

BRAMDEAN SCHOOL

CHILD WELFARE POLICIES

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SAFEGUARDING POLICY

Safeguarding Statement

At Bramdean School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bramdean School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. Statement of Purpose

At Bramdean School, we are determined to ensure that all necessary steps are taken to protect children, young people and adults from harm. The following policy establishes the school's position, role and responsibilities and clarifies what is expected from everybody employed and involved in the delivery of services (core curriculum and extended services). It is the aim of this policy to support the 5 outcomes previously outlined in the former government Every Child Matters strategy. As such, this policy promotes:

Being Healthy

- Ensuring that pupils are able to remain mentally and emotionally healthy;
- Supporting parents in keeping their children healthy;
- Supporting staff through well-being initiatives.

Staying Safe

- Ensuring that pupils are safe from maltreatment, neglect, violence and sexual exploitation;
- Keeping pupils safe from accidental injury and death;
- Working with agencies to safeguard children in accordance with current government guidance;
- Support staff, parents and visitors to school by meeting all Health and Safety statutory requirements.

Enjoy & Achieve

- Ensuring all pupils have the opportunity to reach their full potential;
- Ensuring pupils attend school regularly, arrive on time, are ready to learn and can access optimal learning environments on and off site;
- Encouraging parents to support their child's learning;
- Support staff career progression through performance management and continued professional development.

Making A Positive Contribution

- Helping parents to support their child's social and emotional development;

- Ensuring pupils are supported in managing changes and responding to challenges in their lives;
- Encouraging pupils to engage in law abiding and positive behaviour;
- Providing staff with opportunities to contribute to the whole school programme of delivery.

Achieve Economic Well-being

- Support for families in maximizing their economic well-being;
- Support pupils to access further education;
- Assist parents to support their child's preparation for working life.

2. Overview of school's responsibilities

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bramdean School. This policy has been updated following the latest DFE guidance 'Working Together to Safeguard Children', (2015) and Keeping Children Safe in Education (2015).

As an organisation, we recognise that child abuse can be an emotive subject and therefore it is important to understand the feelings involved and not to allow them to interfere with judgment about any action that needs to be taken. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

As such, we will ensure that:

- The welfare of our pupils remains paramount.
- All pupils whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff (paid/unpaid) working on school premises understand they have a responsibility to report concerns to our designated staff.
- All appropriate vetting checks will be carried out for all adults involved in the delivery of school services. Information will be stored on the school's Single Central Register (SCR). The vast majority of adults who work with children act professionally; however, we recognize some individuals may seek employment or voluntary work with children in order to harm them. Our safeguarding procedures direct all concerns regarding an individual's practice to be reported to the designated staff.

2a. The role of the Head Teacher:

- It is the Head Teacher's role to implement the school's Safeguarding Policy with the support of the Teaching staff;
- It is the Head Teacher's role to ensure there is a collective responsibility for safeguarding and that all staff and volunteers are aware of the policy and related policies, protocols and procedures;
- The Head Teacher will ensure there are 2 or more trained staff members with named responsibility for child protection. (The role and duties of a designated named person are contained in the school's Child Protection policy);
- The Head Teacher will ensure staff are trained in first aid at an appropriate level and that first aid is administered by suitably qualified members of staff;
- The Head Teacher will ensure that all recruitment of both teaching and non-teaching staff is undertaken in accordance with the Safer Recruitment guidance and policy and that at least one person has completed Safer Recruitment training;
- The Head Teacher will promote safeguarding when overseeing the development of the curriculum and all other aspects of school life;
- The Head Teacher will ensure the on-going daily monitoring of the school site is maintained to ensure the safety of all who access;
- The head teacher will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- The head teacher will have due regard to the need to prevent people from being drawn into terrorism under the Prevent duty legislation.
- The head teacher will ensure that all staff are aware of their duty under the Prevent legislation and have due regard to the need to prevent people from being drawn into terrorism. This will include, where necessary, ensuring staff undertake any necessary training.

2b. The role of all staff: teaching and non-teaching

- All staff will be made aware of and have access to the school's Safeguarding Policy, protocols and procedures;
- All staff will attend appropriate safeguarding training;
- All staff will strive to safeguard pupils in all aspects of the learning environment on-site and on educational visits;

- All staff will be aware of the school’s Single Equality policy, challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Head Teacher;
- Teachers will support all support staff and volunteers working in their classrooms on the school site or on educational visits;
- All staff have a responsibility to monitor and, where necessary, guide the practice of volunteers, visitors or contractors working in school. Any concerns will be reported to the Head Teacher.
- All staff will have due regard to the need to prevent radicalization and the possibility of young people being drawn into terrorism.

3. Policies, protocols and procedures

Bramdean School has a range of supporting policies, protocols and procedures to accompany this document which have been developed in accordance with national government (DFE & DH) and local authority guidelines. Policies can be accessed on the school website or by requesting a paper copy. (Please note the school reserves the right to charge for such requests). All policies and protocols have been ratified by the school’s proprietors and are regularly reviewed. These documents include our arrangements for the following areas:

- Single Central Record (SCR);
- Child Protection procedures;
- Safe recruitment and selection processes including Disclosure & Barring Service-DBS; vetting checks (formerly CRB), enhanced check for regulated activity (barred list check) and Overseas checks;
- Delivery of safeguarding as part of the curriculum;
- Volunteers, visitors and contractors working in school;
- School protocols e.g. Pupil missing/absconding from school /educational visits;
- Risk Assessments including COSHH Material Data Safety Sheets (MSDS);
- Arrangements for educational visits.
- Implementing the ‘Prevent’ duty.

3a. Single Central record

All schools are required by the Department For Education to maintain a Single Central Record (SCR) of recruitment vetting checks. It is used to log all safer recruitment checks, including details of DBS and/ or barred list checks.

Checks for the following people must be recorded on the SCR:

- All staff who are employed to work in the school;
- All staff who are employed on a supply or casual basis, whether employed directly by the school or through an agency;
- All unsupervised volunteers who have regular contact with pupils;
- People brought into the school to provide additional teaching or

instruction for pupils but who are not staff members, for example specialist sports coaches or music teachers.

Please note that as a result of the passage of the Protection of Freedoms Act (2012), some of the requirements (particularly around volunteers) have changed (from September 2012). The Act has removed the requirement for schools to routinely carry out DBS checks on all volunteers, even when they work regularly with pupils. If supervised by a suitably checked person, school is not required to request any DBS checks on the volunteer and are not entitled to request a barred list check (known as an enhanced check for regulated activity). School is entitled to request a standard or enhanced DBS disclosure certificate without the barred list check. School can only request a barred list check for volunteers working regularly with pupils in an unsupervised capacity. The Department For Education and Ofsted have published key documentation detailing all revised vetting requirements and school will include any further revisions as necessary within our annual review process. (The requirement to keep a Single Central Record has not changed as a result of the passage of the Protection of Freedoms Act).

3b. Child protection procedures

This Safeguarding policy should be read and implemented in conjunction with school's Child Protection policy which details procedures for all matters relating to child protection. Our policy is guided by documentation issued by central government, Devon County Council and the Local Safeguarding Children Board.

3c. Safer recruitment procedures

Bramdean School endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2015) together with the DSCB and the school's Staff Recruitment policy and procedures.

Safer recruitment means that applicants will:

- complete an application form or provide a full CV with a covering letter which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed

The school will also

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities should it be felt necessary
- obtain references for all shortlisted candidates, including internal candidates

- carry out additional or alternative checks for applicants who have lived or worked outside the UK ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State
- At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy and staff behaviour policy.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

3d. Curriculum delivery

A wide range of safeguarding topics are delivered through school's core and enhanced curriculum. This includes Personal Social Health Citizenship Education (PSHCE), Science and pastoral support/intervention. Details of curriculum content are shared with parents/guardians who are actively encouraged to support their child's learning. Where appropriate multi-agency partners are utilised to support this delivery.

3e. Visitors to school and volunteers/contractors working in school

Bramdean School has a Visitors to School policy. All visitors are required to provide photographic ID; DBS details (where required - see Visitor to School policy) and sign in. They are issued with a visitor badge which they must prominently display at all times. In addition school issues guidance sheets for all visitors, supply staff, volunteers, extended service providers and contractors to ensure they are aware of and follow our safeguarding procedures.

3f. Pupil missing/absconding from school

At Bramdean School we apply strict measures to ensure the safety of pupils. This includes measures to secure the school perimeter and access into school buildings. There is regular registration and full monitoring of pupils throughout the school day. Whilst strict safeguarding measures are in place, school feels it is prudent to have emergency protocols in place. These would be implemented should the whereabouts of a pupil be unknown. All staff are fully aware of school's Pupil Missing in School and Pupil Absconding from School protocols.

3g. Risk assessments

Risk assessments are in place and regularly reviewed for the following:

- All internal classrooms, shared areas and staff areas;
- All playground areas;
- All fixed equipment (indoor & outdoor);
- All moveable equipment (indoor & outdoor);
- Each educational visit off-site.

A COSHH (Control of Substances Hazardous to Health) risk assessment is placed in school's COSHH file for any chemicals used in school. These risk assessments are formulated using product material safety data sheets (MSDS) as guidance.

If visitors or extended service providers plan to deliver an activity in school they must provide school with a written risk assessment of their planned activity prior to delivery. School will also issue these providers with any necessary school risk assessments.

3h. Arrangements for educational visits

Bramdean School has an Educational Visits policy and supporting protocols which have been ratified by the proprietors and made available to all staff. This details all the safeguarding procedures and arrangements for planning and delivering visits off-site. Copies of the policy and protocols are available on the school website or on request.

4. Implementing procedures

An additional aim of this safeguarding policy is to ensure all teaching and non-teaching staff at Bramdean School are aware of the signs and symptoms of abuse (see appendix 1 for categories of concern) and are supported by following the procedures. It is extremely difficult to determine if abuse has occurred and **it is not school's duty to investigate** however, all staff will be vigilant.

Staff will look carefully at the attendance/ behaviour of pupils and be alert for significant changes.

Although pupils may exhibit any of the following, abuse may not have occurred:

- Disclosure;
- Non-accidental injury, bruising or marks;
- Explanation given inconsistent with injury;
- Several different explanations for an injury;
- Reluctance to give information about an injury;
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn;
- Attention seeking;
- Hyperactivity;
- Poor attention;
- Appear frightened of parents or family members;
- Indiscriminate attachment;
- Frozen watchfulness;
- Anxiety/irritability;

- Abdominal pain/headaches;
- Poor self-esteem;
- Poor peer relationships;
- Act in an inappropriate way expected for age;
- Sexualised behaviour/talk or drawings;
- Self harm/eating disorder;
- Reluctance to change for physical education;
- Failure to thrive;
- Poor hygiene;
- Recurrent/untreated infections of skin or head lice;
- Untreated health/dental issues;
- Frequent absence from school or repeated lateness.

If staff observe any of the above they will:

- React calmly;
- Not delay in passing on information and / or concerns;
- Where a disclosure is made, reassure the pupil that they were right to tell, that they are not to blame and take what the pupil says seriously;
- Allow the pupil to talk and ask only open questions. Take care not to press for detail, put forward their personal ideas or use any words that the pupil has not used themselves;
- Not promise confidentiality;
- Inform the pupil what they will do next;
- Make a full and written record of concerns observed, what has been said and action taken. Record any conversation/s and facts **verbatim** in writing as soon as possible. Sign and date the report (it may be required as evidence). Staff will be supported in doing this by school's designated named persons for child protection.

5. Written records

Where safeguarding concerns are suspected they will be shared as detailed earlier and details recorded in a confidential written record stored in a secure locked cabinet. Access to such records is strictly controlled. The written record will include:

- The pupil's known details including name, date of birth, address and contact numbers;
- Whether or not the person making the report is expressing their own concerns or those of someone else;
- The nature of the allegation, including dates, times, specific factors and any other relevant information;
- Make a clear distinction between what is fact, opinion or hearsay;
- A description of any visible bruising, other injuries or any indirect signs such as behavioural changes;
- Details of any witnesses to the incidents;
- The pupil's account, if it can be given, of what has happened and (if appropriate) how any bruising or other injuries occurred;
- Accounts from others, including colleagues and, where appropriate, parents/guardians. (Please note school may not seek an account from a parent/guardian should it be thought that such action may place the pupil at risk of harm).

6. Referral

Sharing a concern will not automatically trigger the referral process. When the designated named person/s does feel it appropriate to make a referral, this will be made to the local Social Care - Child Protection Unit.

In some cases, school may need to protect a pupil immediately- in such situations, emergency action will be taken by dialling 999. The Police are the only agency with statutory powers for the immediate protection of children.

We stress it is not school's responsibility to investigate or decide whether abuse has taken place or not. However, any concerns will be raised and if deemed appropriate information will be referred to the appropriate authority immediately. This action will be discussed with parents/ guardians unless doing so is deemed to put the pupil at further risk. The best interest of the pupil is school's paramount concern.

7. Review of progress

This policy has been ratified by the proprietors who have a rolling programme for reviewing all school policies and monitoring their impact. In line with legislative requirements, they will review safeguarding arrangements and this policy on an annual basis.

8. Publishing the Safeguarding Policy

In order to meet statutory requirements school will:

- Publish school's policy on the school website;
- Include the policy in the Staff Handbook and request confirmation from all staff that each of them has read and understood the policy after each amendment and at the start of each new school year;
- Ensure paper copies are made available on request;
- Raise safeguarding awareness through the school newsletter, assemblies, staff meetings and other communications where appropriate;
- Ensure support is offered to parents/ guardians where English is a second language to help them understand the content of school's policy.

APPENDIX 1

Categories of concern

Neglect: The persistent or severe neglect of a child, which results in significant impairment of the child's health or development such as:

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home);
- Failure to protect from physical or emotional harm;
- Failure to meet child's basic emotional needs;
- Failure to ensure adequate supervision;
- Failure to ensure access to appropriate medical care.

Physical Abuse: Deliberate or intended injury to a child such as:

- Hitting, shaking, throwing, burning, scalding, drowning, suffocating, or poisoning;
- Deliberate inducement of an illness.

Sexual Abuse: Actual or likely sexual exploitation such as:

- Use of force or enticement to take part in sexual activity, penetrative, or non-penetrative;
- Involvement in non-contact activities such as looking at or making abusive images;
- Encouraging children to watch sexual activities;
- Encouraging children to behave in sexually inappropriate ways;
- Any sexual activity with a child under the age of 16.

Emotional Abuse: Persistent or severe emotional ill-treatment or rejection, which adversely affects the child's emotional and behavioural development such as:

- Conveying to a child that they are worthless, unloved or inadequate;
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations;
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

Radicalization and

Appendix 2

Key Contacts in Child Protection

Children's Social Care

- Emergency Out of Hours Duty Team (5pm - 9am weekdays and weekends): **01392 384444**
- Child Protection Advisors: **0845 6000 388**
- Devon County Designated Officer (DO): **01392 384964**

Devon & Cornwall Constabulary (Police)

- Child Abuse Investigation Unit: **101**
- Emergencies: **999**

NHS Exeter & Devon

- Designated Contact for Child Protection: **01392 436967**

Youth Services

- Tel: 01392 385923

Helplines

- NSPCC Tel: 0808 800 50000
- Childline: 0800 1111

Education Services

- Education Welfare: **0845 155 1015**
- Behaviour Support: **0845 155 1003**
- Special Educational Needs: **0845 155 1015**

Devon Local Safeguarding Children Board

- Email: mashsecure@devon.gcsx.gov.uk
Tel: 0345 155 1071

Alcohol & Drug Support

- Narcotics Anonymous: **0300 999 1212**
- Alcoholics Anonymous: **0845 769 7555**
- Al Anon & Al A Teen: alcoholreferraldevon@addaction.org.uk

Young Carers Support

- Devon Young Carers Project: **084456 43443**

Child Protection Policy

Safeguarding Statement

At Bramdean School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bramdean School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Best practice dictates that schools:

- Have an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk, and are listened to;
- Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- Work with parents/guardians to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to relevant staff and the Headmistress and are aware of local procedures so the information is effectively passed on to the relevant professionals;
- Monitor children who have been identified as at risk, keeping in a secure place clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- Provide and support Child Protection training regularly to school staff and in particular to designated named persons to ensure their skills and expertise are up-to-date;
- Contribute to an inter-agency approach to Child Protection by developing effective and supportive liaison with other agencies;
- Use the curriculum to raise pupils' awareness and build confidence so that

pupils develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;

- Provide clear policy statements for parents/guardians, staff and pupils on this and on positive behaviour policies and the school's approach to bullying;
- Have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
- Take particular care that pupils with Special Educational Needs (SEN), who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
- Have a clear policy about handling allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures;
- Have a written whole school policy regularly reviewed that clearly outlines the school's position and positive action in respect of the aforementioned standards.

The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. We wish our pupils to remain safe and free from harm. We are committed to playing a full and active part in the multi-agency response to Child Protection.

Our pupils' welfare is of paramount importance. We believe in open and honest communication with parents and guardians and will always share with them any information or concern about their children at the earliest opportunity. The only exception to this would be where it is felt that such a communication might compromise a pupil's safety. If a pupil is felt to be in need of protection and becomes the subject of a Child Protection Plan, parents/guardians should regard the school as a source of help and support.

All children have an absolute right to a childhood free from abuse, neglect or exploitation. All members of staff (teaching and non-teaching) have a responsibility to be mindful of these issues related to children's safety and welfare and a duty to report and refer concerns, however minor they may appear to be. NB: it is not the role of school staff to undertake an investigation.

If school receives information about a child which suggests he/she has been abused, neglected or that it is likely, we have a duty to refer these concerns to Social Care/Family Services or the Police. The school has no discretion in this matter. The

Child Protection Procedures for Bramdean School are in accordance with central government policy and Local Authority Safeguarding Board multi-agency procedures.

Situations may not always be clear cut, in which case staff may consult with colleagues from an appropriate agency which will usually, but not always, be Social Care/Family Services. Advice and guidance will be sought in this case, meaning that those working with children have ready access to consistent information and advice from suitably qualified and experienced staff, in order to explore a situation and to decide together on an appropriate course of action. This should not be seen as a way of transferring ownership of a “problem”, but as an agreed outcome of a discussion, when a referral will be made.

Children are best protected when professionals work effectively together and share responsibility for protective action. It is important to remember that a referral or consultation with Social Care/Family Services is an expression of concern about a child’s welfare. It is not an accusation or a presumption of responsibility about a parent or guardian.

In the course of an investigation, social workers or the Police may wish to speak with a pupil, without parental knowledge or consent. Diane Stoneman (Headmistress), acting in “loco parentis”, has the discretion to agree to allow this to enable the authorities to explore concerns and determine whether there are grounds for further action. In these cases the Headmistress will ensure that the pupil’s welfare is secured and he/she has access to a trusted adult.

Diane Stoneman (Headmistress) will not allow a pupil to be removed from the school premises without either parental consent or an Order of the Court or a Police Protection Order.

Bramdean School has a statutory duty to work to the guidelines stated in Keeping children safe in education (DFE,2015) and Safeguarding Children and Safer Recruitment in Education (DCSF, 2007) including the recruitment of anyone who will work in school. This policy has been developed following the latest DFE guidance 'Keeping children safe in education' (2015), 'Working Together to Safeguard Children', (2015) and Ofsted guidance 'Inspecting Safeguarding' (2013). DBS (formerly CRB) vetting checks are carried out for all employed staff and unsupervised volunteers prior to commencement of working in school. School reserves the right of entitlement to request a standard or enhanced DBS disclosure certificate (without the barred list check) for supervised volunteers. (Please also refer to the section titled Recruitment within this policy).

In addition, school has a duty to safeguard and protect the well-being of pupils and is committed to act in accordance with the locally agreed Child Protection procedures in cases where there is concern of significant harm. Significant harm can be defined as the ill-treatment or impairment of health and development of a child or young

person. Development includes physical, intellectual, emotional, social or behavioural development. Health includes physical and mental health. This is viewed from the perspective of expected behaviour for a child of a similar age and understanding.

Bramdean School is constantly vigilant to deter possible abusers and will manage effectively any allegations or concerns about abuse when they arise.

When a pupil makes an allegation about abuse or neglect they will be listened to, have their comments taken seriously and, where appropriate, the allegations will be investigated thoroughly. It is not the role of school staff to undertake any such investigation.

Bramdean School fully recognises the contribution it can make to protect children and support the pupils in our school. The following categories of abuse are recognised:

1. Neglect: persistent or severe neglect, or the failure to protect a child from exposure to any kind of danger including cold, starvation or extreme failure to carry out important aspects of child care. It may also include neglect of, or unresponsiveness to, a child's basic physical and emotional needs resulting in a failure to thrive.
2. Physical injury: actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child.
3. Sexual abuse: actual or likely sexual exploitation of a child and/or their involvement in inappropriate sexual activities which includes all forms of media exposure e.g. internet, photography.
4. Emotional abuse: actual severe adverse effect on emotional behaviour of a child caused by persistent or severe emotional ill-treatment or rejection. 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.

There are three main elements to our Child Protection Policy:

PREVENTION:

- Through the creation of an open culture which respects all individual's rights and discourages discrimination and bullying of any kind;
- Through a positive school atmosphere, teaching and pastoral support to pupils. Pastoral support is the responsibility of all staff working in school;
- By identifying a member of staff - Diane Stoneman (Headmistress) - with overall responsibility for Child Protection who is supported by other designated child protection staff, Katherine Tayler and Phillipa Capron - known as named persons;
- Through our pastoral care e.g. Form Teachers, offering all pupils an

opportunity to talk and discuss any worries or concerns;

- Through PSHCE, SSEAL and an ongoing programme of support, at an age-appropriate level to promote self-esteem and social inclusion and address the issue of Child Protection in the wider context of child safety in general.

PROTECTION:

- By following agreed procedures ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;
- Through fostering an ethos of “collective responsibility” within school where staff communicate concerns timely and through appropriate school systems.

SUPPORT:

- By working to support any pupil or member of staff who may have been abused and by working to support parents or guardians.

This policy applies to teaching and non-teaching staff, and to all others working within school.

School Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering, abuse.

We will therefore:

- Work hard to establish and maintain an ethos where our pupils feel safe, secure and are encouraged to talk and be listened to;
- Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty;
- Include in the core and enhanced curriculum activities opportunities for PSHE and SSEAL which equip pupils with the skills they need to stay safe and develop realistic attitudes to the responsibilities of adult life;
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents/guardians and colleagues from other agencies.

Framework

We do not operate in isolation. The welfare of pupils is a corporate responsibility of the entire local authority, working in partnership with other public agencies and the voluntary sector. All local authority services have an impact on the lives of children and families and local authorities have a particular responsibility towards children

and families most at risk of social exclusion. Child Protection is the responsibility of everyone.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard children, however there are key people within schools and Devon County Council that have specific responsibilities under Child Protection procedures. As stated earlier there are designated named staff responsible for Child Protection during school time. The Headmistress & Proprietor participate in the annual review of policy and procedures. All named staff and the headmistress have had access to Safeguarding and Child Protection training and are aware of our safer recruitment procedures.

In the event of any concern by any member of staff, or if any member of staff is approached by a pupil regarding any matter concerning abuse, they must sensitively explain to the pupil that they are duty bound to share the information. All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions. In the first instance this should be one of school's designated named persons or the headmistress.

Because of the day-to-day contact with pupils, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents/guardians will be made aware that, where it appears to a member of staff a pupil may have been abused, the school is required to report their concern to Social Care/Family Services.

Procedures

Where it is believed a pupil is suffering from, or is at risk of significant harm we will follow the procedures below which are guided our Local Authority Safeguarding Board directives.

Staff responsibilities:

- To be vigilant in order to identify potential incidences of abuse;
- To report immediately to a designated named person and the Headmistress;
- To complete documentation for external agencies as appropriate;

It is not staff's role to investigate suspected abuse but rather to recognise it and refer it as appropriate to a designated named person.

Designated named person's responsibilities:

- To report, where appropriate, to the Headmistress all referrals and cases of

suspected or actual child abuse;

- To co-ordinate actions in the school and liaise with agencies over suspected or actual cases of child abuse;
- Identify the signs and symptoms of suspected or actual abuse and when to make a referral;
- To ensure that staff observe and implement school's agreed procedures;
- To facilitate training for all staff with the assistance of the Headmistress;
- To authorise and support referral to the relevant and appropriate authority;
- To keep full and accurate records of concerns, reports and referrals made which are stored securely to maintain confidentiality.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use their diaries to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help/DAF process.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this

is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the pupil’s mother thinks about all this. Do remember your TED questions: Tell me.... Explain..... Describe.....
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the **record of concern form** and hand it to the designated person
- seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH.

Enquiry to MASH

The DSL will make an enquiry to MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct enquiry to children's social care if they genuinely believe independent action is necessary to protect a child.

Professional Confidentiality

Bramdean School's training and induction processes ensure the context of confidentiality is fully understood by all those working with our pupils, particularly in the context of Child Protection. All information should be treated as confidential and particular care taken with sensitive information. Sharing information will be treated on a "need to know" basis. Relevant factors include:

- The purpose of the disclosure;
- The nature and extent of the information to be disclosed;
- The appropriateness of the professional to whom is the disclosure to be made;
- If disclosure is a proportionate response to the need to protect the welfare of a pupil.

School will not undertake an investigation but may seek clarification from the pupil. Care will be taken not to ask leading questions. Regular Child Protection training ensures our school staff understand they should not promise confidentiality to a pupil.

In the unlikely event that an incident happens outside core school hours, e.g. on an educational visit or during an after school activity, and none of school's named person/s are available the teacher/staff member will contact the relevant agency as soon as possible if they feel the safety of the pupil may be compromised otherwise they will contact the Headmistress and designated named persons. The designated named person/s should be informed as soon as possible afterwards. Relevant information will be recorded at the time with full details of the concern.

Protecting Staff

All staff are required to attend Child Protection/Safeguarding training with regular practice updates. This is to ensure best practice is maintained and that staff are aware of measures designed to support their safety and protection together with those pupils in their care. Staff should:

- Always avoid inappropriate physical contact with pupils;

- Avoid being left alone in a room with a closed door with just one pupil;
- Be aware of school's Intimate Care policy. When a pupil needs intimate care staff will ensure that another member of staff knows they are about to undertake the task. Wherever possible an additional member of staff will be present e.g. assisting a pupil to wash/change clothing or to be changed due to them wetting or soiling. Such tasks should be carried out with consideration of school's Intimate Care Policy and, where a pupil has complex health needs, in line with the pupil's care plan. Staff will inform parents/guardians that such tasks have been carried out.
- Avoid discussing, counselling and/or giving advice to pupils about sexual matters except in the agreed context of planned SRE lessons where parental permission will have been obtained. All staff should be aware of school's SRE policy ratified by the Proprietors and the statutory requirements of delivering such education. (Guidance is available on the DFE website).

Allegations made against staff

Sometimes allegations of abuse may involve a member of the school staff. In these circumstances the allegations must be reported to Diane Stoneman (Head Teacher) immediately. On receipt of such an allegation the Head Teacher will contact the Local Authority Designated Person (LADP). If the allegation concerns the Head Teacher, the member of staff receiving the allegation must contact one of the other named persons, and LADP as a matter of urgency. (Contact details are held in the office.)

Training and Support

We will ensure that the Headmistress and Named Persons, attend Child Protection training relevant to their role biannually. School staff will also receive Child Protection awareness training and be kept informed through dissemination of information/ updates and our INSET programme.

Recruitment

As stated earlier Bramdean School operates safe recruitment procedures in line with Central Government policy and Devon County Council guidelines to ensure that vetting checks are carried out on all new staff and volunteers who undertake unsupervised work with our pupils. This includes Disclosure and Barring Service (DBS) checks (formerly known as CRB) and enhanced checks for regulated activity (barred list checks). Anyone who is not prepared to cooperate with these procedures will not be considered for employment or unsupervised voluntary work within the school.

Please note that as a result of the passage of the Protection of Freedoms Act (2012), some of the requirements (particularly around volunteers) have changed (from September 2012). The Act has removed the requirement for schools to routinely carry out DBS checks on all volunteers, even when they work regularly with pupils. **If supervised by a suitably checked person**, school is not required to request any DBS checks on the volunteer and **are not entitled** to request a barred list check (known as an enhanced check for regulated activity). School is entitled to request a standard or enhanced DBS disclosure certificate without the barred list check. School can only request a barred list check for volunteers working regularly with pupils in an **unsupervised** capacity.

The Department For Education and Ofsted have published key documentation detailing all revised vetting requirements and school will include any further revisions as necessary within our annual review process. (The requirement to keep a Single Central Record has not changed as a result of the passage of the Protection of Freedoms Act).

All childcare organisations, which includes schools, have statutory duties under the Protection of Children Act 1999. As such school will:

- Refer names to the DBS if there are concerns that a person has caused harm, or poses a future risk of harm to our pupils;
- Complete DBS vetting checks as previously stated;
- Not employ or allow a person to volunteer in an unsupervised capacity if the enhanced check for regulated activity informs they are registered on a barred list.
- Cease to employ a person if it is later discovered that the individual is registered on a DBS barred list.

From January 2010 it became mandatory that at least one person on any appointments committee should have completed the Safer Recruitment training.

The Data Protection Act

The Data Protection Act (2010, 1998) regulates the handling of personal data. Essentially, this is information kept about an individual on a computer or in a manual filing system. The Act lays down requirements for the processing of this information which includes obtaining, recording, storing and disclosing it.

If making a decision to disclose personal data the Data Protection Act must be complied with. This includes eight data protection principles. There should not be an obstacle if:

- There are particular concerns about the welfare of the pupil.
- If information is disclosed to Social Care/ Family Services or to another professional organisation e.g. Police
- The disclosure is justified under the common law duty of confidence.

As previously stated professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information by school to others (including Social Care departments), will always, however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information. Wherever possible, consent will be obtained before sharing personal information with third parties. In some circumstances consent may not be possible or desirable but the safety and welfare of a pupil dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a pupil. Disclosure should be justifiable in each case according to the particular facts of the case and legal advice will be sought if school is in doubt.

Records and Monitoring

Well kept records are essential to good Child Protection practice. Staff have been informed about the need to record any concerns held about a pupil or pupils within our school, the status of such records and when these records should be passed over to other agencies.

As stated earlier electronic records concerning Child Protection are kept securely on school's computer system with restricted access and written records are stored in a separate securely locked cabinet. The Headmistress will ensure that staff are informed of the contents of reports and other confidential issues on a need-to-know basis, although the overriding principle is the safety of pupils. All records are confidential. Anyone requesting access to records must first consult with the Headmistress who will allow access only if it is deemed appropriate. A record of all access to paper and/or electronic records will be maintained to provide an audit trail.

Attendance at Child Protection Conferences

A Child Protection conference may be convened by Social Care/ Family Services to which all involved agencies would be invited. Where a case involves a pupil in our school a representative is usually invited to attend the meeting. The Headmistress or

one of the other designated named persons may attend – the choice of this representative will depend on the circumstances of each individual case.

Staff may be requested to provide a report for a Child Protection meeting. Any report should be relevant, concise and professional. All reports will be submitted in the first instance to the Head Teacher or, if not available, one of the other named persons with designated responsibility for Child Protection in school.

All staff that are required to attend such meetings, prepare reports and maintain relationships with parents during and after a referral has been made will be fully supported by our staff that have completed specialist Child Protection training.

This policy should be read in conjunction with our other related school policies such as:

Safeguarding policy

Inclusion policy

Anti-bullying policy

Health & Safety policy

Single Equality policy

PSHCE Policy

SEN Policy

Intimate Care policy

Appendix 1

Categories of concern

Neglect: The persistent or severe neglect of a child, which results in significant impairment of the child's health or development such as:

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home);
- Failure to protect from physical or emotional harm;
- Failure to meet child's basic emotional needs;
- Failure to ensure adequate supervision;
- Failure to ensure access to appropriate medical care.

Physical Abuse: Deliberate or intended injury to a child such as:

- Hitting, shaking, throwing, burning, scalding, drowning, suffocating, or poisoning;
- Deliberate inducement of an illness.

Sexual Abuse: Actual or likely sexual exploitation such as:

- Use of force or enticement to take part in sexual activity, penetrative, or non-penetrative;
- Involvement in non-contact activities such as looking at or making abusive images;
- Encouraging children to watch sexual activities;
- Encouraging children to behave in sexually inappropriate ways;
- Any sexual activity with a child under the age of 16.

Emotional Abuse: Persistent or severe emotional ill-treatment or rejection, which adversely affects the child's emotional and behavioural development such as:

- Conveying to a child that they are worthless, unloved or inadequate;
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations;
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

Appendix 2

Key Contacts in Child Protection

Children's Social Care

- Emergency Out of Hours Duty Team (5pm - 9am weekdays and weekends): **01392 384444**
- Child Protection Advisors: **0845 6000 388**
- Devon County Designated Officer (DO): **01392 384964**

Devon & Cornwall Constabulary (Police)

- Child Abuse Investigation Unit: **101**
- Emergencies: **999**

NHS Exeter & Devon

- Designated Contact for Child Protection: **01392 436967**

Youth Services

- Tel: **01392 385923**

Helplines

- NSPCC Tel: **0808 800 5000**
- Childline: **0800 1111**

Education Services

- Education Welfare: **0845 155 1015**
- Behaviour Support: **0845 155 1003**
- Special Educational Needs: **0845 155 1015**

Devon Local Safeguarding Children Board

- Email: mashsecure@devon.gcsx.gov.uk
Tel: **0345 155 1071**

Alcohol & Drug Support

- Narcotics Anonymous : **0300 999 1212**
- Alcoholics Anonymous : **0845 769 7555**
- Al Anon & Al A Teen: alcoholreferraldevon@addaction.org.uk

Young Carers Support

- Devon Young Carers Project : **084456 434435**

ANTI-BULLYING POLICY

PRINCIPLES

Effective learning requires a culture in which each child feels secure. The anti-bullying policy is directed to ensuring that bullying is eradicated.

DEFINITION

Bullying is repeated behaviour which makes others feel uncomfortable, whether this is intended or not. It includes :

- | | |
|------------------|--|
| - Physical Abuse | Hitting, kicking, taking or hiding property |
| - Verbal | Name calling, teasing, insulting. |
| - Emotional | Exclusion, tormenting, spreading rumour. |
| - Racist | Racial taunts, graffiti, gestures |
| - Sexual | Unwanted physical contact or abusive comments |
| - Cyber | Using a mobile telephone and/or the internet to spread malicious rumours/gossip and send/display inappropriate images of a person. |

AIMS

- To promote an ethos of positive behaviour in which bullying will be the exception.
- To encourage an environment in which independence and individuality is valued.
- To ensure a response which identifies and eliminates bullying.

SIGNS AND SYMPTOMS

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware that these are possible signs and that they should investigate if a child :

- is frightened of walking to and from School
- is unwilling to go to School
- is unwilling to go out to play
- begins to do poorly in school work
- desires to move place in class
- becomes withdrawn, starts stammering
- regularly has books or clothes destroyed
- becomes distressed, stops eating
- cries easily
- becomes disruptive or aggressive
- has possessions go 'missing'
- has money continually lost
- starts stealing money (to pay bully)

- is frightened to say what's wrong
- has nightmares

METHOD

1. Preventative

3131Code of Conduct :

Through the consistent promotion of behaviour which implicitly and explicitly recognises respect for person and property.

Curriculum :

Through Form periods and within the programmes of individual subjects, to provide opportunity for children to develop social skills and an understanding and tolerance of others both through content of lessons and activities.

Pastoral :

Through Form Masters/Mistresses and teachers actively monitoring the needs of their classes and responding to early indications of problems, and by vigilance during duty time, including checking toilets and other areas where bullying might occur.

2. Eliminating Measures - All bullying is serious and should involve a response which eliminates the problem.

This will be achieved by :

- Vigilance on noticing evidence of bullying or distress.
- Ensuring that pupils know where help can be sought. (This can be Miss Stoneman, Mr Connett, Form Teacher or any other teacher with whom the pupil is involved).
- Ensuring that parents know how, and to whom, any concerns should be referred.
- Co-ordinated responses so that all incidents are reported to the Office so that appropriate action can be taken.
- Action should aim at elimination. Where appropriate, this can include formal sanctions which are consistent with the situation.
- There should be post-situation monitoring to ensure that there is no repetition or backlash.
- Where appropriate, parents should be contacted.
- Advice should be given when a pupil's own behaviour may inadvertently contribute to others bullying the individual.

3. Records - Where it is felt appropriate the head teachers may make written notes of any bullying incidents which will be kept on the relevant pupil(s) file.

CONCLUSION

The most important contribution in eliminating bullying is a positive, challenging culture in which expectations of behaviour are consistently high. Positive, vigorous and individually assessed responses will eliminate incidents that may occur.

SINGLE EQUALITY POLICY

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties, which are referred to in Part One.

Equality at Bramdean School.

The primary aim of Bramdean School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We recognise that this is achieved through all staff reaching their potential. We expect all staff to be role-models for equal opportunities, to deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping. We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.

Bramdean School actively encourages positive attitudes towards pupils and staff and expects everyone to treat others with dignity and respect. We will take steps to promote awareness of the rights of individuals, advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

Meeting individual's needs

We will take reasonable and necessary steps to meet the needs of pupils and staff, using a variety of approaches and planning reasonable adjustments to meet identified needs, enabling all to take as full a part as possible in school life.

Curriculum:

Through our planning, we will ensure teaching and the curriculum provision is accessible and supports high standards of attainment for all, promotes common values, helps students understand and value the diversity that surrounds them, and challenges prejudice and stereotyping. In addition, through the curriculum we will develop participation and responsible action.

Physical accessibility:

We will make reasonable adjustments to ensure the school environment, its activities, extra-curricular activities and residential visits, are as accessible and welcoming as possible for all pupils, staff and visitors. Accessibility plans will be reviewed annually.

Equal opportunities

We are committed to ensuring all staff have equality of opportunity in their careers at Bramdean.

Policies and planning:

When setting policies, the proprietors will ensure they are fully compliant with all statutory and non-statutory guidance.

Monitoring and Evaluation:

The school will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will be evaluated by the school and proprietors to ensure that individual pupils are achieving their potential, and the school is being inclusive in practice. The results of this will inform the focus of the School Improvement Plan.

- We will monitor and evaluate information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. Our recruitment policy will be based on equal opportunity best practice.
- Prejudice related bullying and incidents relating to pupils and staff will be monitored and dealt with through our bullying policy. Where necessary training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school. This information will be used to ensure that the school environment is as safe and accessible as possible to all school users.

Part Two - Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts.

Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on

their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

- Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Sex - A man or a woman.
- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

- It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- Direct discrimination- Less favourable treatment because of a protected characteristic.
- Indirect discrimination- A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- Victimisation- Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- Pregnancy/maternity related discrimination -Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- Discrimination by association or perception- For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding). In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will increase disabled pupils’ access to the school curriculum
- Improve the physical environment
- Improve provision of information. The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

DfE Guidance:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Equality Human Rights guidance:

<http://www.equalityhumanrights.com>

Devon County Council guidance:

<http://www.devon.gov.uk/equalitylegislation.htm>

Appendix

Definitions:

Equality - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive - Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community From the school's perspective, the term "community" has a number of meanings:

- The school community – the students we serve, their families and the school's staff.
- The community within which the school is located –in its geographical community, and the people who live and/or work in that area.
- The community of Britain – all schools by definition are part of it.
- The global community – formed by European and international links.

Gender Dysphoria - Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

POLICY AND SANCTIONS WITH REGARD TO DRUGS, ALCOHOL AND SMOKING

GENERAL STATEMENT OF POLICY

Bramdean School tolerates neither the misuse of drugs or alcohol by members of the School nor the illegal supply of these substances.

Bramdean School is committed to the health and safety of its members and will take action to safeguard their well-being.

Bramdean School acknowledges the importance of its pastoral role in the welfare of young people and through formal education and the School's general ethos; it will seek to provide the support pupils need to avoid the problems of substance abuse.

POLICY AIMS

Bramdean School believes and supports the following educational aims in respect of drugs and substance use and misuse:

- 1.To enable pupils to make healthy and informed choices by increasing knowledge, challenging attitudes and developing and practising decision-making skills.
- 2.To provide accurate information about substances.
- 3.To increase understanding about the implications and possible consequences of use and misuse.
- 4.To widen understanding about related health and social issues.
- 5.To enable young people to identify sources of appropriate personal support.

These aims are fulfilled through a programme of education arranged through the established curriculum, through the PSHCE syllabus and through specially invited external speakers. The programme involves pupils of all ages and continues throughout their time at the school. Our Medical staff also play an active role in promoting greater awareness about the risks involved, and will offer informed medical advice.

Pupils can discuss their individual worries with the Headmistress, their House Master or Form Tutor or any other member of the teaching staff. We are very conscious of the importance of working together with parents in order to promote the well-being of our pupils.

The School actively co-operates with other agencies such as the local Police, Social Services, and the Health Promotion Unit to deliver its commitment to drugs education and to deal with incidents of substance use and misuse.

The policy will be reviewed regularly and in the light of any drug-related incident.

SPECIFIC POLICY AND THE MANAGEMENT OF INCIDENTS

1. Tobacco

The School rule states:

Smoking and the possession of smoking materials, including e-cigarettes and shisha pens, are forbidden, regardless of the nicotine content. Pupils should not return to School having clearly smoked elsewhere.

These are Serious Offences.

All Smoking incidents are reported to a headmistress and parents will normally be informed at the earliest opportunity. She will inform the parents and discuss the most appropriate way of dealing with the issue. A pupil may be referred for a session of counselling (at the parents' expense) where we have reason to believe that he or she has issues with tobacco, for example, when there are repeated infringements. Continued abuse of the Smoking rule may well result in suspension or even expulsion.

The School will always contact the manager of any establishment found to be active in selling tobacco or tobacco products to under age pupils and the Police may also be informed.

Members of staff (academic and non-academic) are reminded that smoking is banned across the campus both inside and outside buildings. It is also expected that staff should refrain from smoking in the presence of pupils at any time.

2. Alcohol

The School rule states: Alcoholic drinks may be consumed only at authorised School occasions. Alcoholic drinks may not be brought onto the school premises or campus. Drinking to excess under any circumstances is unacceptable.

Pupils should not return to School clearly having consumed alcohol elsewhere.

The School is clearly bound by the Law of the land and those laws guide our policy. Pupils are encouraged to adopt a sensible attitude towards alcohol. Alcohol should not be served to any pupils below the Sixth Form.

All alcohol offences will be reported to The Head and to parents. Evidence of alcohol consumption will be enough to attract a disciplinary reaction. Minor

alcohol offences would be considered to be possession of beer or being caught in a pub. A pupil may be referred for a session of counselling (at the parents' expense) where we have reason to believe that he or she has issues with alcohol, for example, when there are repeated infringements. Suspension and expulsion are ultimate possibilities.

Offences involving spirits will tend to attract a greater disciplinary reaction. Persuading other pupils to partake of spirits is regarded in a particularly serious light. Should somebody be incapacitated, end up sick or be put into the sick bay, then it is likely that a period of suspension would follow. For alcohol offences the School reserves the right to telephone parents and ask them to collect their child immediately.

In the case of any incident involving the sale of alcohol to under age pupils, the School will personally contact the manager of the establishment involved and the Police will be informed.

3. Drugs

The School rule states: Taking, possessing or dealing in drugs is forbidden.

The definition of a drug used by the then DfES in 'Drugs guidance for Schools' is: A drug is a substance people take to change the way they feel, think or behave.

This includes: -

Drugs which are controlled/illegal substances (for example cannabis, amphetamines, ecstasy, LSD and mephedrone) under the Misuse of Drugs Act 1971. Also so-called legal or herbal highs, which are considered illegal under current medicines legislation to sell, supply or advertise for 'human consumption'.

-

Over-the-counter and prescription medicines used improperly, which can include sleeping tablets and slimming tablets

-

All legal drugs when misused including volatile substances and solvents, Ketamine, Khat, alkyl nitrites.

-

Drugs which are misused to enhance performance (for example analgesics or steroids)

The Head reserves the right to react to the emergence of new substances and changing circumstances as they occur, based on the DfES definition of a drug above.

We are committed to promoting a healthy, safe environment at Bramdean, in which good citizenship and respect for the law can flourish. We believe that it is important to deliver a clear, consistent moral framework that promotes the

Integrity of our community, and gives all of our pupils the understanding and self-confidence to reject illegal drugs and substances. Any member of staff or parent concerned that a pupil might be involved in drug abuse should inform the Headmistress immediately.

We will always investigate rumours about involvements in illegal drugs and substances, including questioning a pupil, searching his/her locker and personal possessions. We will inform parents and guardians as a matter of urgency and invite them into the school to discuss the matter.

It is a condition of entrance that parents of pupils accept the School's right to require a pupil to undergo a test for the use of illegal drugs or other substances damaging to health, where there are reasonable grounds for suspicion. A procedure for the testing of pupils who are suspected was established. Drug testing is organised by the Headmaster in conjunction with the School's Matron. Full details of the arrangements are available to parents on request. Reasonable endeavours will be made, before a drugs test is conducted, to notify a parent, guardian or education guardian of the requirement for a drugs test and the reasons for that requirement.

The Drugs Testing Policy is designed to be constructive and to support those pupils most at risk of drug taking, to dispel ill-founded suspicion of drug taking and to act as a general and efficient deterrent. Our drugs sanction policy allows the School to exercise clemency where it is merited, or give support and advice to those who need it. It aims to encourage honesty and in certain circumstances to allow a pupil to recognise that he or she has made a grave mistake and to strive to make amends for it within Bramdean.

Our sanctions policy is as follows:

- i. Any pupil selling or distributing drugs or otherwise actively encouraging their possession or consumption by others will be expelled.
- ii. Anyone caught possessing or consuming illegal drugs while under the School's jurisdiction in term time loses any right to immediate membership of the School and must expect expulsion to be a very strong possibility.
 - a. In some cases there may be mitigating circumstances; if so, they will be carefully considered.
 - b. The Head will normally consult the Police about the possession, consumption or supply of an illegal drug, since it carries the possibility of being a criminal offence.
- iii. If the only firm evidence that a pupil has been involved with illegal drugs is a positive drugs test, he or she may be allowed to stay in School provided that he or she

a. Gives a written assurance to The Head and to his/her parents that he/she will not become involved with illegal drugs again.

b. Agrees to undergo the drugs tests at various times during his/her remaining School career.

c. Agrees to take part in drug counselling if the School requires.

The same undertakings will also be required of any pupil who may be allowed back after an offence (see ii above) because of mitigating circumstances.

iv.

The scope of the School's discipline reaches to the point where there is a transfer of responsibility from school to parent. However, where it becomes known that drugs abuse is taking place outside school, then the School is then in possession of information, which could be deemed to be criminal and may thus:

a. Inform parents of the nature of what is being said.

b. Ask that there should be drug counselling.

c. Require that the pupil be drug tested in the future.

d. Talk to the local police about the matter.

v. In the event of the School's reputation being brought into disrepute it will be the School's qualified right to invoke its full disciplinary procedures.

vi. Any subsequent drugs abuse, including a positive test result, will result in expulsion. Semantic debate about drugs taken in the holidays or at leave weekends will not be conducted.

vii. Solvent abuse is also a serious school offence. The School may react to solvent abuse in a similar way to other forms of drug abuse.

Appendix 1

Staff Acknowledgement Form

Name	<input type="text"/>
Job Title	<input type="text"/>
I have read the Child Welfare Policy document which includes the Child Protection and Safeguarding policies and I understand my role with regards to Child Welfare in this setting	<input type="checkbox"/>
Signature	<input type="text"/>
Date	<input type="text"/>

Once you have read and understood the policies please complete this form and return a copy to the office which will be held in your personnel file.