



# St Buryan Academy Trust Safeguarding Children Policies and Procedures

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## 1. Positive Behaviour Policy

### Introduction

- 1.1. This policy sets out the purpose, nature and management of behaviour in our Academy.
- 1.2. This policy reflects the consensus of opinion of the whole teaching staff. The implementation of this policy is the responsibility of all staff.

### Entitlement

- 1.3. We aim to ensure that:
  - We provide a safe, caring and stimulating environment where children can develop a positive set of attitudes towards everyone in the Academy community;
  - The furniture is comfortable to work at;
  - There is easy access to water and fresh air;
  - The temperature is kept at a comfortable level;
  - There is space in the learning environment to celebrate success;
  - There are good quality and interesting resources to work with;
  - There is a friendly and supportive atmosphere to enable children to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance;
  - Each child is valued as an individual;
  - We encourage each child to develop his/her self-esteem, confidence and feeling of self-worth to lead to the development of independence in work and decision making;
  - There is an understanding that we all have rights, rules and responsibilities.

### Rights, Rules and Responsibilities

#### 1.4. Rights

- 1.4.1. At St Buryan Academy, we believe that children have the right:
  - To learn;
  - To feel safe;
  - To be happy;
  - To be an individual;
  - To be listened to;
  - To be treated kindly, fairly and equally;



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- To have access to the school at appropriate times;
- To communicate and express themselves;
- To be left alone;
- To share ideas and ask questions;
- To have a friend and to join in games.

### 1.5. Rules

1.5.1. The Academy has a set of 3 rules or expectations of behaviour; which apply to every situation:

- Be kind
- Be safe
- Be responsible

1.5.2. These rules are displayed around the Academy and in classrooms. These rules are then adapted within class to create age appropriate class agreements.

### 1.6. Responsibilities

1.6.1. Governors are responsible for following the legal guidelines on the Academy's Positive Behaviour Policy and monitoring and reviewing the Behaviour Policy.

1.6.2. The legal responsibilities for the discipline of the school lie with the Governors who have delegated the day-to-day management to the Principal. Parents/carers of an excluded child have a right to make a written representation to the Governing Body. The Governing Body will take steps to consider any such representation.

1.6.3. The staff are responsible for:

- Recognising that good behaviour needs to be taught;
- Having high expectations of *all* people in the Academy;
- Applying the Behaviour Policy in *all* situations and to *all* children in the Academy;
- Communicating behaviour clearly and effectively with others;
- Having a good knowledge of the Academy's Behaviour Policy;
- Following its procedures for positive and negative consequences;
- Being consistent and fair;
- Providing a learning experience when dealing with children's behaviour;
- Clearly rewarding positive behaviour;
- Following behaviour management procedures to ensure that children are ready to learn;



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- Separating the child from the behaviour so they understand it is the behaviour choices that need changing;
- Actively seeking positive relationships with parent/carers;
- Providing an inclusive curriculum which promotes a high self-esteem;
- Using the clear agreed language of positive behaviour management.

### 1.6.4. The Senior Leaders are responsible for:

- Monitoring the implementation of the Positive Behaviour Policy and its procedures to ensure that it is consistent across the Academy;
- Supporting staff with the implementation of positive behaviour management strategies;
- Being available to support teachers communicating with parent/carers;
- Being available over lunchtimes to support midday supervisors.

### 1.6.5. Parent/carers are responsible for:

- Supporting the Academy's Positive Behaviour Policy;
- Attending the presentations of rewards;
- Sharing information about what is happening outside of the Academy which may affect their child's behaviour;
- Being available to discuss their child's behaviour with the Academy.

### 1.6.6. Children are responsible for:

- Doing their best to contribute to a positive learning environment and allowing others to do the same;
- Taking responsibility for their own behaviour;
- Helping to create a secure environment where children can be safe, happy and learn.

## **Inclusion**

1.7. The St Buryan Academy promotes the learning and participation of everyone within the Academy community. Everyone is valued and diversity is seen as a rich resource to enhance and support learning for all.

1.8. The Academy's inclusive culture is reflected in all Academy policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside of the Academy. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in the life of the Academy.

1.9. Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given an equal priority and available resources are used to maximum effect.



- 1.10. The St Buryan Academy recognises behaviour management as a subject and therefore it is differentiated where appropriate. Where patterns of behaviour have been identified as needing a differentiated approach, the class teacher, in liaison with a member of the Senior Leadership Team (SLT) or Inclusion manager, will request a meeting with parents/carers. The child will then be placed on a Behaviour Monitoring Record. This is then reviewed weekly and parents/carers are asked to sign it daily. At this stage, the Academy's policy for positive and negative consequences is followed (Appendix 1).
- 1.11. If negative patterns of behaviour continue the child would be issued with a 'Behaviour Contract', which will include achievable targets and rewards. The consequences will differ and smaller steps will be given to the child e.g. they will receive a sticker for every session of the day which will accumulate to a reward at the end of the week. This *may* form part of the child's IEP or IBP (Individual Education or Behaviour Plan). This contract should be for a specified time and evaluated at the end of this time.
- 1.12. If it is necessary to restrain a child, the Academy's policy on Positive Handling will be adhered to.

### **Resourcing**

- 1.13. Resourcing for positive behaviour will take into account the needs of all pupils. All staff will receive a copy of this policy as part of their induction programme. Further training will be arranged as appropriate, this may include:
- Observation of teacher colleagues
  - Training sessions for staff
  - Consultation with specialist teachers
- 1.14. Implementation is a *whole Academy* responsibility and supported through the ethos within the Academy.
- 1.15. This will be achieved in a variety of ways:
- Our own behaviour as adults will reflect our expectations of the children. As a staff we will aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, use a 'talking' voice, listen to the children and follow up their problems to a conclusion. When members of staff discuss behaviour with children, they will always aim to have a learning experience as an outcome and use the agreed language.

### **Strategies**

#### **1.16. Non-verbal strategies and reinforcement**

- 1.16.1. Members of staff use non-verbal communication such as giving eye contact, smiling, using positive gestures (such as thumbs up and clapping).

#### **1.17. Verbal reinforcement**

- 1.17.1. Members of staff use praise to groups and individuals.



### 1.18. **Consequences – see Appendix 1**

1.18.1. These are set out in the appendix to this policy. They outline the agreed consequences to negative and positive behaviour. The consequences outline individual consequences and group consequences (e.g. target for the class).

### 1.19. **Referral to other staff and senior staff**

1.19.1. By arrangement, and as part of the Academy's systems for positive and negative consequences, children are sent to other members of teaching and learning staff (teachers and teaching assistants) to share work, information and behaviour.

### 1.20. **Communication with parents/carers**

1.20.1. Parents/carers are kept informed about all aspects of a child's behaviour. This is achieved by:

- Meeting informally with parents/carers at the beginning or end of the day;
- An invitation to an Assembly where special certificates for good work or behaviour are presented;
- If a child's behaviour is causing concern, parents/carers will be invited to meet with the teacher and/or senior staff to discuss how the child can be helped to change his/her behaviour.

### 1.21. **Lunch Time**

1.21.1. Midday Supervisors are given guidance and training on their role in implementing this policy. In addition, they are given stickers for children who display positive behaviour and follow the school rules on the playground and in the dining hall. They are responsible for liaising with the Senior Leadership Team during lunchtime and teachers at the end of lunch about children's positive and negative behaviour, which should be recorded in their personal midday supervisor book.

### 1.22. **Dealing with Inappropriate Behaviour**

1.22.1. When dealing with inappropriate behaviour the main considerations are:

- That a learning experience is gained;
- That the behaviour is separated from the child so they understand it is the behaviour choices that need changing;
- Care for the individual or group of pupils involved;
- Prompt, fair and consistent responses by the adults concerned;
- Consultation with parents/carers if the child's behaviour is a cause for concern.

1.22.2. In some circumstances it may be necessary for the senior member of staff or Principal to deal with inappropriate behaviour by talking to a large group assembled together.





### **1.23. Circle Time**

1.23.1. The use of Circle Time is central to our Positive Behaviour Policy. Circle Time provides a framework for the development of self-esteem and positive behaviour.

#### **Links with Other Policy Documents**

1.24. Positive behaviour is fundamental to good learning and all policy documents will reflect elements of the Positive Behaviour Policy.

1.25. All Health and Safety issues related to this policy are covered within the Academy's Health and Safety policy.

#### **Monitoring**

1.26. In order to monitor the effectiveness of this policy evidence will be collected in a number of ways, these include:

- Consultation with parents/carers via questionnaire and informal dialogue;
- Teacher's records from their own classroom;
- Class Celebration boards;
- Dialogue with staff groups;
- Review of targets on IEPs;
- Records of certificates for good behaviour;
- Records of incidents of bullying;
- Records of incidents of racist incidents;
- Exclusions.

1.27. The Principal is responsible for carrying out the review of the Positive Behaviour Policy. The policy will be reviewed every 2 years.

#### **Implications of the Discipline Policies and Pupil Behaviour on the Policy**

##### **1.28. Regulating pupils' behaviour outside Academy premises**

1.28.1. The St Buryan Academy has a statutory power to regulate the behaviour of pupils when off Academy premises and not supervised by Academy staff on educational visits; sporting events; behaviour on the way to and from school and behaviour when wearing school uniform in a public place. In these instances, disciplinary action will only take place on Academy premises and, where appropriate, parent/carers have been consulted. St Buryan Academy would expect any out-of-Academy misconduct witnessed by members of the community (police, shopkeepers, street wardens etc) to be reported to the Principal.

1.29. 'Time Out' or missing break and/or lunch-time playtime may be used to deter further unacceptable behaviour in the playground, when it has been witnessed by an adult on duty.



### 1.30. Confiscation

- 1.30.1. The Academy includes confiscation of pupils' property as a disciplinary sanction in the Behaviour Policy. Confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for Academy staff who have reasonably confiscated pupils' property.
- 1.30.2. The guidance indicates that teachers have authority to confiscate property 'in pursuance of a legitimate aim', defined by the guidance as generally 'maintaining an environment conducive to learning ... which safeguards the rights of other pupils to be educated'. The guidance says, importantly: *"it is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising."*

### 1.31. Power to search for weapons

- 1.31.1. The Academy can search pupils who are suspected of having weapons or knives without consent. Should it be deemed necessary to search a pupil, two members of the Senior Leadership Team will be consulted and present during the search.
- 1.31.2. The guidance states the following:
- Paragraphs 3.8.4 – 3.8.5 of the guidance briefly cover the basic powers of certain school staff to **search suspected pupils for knives or other weapons without consent**. This power to search derives from the *Violent Crime Reduction Act 2006*, which added new provisions to the *Education Act 1996*. It **only** relates to weapons and does **not** extend to searches for other material such as illegal drugs or stolen property. In these cases the police should only do searches. Section 45 of the *Violent Crime Reduction Act 2006* provides full and precise authoritative information, which can be accessed online.



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This policy including all appendices and the Behaviour Policy Statement has been approved by the Governing Body in June 2014

To be reviewed June 2016



## 2. E-Safety

### Introduction

2.1. E-Safety encompasses Internet technologies and electronic communications such as mobile phones and wireless technology. Most young people are enthusiastic Internet users - particularly of interactive services like: Email, Chat and Instant Messaging. However, like many exciting activities, there are risky situations to deal with and hazards to avoid.

2.2. Current and emerging technologies used in the Academy and, more importantly in many cases, used outside of the Academy by children include:

- The internet;
- e-mail;
- Instant messaging ([www.msn.com](http://www.msn.com)) using simple web cams;
- Blogs (an on-line interactive diary);
- Podcasting (radio / audio broadcasts downloaded to computer or MP3/4 player);
- Social networking sites ( [www.facebook.com](http://www.facebook.com));
- Video broadcasting sites ([www.youtube.com](http://www.youtube.com));
- Chat Rooms ([www.teenchat.com](http://www.teenchat.com));
- Gaming Sites ([www.neopets.com](http://www.neopets.com));
- Music download sites ([www.limewire.com](http://www.limewire.com));
- Mobile phones with camera and video functionality;
- Smart phones with e-mail, web functionality and cut down 'Office' applications.

2.3. The New Primary Curriculum states that children should apply their ICT knowledge, skills and understanding confidently and competently in their learning and in everyday contexts and that they become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.

2.4. Across all six areas of learning children learn how to:

- Find and select information from digital and online sources, making judgments about accuracy and reliability;
- Create, manipulate and process information using technology to capture and organise data, in order to investigate patterns and trends;
- Explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products;
- Collaborate, communicate and share information using connectivity to work with, and present to, people and audiences within and beyond the Academy;



- Refine and improve their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.

### **Policies and Procedures**

- 2.5. The Academy's e-safety policy will operate in conjunction with other policies including: Behaviour, Anti-Bullying, Teaching and Learning and Data Protection.
- 2.6. Our e-Safety Policy has been written building on BECTA government guidance.
- 2.7. The e-Safety Policy and its implementation will be reviewed annually and where necessary in cases of reported misconduct or risks.
- 2.8. All Academy staff and pupils are to sign an Acceptable Use Policy (AUP) detailing the ways that staff, pupils and all network users should use our ICT facilities and reflects the need to raise awareness of the safety issues associated with electronic communications as a whole. The AUP is displayed in all classrooms and on laptop trolleys.
- 2.9. E-safety will form a key part of the ICT/SEAL Curriculum. Children will be made aware of the dangers and risks of using the Internet and mobile technologies throughout the Academy year. This will include during anti-bullying week, e-safety awareness week and an integral part of ICT lessons.

### **Internet Access**

- 2.10. The Internet is an essential element of education, business and social interaction. The Academy has a duty to provide pupils with quality Internet access as part of their learning experience.
- 2.11. Internet use is a part of our curriculum and a necessary tool for staff and pupils.
- 2.12. The Academy Internet access will be designed expressly for pupil use and will use appropriate filtering system.
- 2.13. Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use. Pupils will not use the Internet without having permission from a member of staff.
- 2.14. Pupils will not use social networking sites in the Academy and will be educated about their safe usage in their own time.
- 2.15. Pupils will be advised never to give out personal details of any kind, which may identify them, their friends or their location.
- 2.16. Pupils are forbidden from downloading games or other programs from the Internet.
- 2.17. The ICT technician will carry out downloading programs from the Internet.
- 2.18. Public chat-rooms and instant messaging are not allowed and are blocked using the Academy Internet filter.
- 2.19. Access to peer-to-peer networks is forbidden in the Academy.



- 2.20. Pupils will be educated in 'Information Literacy' and taught how to evaluate the Internet content that they have located. Pupils will be taught the importance of crosschecking information before accepting its accuracy.
- 2.21. The Academy will ensure that the use of Internet derived materials by staff and pupils complies with copyright law. Pupils will be taught to reference materials they have found from other sources so as not to infringe copyright or the intellectual property of others.
- 2.22. Pupils will be taught how to report unpleasant Internet content.

### **E-mail**

- 2.23. When available, pupils may only use approved Academy e-mail accounts on the Academy network. Pupils are not permitted to use their own personal email accounts on Academy equipment.
- 2.24. Pupils must immediately tell a teacher if they receive an offensive e-mail.
- 2.25. In e-mail communications, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
- 2.26. Incoming e-mails should be treated as suspicious and attachments not opened unless the author is known.
- 2.27. Email sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on Academy headed paper.
- 2.28. Staff should never use personal e-mail addresses to communicate with pupils. The ICT technician will provide an official school e-mail address.

### **Managed Learning Environment**

- 2.29. The VLE (DBPrimary) /+is provided for use of The Academy staff and pupils only. At present access by any other party is strictly prohibited.
- 2.30. Pupils should never reveal his/her password to anyone or attempt to access the service using another pupil's login details. Pupils should inform the ICT technician if they feel their password has been compromised.
- 2.31. All staff and pupils possess a username and password as a level of security. The correct levels of privilege are applied to the correct users.
- 2.32. Activity on the Learning Platform will be monitored to ensure that the content posted by users is valid and does not infringe the intellectual property rights of others.

### **Published Content and the Academy Web site**

- 2.33. Staff or pupil's personal contact information will not be published. The contact details given online should be the Academy office.
- 2.34. The Principal will take overall editorial responsibility and ensure that content is accurate and appropriate.
- 2.35. Permission from parents or carers will be obtained before photographs of pupils are published on the Academy web site. Pupils' full names will not be



used anywhere on the web site or Blog, particularly in association with photographs.

2.36. Work can only be published with the permission of the pupil and parents.

2.37. Pupil image file names will not refer to the pupil by name.

2.38. Pupil image files should be securely stored on the Academy network.

### **Video Conferencing and Webcam Use**

2.39. When available, video conferencing and webcam use will be appropriately supervised.

2.40. Pupils will be taught the dangers of using webcams outside of the Academy.

### **Portable Devices**

2.41. Mobile phones are not to be used in the Academy; for children who walk home alone then they are to be left at the Academy office at the beginning of each day. The sending of abusive or inappropriate text messages is forbidden.

2.42. Staff should be aware that technologies such as Ultra Portable Laptops and mobile phones may access the Internet by bypassing filtering systems and present a new route to undesirable material and communications.

2.43. Staff should not use their personal mobile phones to contact pupils or capture photographs of children. Alternative equipment will be provided by the Academy.

2.44. Pupils are taught how to protect themselves from being victims of theft and how to report such an event to the correct authority.

### **Managing Emerging Technologies**

2.45. Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in the Academy is allowed.

2.46. Technologies such as mobile phones with wireless Internet access can bypass the Academy filtering systems and present a new route to undesirable material and communications.

2.47. Games machines including the Sony PlayStation, Microsoft Xbox and others have Internet access, which may not include filtering. These may not be used in the Academy.

### **Protecting Personal Data**

2.48. Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

### **Roles and Responsibilities**

2.49. The name of our e-Safety Coordinator and e-safety Governor is available from the school office.

2.50. Support will be provided by the ICT technician and his team. Our e-Safety Coordinator ensures they keep up to date with e-Safety issues and guidance;



keeps the Principal, senior management and Governors updated as necessary; ensures that any e-safety concerns are reported in the first instance to the e-Safety Coordinator who will investigate the concern and take the appropriate action.

2.51. Our Governors have an understanding of e-Safety issues and strategies at the Academy, and are aware of local and national guidance on e-safety and are updated at least annually on policy developments.

2.52. Our staff have e-safety responsibilities: to be familiar with the policy and to adhere to its' procedures and must be familiar with the Academy's Policy in regard to:

- Safe use of e-mail;
- Safe use of internet;
- Safe use of the school network, equipment and data;
- Safe use of digital images and digital technologies, such as mobile phones and digital cameras;
- Publication of pupil information/photographs and use of the web site;
- E-Bullying / Cyber bullying procedures;
- Their role in providing e-safety education for pupils;
- Staff should be aware that Internet traffic could be monitored and traced to the individual user. Discretion and professional conduct is essential;
- Staff will always use a child friendly, safe search engine when accessing the Internet with pupils. (e.g. Google Safe Search – default settings).

2.53. Academy staff will be reminded/updated about e-safety matters at least once a year.

## **Managing Internet Access and Other Technologies**

### **2.54. Information system security**

2.54.1. Academy ICT systems capacity and security will be reviewed regularly.

2.54.2. All staff and pupils possess individual logons and passwords to the Academy network with appropriate access rights and privileges.

2.54.3. Virus protection will be installed on all Academy computers and updated regularly in light of new viruses and Trojan horses that weaken the Academy's security.

2.54.4. Staff must ask permission from the e-Safety Coordinator before installing software on any Academy machines, which should normally be installed by the Network Manager.

### **2.55. Managing filtering**

2.55.1. If staff or pupils discover an unsuitable web site, it must be reported to the e-Safety Coordinator or the Network Manager, the web site can be closed but the computer should not be shut down to allow further investigation.





2.55.2. The ICT technician will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

### **2.56. Assessing risks**

2.56.1. The Academy will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale of linked Internet content, it is not possible to guarantee that unsuitable material will never appear on an Academy computer. The Academy can not accept liability for the material accessed, or any consequences of internet access.

2.56.2. The Academy will give responsibility to the ICT technician to monitor the use of Internet, email and messaging services.

2.56.3. The Academy should audit ICT use to establish if the e-Safety Policy is adequate and that the implementation of the e-Safety Policy is appropriate.

### **2.57. Handling e-safety complaints**

2.57.1. Complaints of Internet misuse will be dealt with by the e-Safety Coordinator.

2.57.2. Any complaint about staff misuse must be referred to the Principal;

2.57.3. Complaints of a child protection nature must be dealt with in accordance with Academy child protection procedures (see Child Protection Policy).

2.57.4. Pupils and parents will be informed of the possible consequences for pupils misusing the Internet.

2.57.5. Pupils and parents will be informed of the complaints procedure.

2.57.6. Discussions will be held with the Police to establish procedures for handling potentially illegal issues.

### **2.58. Enlisting parents' support**

2.58.1. Parents' attention will be drawn to the Academy e-Safety Policy in newsletters, the Academy brochure and on the Academy web site.

2.58.2. Parents will be given a copy of the Acceptable Use Policy that their child has signed. They will be encouraged and supported to monitor their children's use of technology at home.

2.58.3. The Academy will provide regular e-safety sessions for parents.



## Annex 1 – E-Safety Glossary

The definitions used in the E-Safety Policy are:

**Acceptable Use Policy:** A policy that a user must agree to abide by in order to gain access to a network or the internet. In the schools context, it may also cover how other communications services, such as mobile phones and camera phones, can be used on the school premises.

**Avatar:** A graphic identity selected by a user to represent him/herself to the other parties in a chat-room or when using instant messaging.

**Becta:** The Government's lead partner in the strategic development and delivery of its e-strategy from 1998-2011.

**Chat-room:** An area on the Internet or other computer network where users can communicate in real time, often about a specific topic.

**Filtering:** A method used to prevent or block users' access to unsuitable material on the Internet.

**Information Literacy:** The ability to locate pertinent information, evaluate its reliability, analyse and synthesise it to construct personal meaning and apply it to informed decision making.

**Instant messaging (IM):** A type of communications service that enables you to create a kind of private chat room with another individual in order to communicate in real time over the Internet, analogous to a telephone conversation but using text-based, not voice-based, communication.

**Peer-to-peer (P2P):** A peer-to-peer network allows other users to directly access files and folders on each other's computer. File sharing networks such as 'Lime Wire' creates weaknesses in networks security by allowing outside users access to the schools resources.

**Spam:** Unsolicited junk email. The term is also used to describe junk text messages received via mobile phones. A related term, spim (or spIM), describes receiving spam via instant messaging.

**Spoofing:** Assuming the identity of someone else, using an email address either guessed or harvested from repositories of valid email addresses (such as the address book of a virus-infected computer). Spoofing is typically practised to veil the source of virus-laden emails or, often, to obtain sensitive information from spam recipients, without revealing the source of the spammer.

**Trojan Horses:** A virus, which infects a computer by masquerading as a normal program. The program contains additional features added with malicious intent. Trojan horses have been known to activate webcams, for example, without the knowledge of the PC user.

**Video Conferencing:** The process of conducting a conference between two or more participants over a network, involving audio and often text as well as video.

**Virus:** A computer program that enters a computer, often via email, and carries out a malicious act. A virus in a computer can corrupt or wipe all information in the hard drive,



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including the system software. All users are advised to guard against this by installing anti-virus software.

**Webcam:** A webcam is a camera connected to a computer that is connected to the Internet. A live picture is uploaded to a website from the camera at regular intervals, typically every few minutes. By looking at the website you can see what the camera sees – almost as it happens.

## Annex 2 – KS2 Pupil Internet Poster

Poster to be displayed by all computers and explained to children:

KS2 children to read and sign AUP before using Academy computers.

Children to sign names agreeing to APU.

Signatures and APU to be displayed by class computers.



# When using the internet



I will only use the Internet when I have an adult's permission.



I will only click on icons and links when I know they are safe.



I will only send friendly and polite messages.



If I see something I don't like on a screen, I will close it down and tell an adult immediately.



During wet play I will **ONLY** go on the websites listed below:



# THINK BEFORE YOU CLICK



### Annex 3 – Rules of Acceptable Use of the Computers

The Academy has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others.

- I will only access the system with my own login and password, which I will keep secret. I will let the ICT Technician know if I need to change my password.
- I will not access other people's files.
- I will only use the computers for schoolwork and homework.
- Pupils should not download and use material or copy and paste content which is copyright. (Most sites will allow the use of published materials for educational use. Teachers will give guidelines on how and when pupils should use information from the Internet).
- I will not bring in memory sticks or disks from outside the Academy unless I have been given permission.
- I will ask permission from a member of staff before using the Internet.
- I will only e-mail people I know or my teacher has approved using the Academy network. I will only use my Academy e-mail account.
- The messages I send will be polite and responsible.
- I will not give my home address or telephone number, or arrange to meet someone, unless my parent, carer or teacher has given permission.
- I will report any unpleasant material or messages sent to me. I understand my report would be confidential and would help protect other pupils and myself.
- I understand that the Academy may check my computer files and may monitor the internet sites I visit

**All children must sign the AUP before using an Academy computer**

## Annex 4 – KS1 Pupil Internet Poster

KS1 children to read and sign AUP before using school computers.

Children to sign names agreeing to APU at bottom.

Book of signatures to be hung next to computers.



## When using the internet

### THINK BEFORE YOU CLICK



I will only use the *internet* when I have an adult's permission.



I will only click on icons and links when I know they are safe.



I will only send friendly and polite messages.



If I see something I don't like on a screen, I will close it down and tell an adult immediately.



**Wet Play**

During wet play I will **ONLY** go on these websites:



**I understand how to be safe when using the internet.**

Name:

Class:



### 3. Child Protection

#### Introduction

- 3.1. We at St Buryan Academy Trust fully recognise our responsibilities for child protection and strive to achieve an environment where children feel secure, supported and valued within and beyond the Academy gate.
- 3.2. We recognise that some children today are the victims of neglect and/or physical, sexual or emotional abuse and that staff of the Academy, by virtue of their day-to-day contact with, and knowledge of, the children in their care, are well placed to identify such abuse and to offer support to children in need.
- 3.3. All child protection concerns and referrals will be handled sensitively, professionally and in ways that support the needs of the child.
- 3.4. The purpose of our child protection policy is:
  - **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole Academy protective ethos;
  - **PROTECTION** by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people;
  - **SUPPORT** to victims of abuse and to staff in identifying signs and symptoms of abuse.
- 3.5. All adults who come into contact with children and young people have a duty of care to safeguard and promote their welfare. Our policy applies to all staff, paid and unpaid working in the Academy including Governors, teaching assistants, midday supervisors, administrators as well as teachers.

#### Prevention

- 3.6. The Academy recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 3.7. The Academy will therefore:
  - Establish and maintain an ethos where children feel secure and are encouraged to talk and when they do they are listened to;
  - Ensure children know that there are adults in the Academy whom they can approach if they are worried or in difficulty;
  - Equip children with the skills they need to stay safe from abuse through SEAL, PSHE and Citizenship teaching. This will also include information about who to turn to for help. Our curriculum reinforces essential skills for every child such as: self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgments;
  - Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;



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- Share a common purpose with parents, which is to educate, keep children safe from harm and promote their welfare. We make explicit the responsibility placed on the Academy and staff for child protection by setting out our obligations and duty of care through our home/school agreement as well as raising awareness using displays in the areas of the Academy that parents more regularly frequent. We make parents aware that if there is perceived need referrals to other agencies may be made and we encourage these to be seen as a constructive and helpful measure;
- We ensure parents are aware of our duty of care and safeguarding procedures and are able to access all our safeguarding policies via our web site or by requesting a copy from the Academy office.

### Protection

3.8. All adults working with children have a responsibility to protect children.

3.9. There are, however key people within the Academy who have specific responsibilities:

- The name of the Designated Senior Person for Child Protection and the nominated Safeguarding Governor is published on our web site and available from the school office.

Designated Senior Person	Nominated Governor
<ul style="list-style-type: none"> <li>● To attend child protection training every two years (minimum requirement).</li> <li>● Deliver regular staff training according to the needs of the team and/or in response to current practices.</li> <li>● Liaise with the class teacher, learning mentor and inclusion manager to provide support for the child in the Academy.</li> <li>● Liaise with other agencies that support the child such as social care, child and adolescent mental health services (CAMHS), education welfare service and educational psychology service. This may involve supporting or leading the formation of a 'team around the child'; attending case conference reviews.</li> </ul>	<ul style="list-style-type: none"> <li>● To attend child protection training for Governors every two years.</li> <li>● Responsible for reporting to Governors the number of cases (without names or details) of Child Protection issues in the Academy.</li> <li>● Ensure CP policies are reviewed annually.</li> <li>● Curriculum issues linked to child protection are discussed with the Governing Body annually.</li> <li>● Oversight of procedures relating to allegations made against the Principal.</li> </ul>





<ul style="list-style-type: none"> <li>• Ensure the child protection policy is reviewed and updated every year.</li> <li>• To meet termly with designated governor to discuss ongoing child protection concerns.</li> </ul>	
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3.10. The Academy recognises that it is an agent of referral and not of investigation. We fully accept that the investigation of child abuse is the responsibility of the social services department and the police and will do everything possible to support and assist them in their task.

3.11. We will endeavour to build relationships with other agencies so that understanding, trust and confidence can be built which will help to secure effective co-operation in cases of actual or suspected abuse.

3.12. Maintaining clear, concise and accurate records are essential to good child protection practice:

- The correct pro-forma for recording child protection concerns is the Safeguarding Record of Concern Form (available in the staffroom or office). Incident forms or emotional monitoring forms may also prove to be useful sources of evidence in regard to child protection;
- Child Protection folders are made for any child who the Academy or social care recognises as a concern. These files are kept in a locked filing cabinet separate from their regular school file. A chronology form is inserted in the front of each file. A white sticker on their school file denotes that they have an additional concern and encourages relevant staff to cross-reference. Family files are set up where all information about the children in the family are collated together even if only one sibling is currently being monitored;
- The Senior Designated Person is responsible for maintaining the files and ensuring all appropriate people (teachers who have daily contact with the child in their class/group/set, the class TA, the team leader, inclusion manager and/or learning mentor) are made aware of the issues/concerns. Staff who come into contact with the pupil are likely to be expected to monitor his/her behaviour. The afore mentioned pro-formas can be used for objective, evidence-based observation;
- Personal information about children and families held by the Academy are confidential and will normally not be disclosed without the consent of the subject. However, the law permits the disclosure of confidential information necessary to safeguard a child;
- While parents may request access to information kept on Academy files we will not disclose information likely to cause serious harm to the physical or mental health or condition of the child or someone else. This could be whether the child is or has been subject to or may be at risk of



child abuse, where the disclosure of that information would not be in the best interests of the child.

3.13. If a child makes a disclosure the following procedure should be followed:

- Listen carefully and respond calmly and sensitively. Do not show shock or disbelief;
- Do not ask direct or leading questions; present connectives to keep the narrative flowing (e.g.: what happened next?);
- Be honest about what you can and cannot do. You **cannot** keep it confidential you **can** try and find the help that they need:
  - “I cannot promise not to tell anyone because I might not be the best person to help you.”
  - “I will be telling other people what we’ve said so that we can speak to people who can help you.”
- The N.S.P.C.C say there are five things to tell a child who has disclosed abuse:
  - “I believe you.”
  - “It’s not your fault.”
  - “I’m glad that you told me.”
  - “I’m sorry this has happened to you.”
  - “I am going to help you.”
- The correct pro-forma for recording child protection concerns is the ‘Logging Concern’ Form (available in the staffroom or office). These can be used to record a disclosure or to add details you were unable to record when you were with the child (although it is important to remember not to ‘fill in the gaps’);
- Notes should be taken using the child’s words verbatim. The recording must be factual and precise; notes may be used in evidence so must reflect what the child has disclosed;
- Notes should also include date, time and place of discussion. Draw a diagram to indicate any marks or injuries observed. Original notes taken during the disclosure should be kept and handed over to a designated member of staff;
- Pass on all the information immediately to the Senior Designated Person (this must be done face-to-face to ensure information has been successfully transferred);
- Do not contact or confront the alleged abuser;
- Seek support for yourself, if necessary, because some information you hear may be upsetting.

3.14. The Academy recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people.



3.15. The Academy will protect our pupils from having to come into contact with people with the propensity to cause harm by:

- Thoroughly scrutinising applications;
- Verifying applicant's identity;
- Checking applicants qualifications and experience/employment history;
- Obtaining professional and character references;
- Checking applicant's health and physical capacity to undertake the job;
- Face to face interview with at least one member of Academy panel having attended safer recruitment training;
- Ensuring all adults, including parents assisting on educational visits, have been CRB checked;
- Making staff aware of their contractual, legal, administrative and pastoral responsibilities. A key document to support staff's understanding in this area is 'Guidance for Safer Working Practice for Adults who work with Children and Young People' and will be made available to all staff who must read and sign to say that they have read it.

### **Support**

3.16. We recognise that children who are victims of abuse feel helpless and hopeless about their situation. It is also very common for children to blame themselves for the abusive behaviour of others. The Academy may serve as the only stable, secure and predictable element in the lives of children at risk. When at the Academy their behaviour may be challenging and defiant or they may be withdrawn.

3.17. The Academy will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation;
- The Academy ethos, which promotes a positive, supportive and secure environment and values people;
- The Academy's Positive Behaviour Policy, which is aimed at supporting vulnerable pupils in the Academy. All staff have agreed on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth;
- The Academy will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- Effective liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, and Education Welfare ('Team Around the Child');
- A commitment to develop productive and supportive relationships with parents;



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- Ensure the efficient transference of relevant information should a vulnerable pupil move to a new school.
- 3.18. Staff will be supported to recognise the signs and symptoms of neglect, physical, emotional and sexual abuse:
- **All** staff will receive child protection training every 2 years with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse;
  - New/temporary staff will receive training as part of their induction process;
  - Key DFE documentation will be made available to staff (e.g. 'What To Do If You're Worried A Child Is Being Abused' & 'Safeguarding children and safer recruitment in education').
- 3.19. Should a child or a member of staff be concerned about another member of staff's conduct in relation to child protection then procedures are in place:
- All Academy staff should take care not to place themselves in a vulnerable position with a child. They should strictly adhere to current Department for Education guidelines on teachers' behaviour and the Academy's policies;
  - Children may make an allegation against a member of staff. If such an allegation is made the member of staff receiving the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present;
  - The Principal/senior teacher will discuss the contents of the allegation with the Academy Trust designated officer;
  - If the allegation concerns the Principal the person receiving the allegation will immediately inform the Chair of Governors, in their absence the Vice Chair, who will consult with the Academy Trust designated officer without notifying the Principal first;
  - The Academy will follow the Academy Trust procedures for managing allegations against staff;
  - The St Buryan Academy recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of their colleagues.
- 3.20. This policy should be read alongside other key policies:
- **Recruitment, Vetting & Induction**  
Our policy on Recruitment, Vetting & Induction (section 6) makes clear our safe recruitment practices in line with the DCFS document 'Safeguarding Children and Safer Recruitment in Education' (2007). This policy also outlines our induction schedule for new and temporary members of staff ensuring they receive child protection training.
  - **Complaints Policy**



Our Complaints Policy outlines the protocol for members of the Academy community making a formal complaint against a member of staff.

- **Positive Behaviour Policy**

Our behaviour policy is set out in a separate document and is reviewed annually. We recognise the role that behaviour management has in relation to children feeling that they are treated fairly, listened to and valued. All behaviour is communicated and we understand that poor behaviour can be a symptom of other concerns in their life. Our policy outlines how we celebrate good behaviour and support individuals experiencing difficulties.
- **Positive Handling Policy**

Our policy on positive handling by staff is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. We will have two members of staff trained in 'Team Teach' Positive Handling strategies.
- **Attendance**

The Governing Body reviews our policy on attendance annually. The Academy recognises that poor attendance can be an indicator that a child is experiencing abuse. The Principal monitors attendance every week and reports concerns to the Education Welfare Officer at regular meetings.
- **Anti-Bullying**

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the Governing Body. We expect staff to acknowledge that to allow or condone bullying constitutes a lack of duty of care, which may lead to consideration under child protection procedures.
- **Racist Incidents**

We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.
- **Health and Safety**

The Governing Body reviews our Health and Safety Policy, set out in a separate document, annually. It reflects the consideration we give to the protection of our children both within the Academy environment and when away from the Academy when undertaking school trips and visits.
- **Inclusion**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. Academy staff that deal with children with complex and multiple disabilities, and/or emotional and behavioural problems should be particularly sensitive to signs of abuse. The Academy has pupils with emotional and behavioural difficulties or challenging behaviour. The Academy will support staff to decide



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appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents.

- As part of the PHSE curriculum, staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be consolidated at home. The Academy has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviour or signs and symptoms of abuse recognised by staff with a good knowledge of the child.
- We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.



## 4. Anti-Bullying

### Introduction

4.1. The St Buryan Academy is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. The Academy is a 'telling Academy'. This means that anyone who knows that bullying is happening is expected to tell the staff.

### Objectives

- 4.2. The aim of this policy is to ensure that all Governors, teaching and non-teaching staff, pupils and parents:
- Have an understanding of what bullying is;
  - Know what the Academy policy is on bullying, and what they should do if bullying arises;
  - Know that as an Academy we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported;
  - Know that: **bullying will not be tolerated.**

### What is Bullying?

4.3. Bullying is defined as **deliberately hurtful behaviour**, which is **unprovoked, repeated** over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in **pain and distress to the victim.**

4.4. Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- **Physical** pushing, kicking, hitting, punching or any use of violence;
- **Racist** racial taunts, graffiti, gestures;
- **Sexual** unwanted physical contact or sexually abusive comments;
- **Homophobic** because of, or focusing on the issue of sexuality;
- **Verbal** name-calling, sarcasm, spreading rumours, teasing;
- **Cyber** all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.

### The Academy will Deal with Bullying by

- 4.5. Ensuring that the whole Academy understands what bullying means, including what a bully is, what a victim is and what a bystander is.
- 4.6. Making clear that a zero tolerance approach to bullying is in place in the Academy.
- 4.7. Encouraging children to report incidents without feeling they are telling tales.



- 4.8. Stressing the role of the bystander – the person who can intervene and help the situation. Research shows that bullying is more likely to stop quickly when peers intervene. We encourage the bystander to get involved as opposed to watching and colluding any bullying they witness.
- 4.9. Taking incidents seriously, investigating and if necessary, acting upon them quickly and fairly.
- 4.10. Having a behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom.
- 4.11. Rewarding positive behaviour and relationships, as outlined in our behaviour policy, and through our reward systems.
- 4.12. Providing opportunities to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities. This will be through whole Academy events (such as Anti-bullying week) and through key stage assemblies and PSHE/SEAL teaching.
- 4.13. Develop children's own resilience through a PSHE/SEAL/Citizenship curriculum. This may involve exploring feelings through role-play and viewing bullying situations from both sides.
- 4.14. Providing a structured, well-staffed playground environment with a variety of activities/equipment for pupils to play with during school breaks.

#### **When Dealing with Bullying the Staff will**

- 4.15. Respond sensitively.
- 4.16. Investigate the incident ensuring any bullying has stopped.
- 4.17. Record all incidents of bullying on incident forms and keep them in on file.
- 4.18. In the first instance meet with the bullies and victims individually.
- 4.19. If appropriate, facilitate a meeting between the bully and victim as an opportunity for the bully to understand how their actions have affected the life of the victim.
- 4.20. Contact the parents of both the victim and the child displaying bullying behaviour to discuss the problem.

#### **Sanctioning Bullying**

- 4.21. Punishing bullies does not end bullying. At St Buryan Academy we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not acceptable.
- 4.22. The bully will be encouraged to understand how their actions have caused distress and anxiety.
- 4.23. Bullies are to be disciplined in line with the Academy's Behaviour Policy; this may involve the following sanctions: Quite Room, Fixed Term Exclusion (at the discretion of the Head teacher).
- 4.24. We will ensure all actions are fully communicated to the relevant parties and recorded using Academy record-keeping procedures.





4.25. The staff are available to ensure the victim is supported in rebuilding their confidence. Support for the bully may include anger management, circle of friends, liaising with parents or referrals to outside agencies (CAMHS).

### **Monitoring and Review**

4.26. The St Buryan Academy's Anti-Bullying Policy is in-line with DCSF Guidelines as well as other best practice organisations such as Kidscape. All safeguarding policies are reviewed every year to assess their effectiveness. Input from relevant stakeholders: parents, pupils (via student council/Pupil surveys and SEAL lessons and assemblies), staff and Governors are encouraged.

4.27. The number of bullying incidents are monitored by the Deputy Head and reported to the Principal and Governors.

4.28. The Academy's Anti-Bullying Policy supports other pastoral policies such as our Behaviour Policy, Child Protection Policy and Positive Handling Policy.

### **Further Guidance for Children**

4.29. Do not bully other people – it is not kind.

4.30. If you see someone being bullied- help him or her or tell an adult.

4.31. If you are being bullied TELL SOMEONE!

4.32. Use the class worry box.

4.33. Speak to your teacher – don't exaggerate, be honest and stick to the facts. Write it down or draw a picture if it helps you explain. If it does not stop, tell the teacher again.

### **Further Guidance for Parents**

4.34. If your child tells you they are being bullied:

- Listen to your child;
- Try not to overreact;
- Tell your child that bullying exists and it's not their fault;
- Check all the facts – is it bullying or friendship problems, which may resolve naturally;
- Talk about possible strategies for your child to use – try the websites listed at the end of the policy;
- Encourage your child to tell a teacher;
- If the situation is serious, contact the class teacher yourself.

4.35. **Signs and symptoms:**

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

- Is frightened of walking to or from school;



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- Doesn't want to go on the school / public bus;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or " go missing";
- Asks for money or starts stealing money (to pay the bully);
- Has dinner or other money continually "lost";
- Has unexplained cuts or bruises;
- Comes home starving (money / lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above;
- Is afraid to use the internet or mobile phone;
- Is nervous and jumpy when a cyber message is received.

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

### 4.36. Help from outside agencies:

You may find the following web sites useful:

- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.bbc.co.uk/education/archive/bully](http://www.bbc.co.uk/education/archive/bully)
- [www.childline.co.uk](http://www.childline.co.uk)
- [www.antibullying.net](http://www.antibullying.net)
- [www.kidscape.org.uk](http://www.kidscape.org.uk)

You may find the following telephone numbers useful:



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- Advisory Centre for Education (ACE): 0808 800 5793
- Children's Legal Centre: 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4): 0845 1 205 204
- Parentline Plus: 0808 800 2222
- Youth Access: 020 8772 9900



## 5. Attendance

### School Aims

- 5.1. To raise pupil achievement.
- 5.2. To improve pupils' attendance.
- 5.3. To reduce all absence, authorised and unauthorised.
- 5.4. To reduce lateness.
- 5.5. To clarify procedures and expectations for staff, parents and pupils regarding attendance and dealing with absence from school.
- 5.6. To encourage a genuine 'partnership' with parents/carers.

### Expectations

#### 5.7. Children:

- 5.7.1. At St Buryan Academy we expect pupils to attend every day and to arrive on time so that they do not miss registration and valuable learning time. We also expect parents/carers to let staff know if there is any problem that might prevent them from attending school.

#### 5.8. Parents:

- 5.8.1. At the Academy we have high expectations of parents in relation to attendance and in line with the Government we expect them to:
  - Support the Academy in its aim to raise the achievement of their child through full attendance at school;
  - Ensure that their child arrives at school on time, properly dressed, with the right equipment and in a condition to learn;
  - Ensure their child attends school every day;
  - Book medical and other appointments outside Academy hours wherever possible and to bring in a copy of the medical appointment cards if this has been unavoidable;
  - Offer a reason for any period of absence, preferably before the absence or on the first day of absence;
  - Take all holidays and trips during Academy holiday periods;
  - Work closely with the Academy and Education Welfare Officer (EWO) to resolve any problems that may impede a child's attendance;
  - Sign the Home School Agreement agreeing to the above.

#### 5.9. The Academy will:

- 5.9.1. Create a school ethos that pupils want to be part of.
- 5.9.2. Meet the legal requirements set out by the Government to ensure efficient and accurate registration of pupils.



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- 5.9.3. Ensure parents/carers are made aware of the schools attendance policy and their roles and responsibilities relating to attendance.
- 5.9.4. Give a high priority to punctuality and attendance making immediate contact with parents/carers if a child fails to attend without a satisfactory explanation.
- 5.9.5. Develop procedures that enable the school to identify, follow up and record unauthorised absences, patterns of absence and parent-condoned absence with effective monitoring and intervention.
- 5.9.6. Consistently record authorised and unauthorised absences within the guidance of the 1995 education act.
- 5.9.7. Develop a range of effective strategies to follow up intermittent and long-term absenteeism and promote good attendance.
- 5.9.8. Encourage open communication channels between home and school.
- 5.9.9. Develop procedures for the reintegration of long term absentees.
- 5.9.10. Develop procedures leading to a formal referral to the EWO.
- 5.9.11. Promote and celebrate good attendance and punctuality (including significant improvement) with certificates, letters home, etc.

### Registration Procedures

- 5.10. The Academy has a statutory responsibility to record and monitor the punctuality and attendance of pupils for both the morning and afternoon sessions. A register of attendance has to be taken once at the start of the morning session and once during the afternoon session. The register has to record whether a pupil is present, engaged in an approved educational activity offsite or absent. If a pupil is absent, the register must record whether the absence was authorised or unauthorised.
- 5.11. The class teacher between 9:00 and 9:15 a.m will complete the registers. This is done electronically. If a pupil is not present when his/her name is called, an absence is recorded. If the child arrives before the end of the time set aside for registration, the time of arrival is noted and the child can be credited with an (L) attendance and counted as present.
- 5.12. Any children arriving at school after the register has closed and has been submitted to the office will be asked to register at the office if they haven't already done so. Pupils arriving between 9.15 – 9.30 will be marked as present but their time of late arrival will be noted. Pupils arriving after 9.30 will be marked as an unauthorised absence.

### Absence

- 5.13. Contact on the first day of absence is the central part of our attendance policy.
- 5.14. A text is sent to all parents/carers reminding them that an unauthorised absence has been recorded in relation to their child and that they must explain this absence. This is done before 10am to make parents aware that their child has not arrived at school.



- 5.15. Unauthorised absences are followed-up by a telephone call.
- 5.16. An “authorised” absence will be considered if the parents/carers provide an acceptable explanation by telephone, email, letter or in person. The specific reason for an absence will be recorded on the on-line register alongside the child’s name (for example, “unwell” is not specific enough).
- 5.17. The Principal will review the registers informally on a weekly basis looking for persistent absences and trends. If a child is developing a pattern of lateness, the Academy will invite the parent/carers in to discuss what support can be offered. **If the parents/carers fail to respond to the Academy’s requests to improve a pupil’s lateness, the Academy will refer the matter to Education Welfare Officer.**
- 5.18. **The Principal will formally review the registers with the EWO on a six weekly basis:**
- To pick up patterns of absence;
  - To pick up patterns of lateness;
  - To ensure procedures are being followed;
  - To monitor the major causes of unauthorised absence;
  - To monitor the percentages of authorised and unauthorised attendance;
  - To refer any pupil for investigation whose attendance is below 85% over a reasonable period of time.
- 5.19. The Academy recognises that poor attendance can be an indication of child protection concerns therefore special attention is paid to children identified within the Academy to be a child protection risk.
- 5.20. Obtaining a clear and precise reason for any absence is an important element of identifying child protection concerns.
- 5.21. **If a child who is on the child protection register is absent for two days then Social Care will be notified.**
- 5.22. **Taking holiday during term-time** is not acceptable. On the rare occasions when a request for a child to be absent from school because of important and serious family matters (e.g. a funeral) the child will be set a programme of work to complete whilst they are away which will be marked upon their return. Requests for absence during term-time must be put in writing to the Principal. If parents decide to take their child on holiday during term-time without permission and for over 10 days then the Academy may seek advice from the EWO and consider legal redress.
- 5.23. **Doctor/dentist/medical appointments** are not absences unless the child misses the whole session. A child who registers as normal and is then collected for an appointment will be credited as having attended for the whole session. If however the appointment is at the beginning of the day or afternoon and the child misses registration, then providing the parent has provided an appointment card an authorised absence will be recorded.
- 5.24. A letter from the parent/carer and needs to be authorised by the Academy must support **Religious Festival absence**.



5.25. **Special circumstances** for absence will be considered at the discretion of the Principal (e.g. death in the family, moving house, etc.) who if unsure will discuss with the Principal before authorising.

### **Supporting Non-Attendance**

5.26. Where persistent non-attendance exists without an explanation the parent will be invited into school to meet with the Head/Senior member of staff to discuss the Academy's concerns for that individual pupil's absence.

5.27. If there is persistent absence that is authorised through sickness and that absence is affecting the pupil's progress the school will invite the parents/carers into the Academy to discuss what support can be offered.

5.28. The Academy will investigate the pupil's circumstances within the Academy in an effort to identify any school-based difficulties that may be affecting the child's attendance, e.g. bullying, or to investigate and establish if inappropriate parenting is the reason. Support may be offered to the parent/carer if this is the case.

5.29. If parents fail to respond to the Academy's requests to discuss a pupil's absence the Academy will refer the matter to the EWO.

5.30. If the Academy has not received an explanation for an absence even though the child has now returned, the Academy will continue to follow-up the matter by telephone or letter as appropriate. If no explanation is forthcoming or the explanation given is not considered to be acceptable, the absence will be recorded in the register as "unauthorised". This may result in the matter being referred to the ESW.

5.31. If there is no contact or explanation on the first day of absence and the child continues to be absent for a further 2 days without contact with, or notification from, the parents, the Academy will refer the matter to the EWO as this may be a Child Protection issue.

5.32. If a child fails to return on the agreed day (the day the Academy has agreed with the parents/carer in light of the nature child's illness), the office will contact the parent/carer to find out the continued reason for absence. If no explanation is forthcoming or the explanation given is not considered to be acceptable, the absence will be recorded in the register as "unauthorised". This may result in the matter being referred to the EWO.

### **Rewarding Good Attendance and Punctuality**

5.33. To encourage good attendance and punctuality, results for each class are read out in assembly on a Monday, and the class with the best punctuality is awarded a trophy for the week.

5.34. 100% attendance certificates and incentive gifts are awarded every term to pupils who qualify. 99% attendance certificates are awarded at end of year to those who qualify.

5.35. Attendance is also reported in the half-termly newsletters. Additionally a prize is offered to the class with the best attendance for the whole year.



## 6. Recruitment, Vetting and Induction

### Aims and Objectives

- 6.1. The Governing Body of St Buryan Academy is committed to **safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**
- 6.2. The Safer Recruitment initiative is an essential part of the Every Child Matters Agenda. The latest government guidance emphasises that all organisations that work with children share a commitment to safeguard and promote their welfare and that all organisations that provide services or work with children should:
- Have a Leadership Team that is committed to children’s well-being and safety;
  - Be clear about people’s responsibilities to safeguard and promote children’s welfare;
  - Have effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people;
  - Have procedures for dealing with allegations of abuse against members of staff and volunteers;
  - Make sure staff get training that helps them do their job well;
  - Have procedures about how to safeguard and promote the welfare of young people.
- 6.3. The Academy recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people. Our recruitment, vetting and induction policy outlines the Academy’s procedures to protect pupils from coming into contact with people who may wish to cause them harm and should be read alongside other key safeguarding documents such as our child protection policy. The purposes of this policy are:
- To ensure the Academy recruits and selects staff and volunteers of the highest calibre and quality;
  - To have a clear and robust recruitment process that makes it clear that the Academy is not a “soft touch” for possible abusers;
  - To have comprehensive induction procedures for all adults who work in the Academy, including safeguarding procedures;
  - To develop a “safer Academy culture”.

### Arrangements

#### 6.4. Recruitment procedures:

- 6.4.1. The appointment of all employees at the Academy will be made on merit and in accordance with the provisions of Employment Law, the Education Act 2002, the Academy Staffing (England) Regulations 2003 and the statutory guidance, *Safeguarding Children and Safer Recruitment in Education Settings* and the Academy’s equal opportunities policy.
- 6.4.2. The Governing Body will ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union





membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction.

- 6.4.3. The Governing Body has delegated all support staff appointments and all teaching appointments, below the level of Deputy Head, to the Principal. A member of the Governing Body will be invited to join the panel if they are available. The Principal may not delegate the final decision of appointment to any other senior manager or Governor.
- 6.4.4. In the event that the Governing Body, in consultation with the Principal, decide to make a new appointment of an Assistant or Senior member of staff the Staffing committee of the Governing Body will agree the job description and person specification for the post. The statutory requirements for some staff in Academies – notably Principals and senior member of staffs – change from time to time and will be met in full by taking advice from the HR advisors.
- 6.4.5. The Principal may decide to appoint internally for some posts after internal advertisement. In cases of internal advertisement the details will be posted, in writing, on the staff notice board giving at least 5 working days for applications to be made.

#### 6.5. Inviting applications:

- 6.5.1. Recruitment exercise will be carefully planned to ensure sufficient time is allocated to the process so safeguarding processes are not overlooked. The qualities, qualifications and experience needed for the post will be carefully considered but without making the selection criteria so tightly defined that exceptional candidates feel the post does not offer them the scope to further and enhance their career. As part of our Safeguarding procedures, all job advertisements (whether in newspapers or online) will carry the following statement:

***The St Buryan Academy is committed to the protection and safety of its pupils. The advertised position is subject to an enhanced CRB check.***

- 6.5.2. Candidates' information packs will also highlight the Academy's commitment to safeguarding children; they will be aimed at encouraging applications from those suitable for the post and deterring unsuitable candidates from applying. The pack should contain:
  - Cover letter;
  - Job description and person specification;
  - Information about the Academy;
  - Child Protection policy;
  - Equal opportunities statement;
  - Guidance notes on completing the application;
  - Standardised job application form;
- 6.5.3. This information will include details about the requirements for references and CRB check and a notice about the consequences of providing false information.



### 6.6. Application form:

6.6.1. All applicants MUST complete the official application form - CV's will NOT be accepted in place of the application form. All applicants will be expected to provide, through the application process:

- Full details of names, former names, DOB, current address, NI number;
- Statement of academic/vocational qualifications;
- FULL history, in chronological order of education and employment;
- Details of referees (one of whom MUST be the current employer);
- Statement that the post is exempt from the Rehabilitation of Offenders Act 1974;
- A signed statement that the applicant is not on List 99;
- Have no convictions or cautions (if they do, details should be included in a sealed envelope).

6.6.2. Applicants for a teaching post must provide details of:

- DFE reference number;
- QTS status;

### 6.7. Shortlisting:

6.7.1. All applications will be scrutinised and any gap will be noted. Incomplete application forms will be returned to the candidates for completion. Emailed application forms will be accepted but shortlisted applicants will be required to sign their application form at the interview. Any gaps or repeated changes in employment will be investigated.

6.7.2. Short-listing of candidates will be against the person specification for the post. All candidates will be assessed equally and short-listing will be a transparent process.

### 6.8. References:

6.8.1. Wherever possible, references will be taken up before interview so any discrepancies can be probed during the interview. References must include one from the current employer if the applicant is currently working with children; if they are not currently working with children a reference should be obtained from previous employment involving children if these are available. References or testimonials provided by the candidate will not be accepted. Candidates unwilling to agree to references from current employees will not normally be interviewed.

6.8.2. Referees will be sent with the job description and person specification in the post and references must be made on the standard Academy reference proforma which includes specific questions relating to any disciplinary procedures the applicant has been subject to involving the safety and welfare of children or young people and any allegations or concerns that have been raised about the applicant's suitability to work with children.

6.8.3. Where necessary, referees will be contacted by telephone or email in order to clarify any anomalies or discrepancies. A detailed written note will



be kept of such exchanges. Where necessary previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

#### **6.9. Interview:**

6.9.1. Short-listed candidates will be called to invite them to interview and this will be followed up by a letter/email confirming:

- Date, time and location of the interview;
- Details of the interview panel;
- Details of any tasks needed as part of the process e.g. teaching.

6.9.2. Interviews will always be face-to-face. Telephone-interviews may be used at the short-listing stage where there is an exceptional overseas candidate but will be followed up by a face-to-face interview (which may be via visual electronic link in the last resort). At least one member of the interview panel will have completed “safer recruitment” training. Only in exceptional cases will the interview panel consist of solely the Principal.

6.9.3. Candidates will always be required to:

- Explain satisfactorily any gaps in employment;
- Explain satisfactorily any anomalies or discrepancies in the information provided;
- To declare any information that is likely to appear on a CRB disclosure;
- To demonstrate their capacity to safeguard and protect the welfare of children and young people.

6.9.4. All applicants who are invited to interview will be asked to bring documentary proof of their identity and qualifications<sup>1</sup> in the letter inviting them to interview. This letter will also contain notice regarding the panel asking questions related to child protection matters during the interview. A copy of all documentation will be kept for the personnel file.

#### **6.10. Employment checks:**

6.10.01 An offer of appointment will be subject to:

- Receipt of at least TWO satisfactory references;
- Verification of identity;
- List 99 check;
- Medical fitness;
- Verification of qualifications;
- Verification of professional status;
- Verification of successful completion of probationary year after 7 May 1999;
- CRB clearance.

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<sup>1</sup> These must be original documents such as a driving licence, passport, certificates and diplomas



## St Buryan Academy Trust Safeguarding Children Policies and Procedures

6.10.2. In the event of any of the following the offer of employment will be withdrawn.

6.10.3. In certain circumstances the LEA and the police will be informed:

- Candidate found to be on List 99;
- Disqualified from working with children – usually from CRB clearance;
- Candidate has provided false information.

### 6.11. Induction:

6.11.1. All successful candidates will receive induction training that will include the Academy's safeguarding practices, health and safety induction and guidance on safe working practices. Staff will be given a copy of the staff handbook and will have regular meetings during their first 3 months. All staff should be asked to sign to say they have been inducted in these areas.