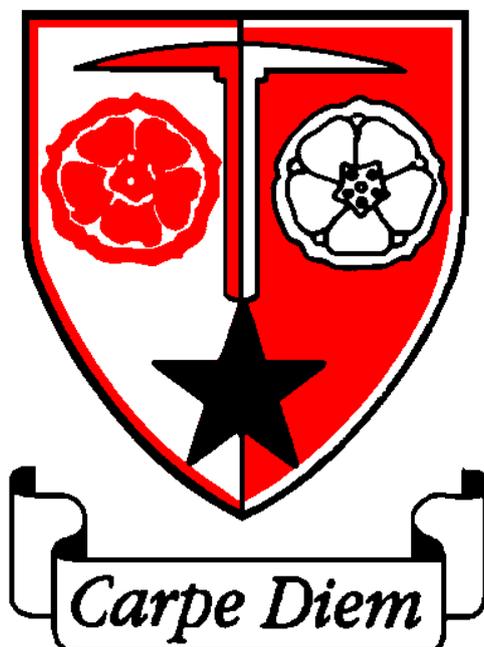


Audenshaw School



Child Protection Policy

This policy is reviewed annually by the Standards Committee.

History of Document

Issue No	Author/Owner	Date written	Approved by the Standards Committee	Approved by Governors	Comments
Issue 1	Chris Ward	October 11		24/11/11	
Issue 2	Kelly Breakell	November 2012	04/03/13	18/03/13	
Issue 2.1	Jeanette Saw	13/11/13	13/11/13	13/11/13	Change to named individuals
Issue 2.2	Jeanette Saw	02/12/13	02/12/13	02/12/13	Addition of Deputy Roles
Issue 2.3	Jeanette Saw	16/06/14	16/06/14	16/06/14	Change to named individuals
Issue 2.4	Kelly Breakell	05/11/14	10/11/14	10/11/14	
Issue 2.5	Kelly Breakell	08/06/15	29/06/15	30/06/15	Addition of FGM and extremism.
Issue 2.6	Kelly Breakell	11/11/15	18/11/15	18/11/15	Minor amends and the addition of extremism risk assessment and use of outside speakers
Issue 2.7	Kelly Breakell	05/09/16	21/09/16	21/09/16	Updated to reflect KCSIE September 2016
Issue 2.8	Kelly Breakell	29/06/2017	10/07/17	10/07/17	Minor Amendments
Issue 2.9	Kelly Breakell	17.07.2018	23/08/18	23/08/18	Updated to reflect KCSIE September 2018

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OUR MISSION

The school aims to provide a quality education in a caring community based on an ethos of respect, discipline and a relentless pursuit of excellence in all that we do.

OUR VISION

Audenshaw School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of the school community will be valued and every success will be celebrated. Audenshaw School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. INTRODUCTION

For the purpose of this Policy, the “School” is defined as employees, governors, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

Audenshaw School adheres to the principles outlined in the Children Act 1989 and the Children Act 2004, believing that all children have a right to be protected from abuse. It is the intention of the procedures within this policy to ensure that the appropriate action is taken immediately where it is alleged that a student is suspected of being abused. The prime concern at all times must be the interests and safety of the student(s).

Audenshaw School recognises that Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSIE September 2018)

Audenshaw School follows the guidance laid out in the Tameside Safeguarding Children Framework Handbook.

2. AIMS

- To enable students to feel safe and adopt safe practices.
- To ensure employees understand the different types of child abuse.
- To raise awareness of employees regarding the signs of abuse.
- To ensure employees are aware of their own responsibilities regarding the Child Protection procedures.
- To ensure employees are aware of the role of the Designated Safeguarding Lead (DSL).
- To recognise the dilemmas of confidentiality.
- To provide support for both employees who have experienced disclosure and for students who have disclosed.
- To provide further training for employees and include discussion of child protection issues in programme of induction for new employees.
- To ensure all staff are trained in identifying and reporting suspicions/disclosures with regards to female genital mutilation or extremism.

3. ROLES AND RESPONSIBILITIES

The Governing Body will nominate a member to be responsible for liaising with the DSL in matters relating to Child Protection. The Board of Governors will ensure that the Child Protection Policy is reviewed annually.

Nominated Child Protection Governor: **Mr Brian Miller**

Deputy Child Protection Governor: **Mr Terry Hall**

Child Protection issues are to be discussed within the Curriculum subcommittee when appropriate.

Employees:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

All employees have a responsibility to be aware of the procedures to be followed in cases of suspected child abuse. Employees in regular contact with students are well placed to notice signs of physical, sexual or emotional abuse, neglect, behavioural change or failure to develop as expected.

If an employee suspects a student may be at risk or hears a disclosure from a student, the DSL must be informed. The member of staff will log a concern on the school's safeguarding system 'My Concern'. This will flag a concern for the DSL or Deputy DSL to address. The system will keep a confidential file of the concern logged, any supporting documents and the actions taken by the staff involved.

All employees at Audenshaw School undergo regular training and updates appropriate to their role and new employees receive information at their induction. All employees have access to a copy of the Child Protection Policy both online and in paper format from the student services office. Employees will be required to confirm that they have read this.

Temporary Employees are given access to the Child Protection Policy on the staff shared area. Confirmation that the policy has been read, is to be indicated on individual employee records.

Designated Safeguarding Lead (DSL): **Miss Kelly Breakell**
Deputy Designated Safeguarding Lead (DDSL): **Mr Jimmy Watt**

Designated Safeguarding Lead is also known as a Child Protection Officer.

The role of the DSL is to:

- Ensure Child Protection procedures are in place and updated as appropriate.
- Ensure all staff are aware of both Tameside Child Protection procedures and School policy.
- Be available to provide advice/support to employees and for confidential discussion about concerns.
- Be available to provide support to students.

- Liaise with the Local Authority Designated Officer (LADO) to keep him/her informed regarding Child Protection issues.
- Liaise with Social Services in accordance with Tameside procedures.
- Keep records of any concerns/suspected cases of abuse/referrals.
- Co-ordinate arrangements for the monitoring of students, on roll, who have been identified as being in need of protection.
- To ensure that Child Protection issues including e-safety and bullying, are addressed across the curriculum and in assemblies.
- Monitor and evaluate the effectiveness of Child Protection work carried out in School through termly reporting to governors and annual safeguarding audit from Tameside Safeguarding Board.

It is important at the outset to be as open and honest as possible with parents/carers about the concerns, and the possible need for a referral to Social Services or the Police. However, an inability to inform parents/carers should not prevent a referral being made.

4. SCHOOL PROCEDURES

Any employee having concerns that a student may be at risk of abuse should always log them through the 'My Concern' system and discuss them with the DSL.

If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible

If a student discloses abuse to an employee they should be guided by the following:

- Listen to the student rather than directly question them
- Never stop the student who is freely recalling significant events
- Make a note of the discussion.

Remember that all information which is recorded must be factual. If any hearsay information is recorded, it must be clearly identified as hearsay.

The DSL will share information confidentially on a need-to-know basis with the employee who has heard the disclosure to reassure them that action is being taken to protect the student. Other employees are then informed on a need-to-know basis that the student is having a few problems that are being dealt with by the DSL. A note of each consultation will be logged on 'My Concern' in order to keep an accurate chronology of actions.

5. HANDLING DISCLOSURES

Although you may not seek information, a student may wish to confide in you about having suffered some kind of abuse. In such situations the following guidelines taken from Kidscape should be helpful:

- Find somewhere quiet to talk as soon as possible
- Stay calm and reassuring
- Explain that you cannot promise to keep what you are told confidential and may have to share the information with other professionals
- Listen to and believe what the student tells you - tell them that, whatever the circumstances, they are not to blame
- Do not press for details - some cases of abuse may need further investigation. It is better for the student not to have to repeat details unnecessarily
- Ask the student if he/she has told anyone else
- Do not make any promises to the student - the situation may cause you to react emotionally. Whilst this is an understandable reaction, at such times it is possible that you could make promises you cannot fulfil
- Tell the student you are pleased he/she has decided to tell someone and that this was the right thing to do
- Let the student know you understand how difficult it is to talk about such experiences.

6. CONFIDENTIALITY

If a student requests confidentiality they must be told that this cannot be promised and it should be explained that employees have a responsibility to share information with those adults who will be able to help protect them from harm. The student should be reassured that only employees that need to know about it, will be told. This could result in the student not continuing the conversation, in which case the matter should not be pursued but concerns reported to the DSL.

Employees have a professional duty to share confidential information about the protection of children with Social Services via the DSL.

Employees should take care not to discuss information given in confidence outside the appropriate professional contexts.

Parents/carers are made aware of Child Protection procedures in the Student Information booklet issued to all new students.

7. RECORDING

As outlined in the section on school procedures, all concerns about or disclosures from students regarding any form of abuse or risk of being abused must be recorded. The record must include the time, circumstances and who else was present, as well as giving exact details of what the student said. Any comments by the student should be recorded as soon as possible after they have been made -

preferably quoting the exact words used. Signs of physical injury should be recorded at this time.

Any records/reports are kept in the secure 'My Concern' system and may be passed to Social Services when a referral is made. In cases of alleged child abuse, which go to court, the court may require the school to provide our Child Protection records.

8. EARLY HELP

If early help is appropriate, the designated safeguarding lead (or deputy) should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff 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 should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

9. TYPES OF CHILD ABUSE

"All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They 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.

Emotional Abuse: is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.' (Para 1.34, page 38).

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

sexual abuse of children by other children is a specific safeguarding issue in education

Neglect: is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

10. INDUCTION

New employees meet with the DSL as part of their induction programme. This meeting covers such issues as clarifying the school procedure; guidance regarding not being alone with students and appropriate physical contact when students are stressed, for example if involved in one to one's with students, to ensure other employees know when and where this is happening.

DBS Disclosure & Barring Service checks must be carried out on all appointments, including volunteers.

A personal copy of the Child Protection Policy Statement **must** be given to supply staff.

Any new permanent or temporary employees are given access to the CP policy on the 'staff shared area'. Having read the Tameside Child Protection Procedures Handbook, employees are asked to sign a sheet to say they have done so. Each time the file is updated; employees will be informed by the DSL and asked to read the amendments.

11. STAFF TRAINING

It is the responsibility of the DSL to arrange regular training and updates for all school staff.

All NQTs and PGCE students complete an INSET session on CP and safeguarding procedures including Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM).

All staff are given a standard induction with the HR Manager which covers Confidential Reporting and Safeguarding. They complete training on Safeguarding, Prevent, Equality & Diversity, Fire Awareness and Fire Extinguisher Awareness as part of their induction.

12. ALLEGATIONS MADE IN RELATION TO EMPLOYEES

Any employee hearing an allegation against another employee, volunteer or any adult involved in the work of the school must inform the Headteacher and/or DSL. Any allegations must be reported to the LADO. The school will follow the guidelines set out in Keeping Children Safe in Education, 2018

13. ALLEGATIONS MADE IN RELATION TO OTHER STUDENTS

At Audenshaw School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

The school recognises All staff should must be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. Additional information regarding peer on peer abuse is in Annex A. All staff will received, read and declare their understanding of Annex A at September INSET.

Safeguarding allegations

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student
- or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

- physical abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- emotional abuse
- blackmail or extortion
- threats and intimidation

Sexual Abuse

Indecent exposure, indecent touching or serious sexual assaults forcing others to watch pornography or take part in sexting. The school operates a no mobile phone/smart device policy. Furthermore, staff and students receive training and assemblies etc with regards to sexual abuse and child sexual exploitation.

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts. In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Allegations from students about other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students'.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents/carers informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the student being complained about for a period of time according to the school's Behaviour Policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

14. FEMALE GENITAL MUTILATION HBV AND FORCED MARRIAGE

The school will follow the Keeping Children Safe in Education, 2018 guidelines, when protecting students from Honour Based Crimes, including Female Genital Mutilation.

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, 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.

15. PREVENTING VIOLENT EXTREMISM

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT / DSL

The SPOC for Audenshaw School is Miss Kelly Breakell, Assistant Headteacher (Behaviour & Safety), who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of DSL in relation to protecting students/students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly programme to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / students into the Channel process;

- attending Channel meetings, as necessary, and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and
- Sharing any relevant additional information in a timely manner.
- Ensuring appropriate training is offered to all staff and the Board of Governors.
- Ensure there is appropriate filters and monitoring of the school's IT network.

At Audenshaw School we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students to ensure the following:

Any messages communicated support fundamental British Values

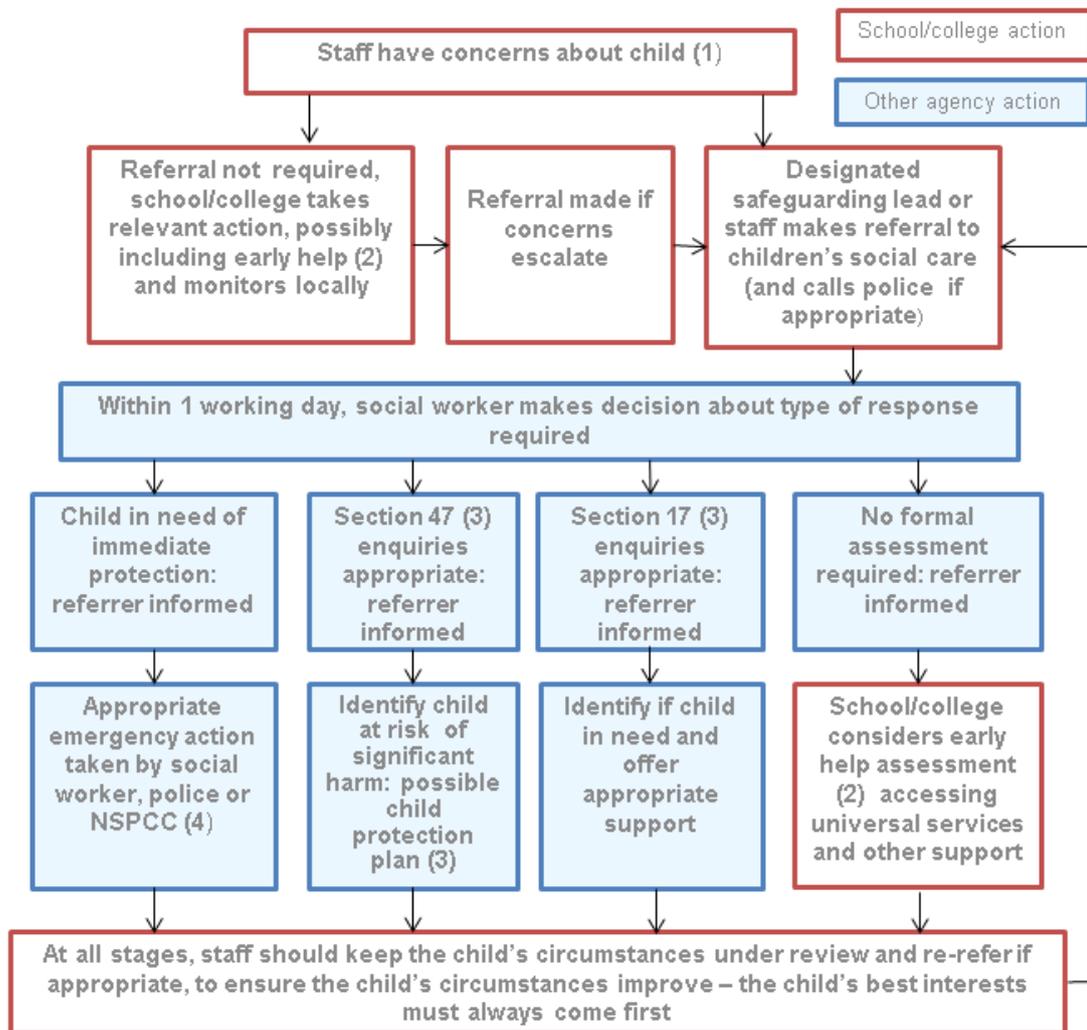
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.

The vetting of outside speakers may include a meeting prior to any presentations or the request for all material to be provided to the school to ensure the suitability of its content.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

APPENDIX 1

Actions where there are concerns about a child



APPENDIX 4 - Prevent Duty Risk Assessment/Action Plan

<u>No</u> :	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk</u> <u>Y/N</u>	<u>Action taken/already in place to</u> <u>mitigate/address risk</u>	<u>Actions needed to further</u> <u>mitigate/ address risk</u>
1	<p><u>LEADERSHIP</u></p> <p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board of Governors <input type="checkbox"/> SMT <input type="checkbox"/> Staff 	Y	<p>All staff have received training, March 2015, from GMPE and channel coordinator.</p> <p>New staff receive on-line training as part of induction process.</p> <p>Risk of violent extremism is also included in the School's safeguarding policy.</p> <p>Home office online PREVENT training to all teaching and support 4 September 2017.</p> <p>Home office online PREVENT training to all governors September 2017.</p> <p>All staff receive and read Appendix A of KCSIE 2018 at INSET</p>	Regular ongoing staff training.
2	<p><u>Partnership</u></p> <p>1) Is there active engagement from the institution's Governors, SMT, managers and leaders?</p> <p>2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	Y	<p>The governing body are made aware of all safeguarding and child protection records, including issues surrounding extremism and terrorism as part of termly governing body reports, by the designated safeguarding lead (Miss K Breakell)</p> <p>The Prevent Lead or SPOC is the designated safeguarding Lead, Miss K Breakell, and she is responsible for oversight of the Prevent Action Plan & update to SMT.</p>	Ongoing training and awareness of government updates.

			The SPOC, Miss K Breakell, will ensure all concerns are reported to Chanel and attend any strategic meetings to ensure effective action planning	
3	<p><u>Staff Training</u></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <p>1) exemplify British Values in their management, teaching and through general behaviours in the institution</p> <p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	Y	<p>All staff received training from GMPE in March 2015</p> <p>All new staff received online- training as part of induction.</p> <p>Roles and responsibilities are clearly laid out in the School's code of conduct and Safeguarding policies – available in paper and on line.</p> <p>Home office training for PREVENT 4 September 2017.</p> <p>KCSIE 2018 disseminated to all staff</p>	Ongoing training
5	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Are off campus events which are supported, endorsed, funded or organised through the institution (including Students' Union) subject to policy/framework?</p>	Y	<p>The use of external agencies and speakers is addressed in the updated Safeguarding policy (July 2018)</p>	<p>Use of staff voice to check staff understanding of policy in November 2016</p>

6	<p><u>Safety Online</u></p> <ol style="list-style-type: none"> 1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? 3) Does this also include the use of using their own devices via Wi-Fi? 4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy? 	Y	<p>There is a comprehensive e-safety policy.</p> <p>The school employs a robust filtering/ firewall system. All issues of concern raised by the firewall system or OT / network manager are reported to the designated safeguarding lead.</p>	<p>The e-safety policy needs to include specific reference to the Prevent Duty</p>
7	<p><u>Prayer and Faith Facilities</u></p> <ol style="list-style-type: none"> 1) Does the institution have prayer facilities? 2) Are they good governance and management procedures in place in respect of activities and space in these facilities? 		<p>There are currently no prayer facilities available to staff or students</p>	-
8	<p><u>Campus Security</u></p> <ol style="list-style-type: none"> 1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff? 2) Is there a policy regarding the wearing of ID on campus? Is it enforced? 	Y	<p>Staff handbook and code of conduct.</p> <p>Secure entry with biometric system</p>	<p>To be updated annually. Staff not wearing badges consistently challenged</p>

9	<p>Safeguarding</p> <ol style="list-style-type: none"> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism? 4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral? 	Y	<p>Protection against the risk of radicalisation and extremism is included in section 14 of the School's Child Protection policy.</p> <p>Staff receive annual safeguarding training and the process of identification and referral is clearly signposted in Appendix 2 of the School's Safeguarding policy.</p> <p>Staff new to the school complete online training. Safeguarding policy.</p>	
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