that results in an employee being physically injured and as a result is off sick for more than seven days or results in a major injury is notifiable to the Health & Safety Executive as for accidents.

The distinction between a violent incident and an accident lies in the intent of the perpetrator and sometimes this will not be clear. In some situations involving physical restraint accidental injury to one or more parties involved may result.

Both staff and children or young people should be given separate opportunities to talk about incidents in a calm and safe environment.

Code of conduct for use of MAPA

Whilst physical intervention may occasionally be necessary, it should be a last resort, being consistent with dealing with behaviours which challenge and the risk presented. It should be seen as only one part of a wider comprehensive behaviour management strategy which employs the minimum reasonable amount of force for the shortest possible time.

- All support staff are trained in the theory of MAPA and the approaches to behaviour management (as outlined by stage 1 and 2 of the 'crisis development model')
- Some staff who need to be, will be trained in the use of MAPA disengagement techniques, MAPA walking holds and MAPA seated holds (stage 3 of the 'crisis development model')

When making the decision to employ MAPA:

• Always ensure there are 2 MAPA trained staff present and that any employment of MAPA techniques are discussed.

- Make sure you are aware of the most convenient, accessible emergency escape routes.
- In an emergency the children should be evacuated from the class and leave the child who is a threat in class with an adult watching.
- First-aid kits readily available for any incident.
- A Red Card will be sent to the office to summon assistance if there is an emergency.
- Make sure you don't put yourself in an isolated or vulnerable position.
- All staff are encouraged to discuss ways to create a safer working environment.
- Report all MAPA incidents to the MAT MAPA Lead, so that they can be recorded and if you have received an injury to do with dealing with challenging behaviour fill in a violent incident form. These can be obtained from the MAT MAPA Lead.

Appendix - academy rules

At the beginning of each school year, each class makes their own set of class rules. These are devised together, with the teacher's and pupils' agreement. There are also certain expectations, which are outlined by our Home/School Agreement and signed by all parents:

Staff and Governors	Pupils	Parents
Value the child as a member of the school community.	Take care of school equipment and the school environment.	Support to school's philosophy and aims.
Provide a balanced curriculum, meeting individual needs.	Complete school work and homework to the best of their ability.	Ensure that their child arrives at the correct time with appropriate clothing and equipment.
Achieve high standards of work and behaviour.	Be friendly, polite and helpful to everyone.	Support their child with homework and other opportunities for home learning.
Build good relations and develop a sense of responsibility.	Always be truthful to themselves and to others.	Attend Parents' Evenings and participate in meetings concerning school life.
Keep parents informed about general school matters and their child's progress and behaviour.	Act sensibly both in and out of school.	Support the school's policies and guidelines for behaviour.
		Inform school of any concerns or problems that might affect their child's work or behaviour.

Unacceptable behaviour

The following types of behaviour are considered to be unacceptable:

- Hurting other children/adults
- Name calling
- Threatening/intimidating behaviour
- Using offensive language
- Damaging property
- Inappropriate responses to adults
- Racial and homophobic comments and / or gestures
- Inappropriate use of social media

All staff members endeavour to be fair at all times, giving careful consideration to the particular child involved and using their professional judgement to deal with the situation appropriately.

- Distraction techniques
- Verbal reminder
- Removal to another place in the classroom
- Working alone
- Working during break times
- Working in a different classroom
- Missing part of Golden Time
- Missing of House Celebration events or other privileges
- Issuing of a yellow card

‘Behaviour and discipline in schools: advice for head teachers and school staff’ February 2014

In these circumstances, a member of the Senior Leadership Team will always be involved and parents will be informed.

Trained MAPA Staff

Name:	Date of Qualification	Qualification Gained:	Refresher:
Margo Richens	2 nd July 2019	Level 3	Updated Annually
Amy Waterhouse	12 th February 2020	Level 3	Updated Annually
Jane Plant	12 th February 2020	Level 3	Updated Annually