



**Al-Khair Staff Summaries: Code of
Conduct, Online safety, behaviour and
anti-bullying, Health and Safety, First Aid,
Whistleblowing, Prevent and KCSIE
March 2023 Update**

Staff conduct is regulated by section 7 of [The School Staffing \(England\) Regulations 2009](#).

And is in line with statutory guidance - '[Keeping Children Safe in Education 2022](#)'.

All staff should:

- Maintain standards in their own attendance and punctuality.
- Never use inappropriate language in school.
- Treat pupils with dignity and respect, show tolerance and respect for the rights of others.
- Not undermine fundamental British values (democracy, rule of law, individual liberty, mutual respect and tolerance of other faiths and beliefs).
- Refrain from expressing any personal beliefs that may influence pupils or exploit vulnerabilities of pupils into breaking the law.

Teachers must:

Adhere to Teachers' Standards:

Safeguarding:

Staff have a duty to report any concerns they have, this can include physical, emotional, sexual abuse and neglect. Staff should familiarise themselves with the school safeguarding policy and the Prevent policy, and what to do if they have concerns about a child.

Staff/pupil relationships:

- Staff should always maintain proper boundaries with pupils that are appropriate to their professional position.
- This means not engaging in any behaviour that would lead to someone assuming otherwise.
- Where staff must work with pupils on a one-to-one basis: this should happen in a public place that anyone can access, others can see into the room and a colleague or manager knows this is taking place.
- Staff should avoid contact with pupils outside of school hours if possible.
- Personal contact details should not be exchanged between staff and pupils. This includes social media profiles.
- Gifts from staff to pupils are not allowed.
- Should staff feel concerned that an interaction may be misinterpreted, this should be reported to the line manager or headteacher.

Communication and social media

School staff's social media profiles should not be available to pupils. |

Personal profile on social media sites should not use staff full name, as pupils may be able to find them.

Staff should **not**

- Attempt to contact pupils or their parents via social media, or any other means outside school, to develop any sort of relationship.
- Make any efforts to find pupils' or parents' social media profiles.
- Post any images online that identify children who are pupils at the school without their consent.
- Use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. (This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content).
- Use personal mobile phones and laptops, or school equipment for personal use, in school hours or in front of pupils.
- Use personal mobile phones or cameras to take pictures of pupils.

We have the right to monitor emails and internet use on the school IT system.

Confidentiality

During their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents.

This information will never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass, or blackmail others
- Used for a purpose other than what it was collected and intended for

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm.

Honesty and integrity

Gifts over £25 must be declared and recorded on the gifts and hospitality register.

Staff will ensure that all information given to the school about their qualifications and professional experience is correct.

Dress code

Staff will dress in a professional, appropriate manner.

Outfits will not be overly revealing, and we ask that tattoos are covered up.

Clothes will not display any offensive or political slogans.

Conduct outside of work

Staff will not act in a way that would bring the school, or the teaching profession into disrepute. This covers relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school on social media.

Online Safety

Students will be taught about online safety as part of the curriculum.

Key Stage 3, pupils will be taught to:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- Recognise inappropriate content, contact and conduct, and know how to report concerns

Key Stage 4 will be taught:

- To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- How to report a range of concerns
- The safe use of social media and the internet will also be covered in other subjects where relevant.

The school will use assemblies and workshops to raise pupils' awareness of the dangers that can be encountered online and may also invite speakers to talk to pupils about this.

Parents

The school will raise parents' awareness of internet safety in letters or other communications home, this policy will also be shared with parents.

Online safety will also be covered during parents' evenings.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

Cyber-bullying

Definition

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

Preventing and addressing cyber-bullying

We will ensure that Pupils:

- Understand what it is and what to do if they become aware of it happening to them or others.
- Know how to report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

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

Teaching staff will use aspects of the curriculum to cover cyber-bullying.

(This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.)

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

Information/leaflets on cyber-bullying are available for and sent to parents to raise awareness of the signs, reporting and providing support for those children who may be affected.

The school will follow the reporting processes set out in the school behaviour policy.

Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL in consultation with the Headteacher will consider whether the incident should be reported to the police.

Examining Electronic Devices

Under **the Education and Inspections Act 2006 (which has been increased by the Education Act 2011)** school staff have the remit to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

Staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide the appropriate course of action.

Acceptable use of the internet in school

- All pupils, parents, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (appendices 1 and 2).
- Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.
- Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

Pupils using mobile devices in school

Pupils may bring mobile devices into school.

They must hand them in during morning form time and collect them at the end of the school day.

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device

Staff using work devices outside school

Staff members using a work device outside school must not install any unauthorised software on the device.

They must not use the device in any way which would violate the school's terms of acceptable use.

Work devices must be used solely for work activities.

All students (Admissions process) & staff are required to submit signed ICT System & Internet Agreement before the start of every academic year <https://alkhairschool.org.uk/ict-internet-agreement/>

Training

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

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

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

Behaviour Policy Summary

- **Poor behaviour** is defined as:
 - Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - Non-completion of classwork or homework
 - Poor attitude
 - Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Peer-on-Peer abuse
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Bullying

Al-Khair School

- is intolerant of any form of bullying, harassment or prejudice
- believes that every student has the right to be an individual and to learn in a safe environment
- believes that bullying, in all of its many forms, is unacceptable and should be challenged promptly and appropriately wherever and whenever it occurs in school.

Bullying is defined in departmental advice published by the DfE as:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'

Bullying is defined on the [gov.uk](http://www.gov.uk) website and states that the four key characteristics of bullying are that it is:

- Repetitive and persistent.
- Intentionally harmful.
- Involving an imbalance of power.
- Causing feels of distress, fear, loneliness or lack of confidence.

Bullying can include:

Type of bullying	Definition
Emotional	<i>Being unfriendly, excluding, tormenting or leaving people out of activities on purpose, ignoring someone's presence, not allowing them to join a group. Includes offensive notes, messages, graffiti, drawings, posters.</i>
Physical	<i>includes fighting, pushing, pinching, flicking, pulling hair, shoving, gesturing, standing over or invading someone's personal space, interfering with someone's personal property or making threats to do any of these things</i>
Racial	<i>Racial taunts, graffiti, gestures</i>
Sexual	<i>includes touching or brushing against another in a sexual manner, sexually oriented jokes, drawings or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, offensive questions about someone's body and/or someone's private life or encouraging or making others do so. Homophobic bullying occurs where there is prejudice against lesbian, gay or bisexual or transgender people. It is a form of bullying that is particularly likely to remain secret as the victim may not wish to discuss his or her sexuality. NB The practice of 'upskirting' (taking a picture under someone's clothes) is now a criminal offence (Keeping Children Safe in Education 2021)</i>
Direct or indirect verbal	<i>Name-calling, sarcasm, spreading rumours, teasing includes name-calling, offensive language, putting people down behind their backs, picking on people because of appearance, disease or disability, making offensive or nuisance 'phone calls, spreading rumours, making threats.</i>
Discriminatory	<i>Bullying, harassment or unfair exclusion on grounds of race, nationality, sex/gender, disability, physical appearance, relationships and friendships. Racist bullying is defined as: 'A range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national status.' A racist incident does not necessarily constitute racist bullying.</i>

Cyber-bullying	<i>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Includes the use of electronic media eg mobile phones and computers to slander, defame, spread rumours, tease, provide unwanted attention, harass and cause discomfort. Often there is potential for such electronic communication to be spread widely, and a permanent record of the bullying is likely to exist. Under certain circumstances (such as harassment and making threats) cyber bullying is a criminal activity and is illegal. In these instances, the school will follow Safeguarding procedures.</i>
Peer-on-Peer abuse	<i>Any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.</i>

We believe that:

- Persistent bullying and harassment can severely inhibit a child's ability to learn effectively or a member of staff's ability to do their job
- The **negative** effects of bullying and harassment can have an impact on a person for their entire life

Our school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying.

We aim to:

- Increase awareness and to encourage students to report concerns regarding bullying
- Provide protection, support and reassurance for victims
- Develop the self-confidence and self-esteem of all students
- Develop an effective range of emotional 'self-defence' skills for all students

Bullying can take many forms and is often motivated by:

- A student's personal dislike for another
- Race
- Religion and culture
- Special Educational Needs or Disabilities (SEND)
- Appearance or health conditions
- Sexual orientation
- Sexism or bullying of a sexual nature
- Being a young carer or child in care (looked-after child).

and is / can be

- Deliberately hurtful
- may be repeated, or can be a single incident
- Difficult for the bullied person to defend against

Staff should:

- Ensure that only incidents that meet the above criteria are classed as bullying.
- Make a judgement based on the above criteria,
- Decide the most appropriate course of action.

Note: One-off incidents, arguments, loss of control and friendship problems, while distressing, are not bullying or harassment and will be dealt with appropriately.

Harassment

What is Harassment?

- In the DCSF “Safe to Learn” document the definition is: *‘unwarranted conduct which violates a person’s dignity or creates an intimidating, hostile, degrading or humiliating environment.’*
- The effects of harassment have similarities with those of bullying

People who are bullied and harassed can feel:

unhappy	embarrassed
isolated	angry
frightened	unfairly treated
unsafe	confused

People who are bullied and harassed can experience:

- Difficulties in concentrating, working and sleeping
- Disrupted relationships with family and friends
- Difficulty with expressing emotions and sharing ideas
- Loss of confidence and self-esteem
- The desire to avoid social contact.

Possible signs of bullying:

There are several signs- (staff and parents should be aware) which **may indicate** that a student is being bullied, though the presence of one or more of these is not in itself proof of bullying.

The student:

- Is frightened of walking to or from school
- Does not want to go on the school / public bus
- Begs to be driven to school
- Changes her or his usual routine
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Feels ill in the morning (or pretends to do so)
- Shows reluctance to attend school
- Loses equipment
- Becomes aggressive, disruptive or unreasonable
- Shows unexpected decline in standards of work

- Exhibits obvious distress, withdrawal, depression or decline in cheerfulness accompanied by a reluctance to explain why
- Starts stuttering
- Attempts or threatens suicide or runs away
- Cries him or herself to sleep at night or has nightmares
- 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 bully) has dinner or other monies continually "lost"
- Has unexplained cuts, scratches or bruises
- Comes home starving (money / lunch has been stolen)
- 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.

How we deal with bullying in our school

Staff responsibilities

Staff (teachers and support staff) at Al-Khair School, are expected to:

- establish and maintain high standards of student behaviour in classrooms, tutor groups and round the school
- model positive relationships and attitudes for students and others
- challenge bullying behaviour when they see it in any context
- inform pastoral and/or senior staff about any incidents or reports of bullying
- record incidents in writing (see appendix 1) and pass these to the head teacher
- be receptive and sympathetic when students report bullying
- be receptive and sympathetic to parents who inform about bullying
- work appropriately on these issues in form time and within the curriculum.

Prevention of bullying

Prevention is a priority.

Bullying is often secret, rewarding and shameful and therefore it is difficult to deal with it after it occurs. At Al-

At Khair School we address prevention vigorously by a variety of techniques:

- **Whole School**
 - through assemblies/form time/pupil voice surveys/PSHE programme when children are informed of the school's ethos and policy and the actions that will be taken to prevent bullying taking place. This time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying
 - Al-Khair School recognises that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements are in place to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents
- **The Student Council** and selected students has an active role in promoting positive relationships between pupils.

- **Parents** who believe their children are the victims of bullying are asked to
 - share their concerns with school at the earliest opportunity
 - Work with school to keep their children safe in future.

All expressions of concern will be taken seriously and investigated thoroughly.

Responses to victims

The school will offer a proactive, sympathetic and supportive response to students who are the victims of bullying and harassment.

The exact nature of the response will be determined by the particular child's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the victim is not responsible for the behaviour of the bully
- Strategies to prevent further incidents
- Sympathy and empathy
- Counselling
- Assertiveness training
- Extra supervision/monitoring
- Creation of a support group
- Peer mediation/peer mentoring
- Informing/involving parents
- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- Arrangements to monitor and review progress.

Responses to students who exhibit bullying behaviours

Al-Khair School takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way.

We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern, the more serious the response. When sanctions are felt to be necessary, they will be applied consistently and fairly. The following options will be considered:

- Immediate action to stop an incident of bullying in progress
- Engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- Loss of lunch/break-time privileges
- Detention
- Put on Report or pastoral support plan
- Removal from class/group
- Withholding participation in sports or out of school activity (if not essential part of curriculum)
- Parents informed
- Counselling/instruction in alternative ways of behaving
- Adult mediation (restorative justice meeting) between the perpetrator and the victim (provided this is safe for the victim)
- Fixed periods of exclusion
- Permanent exclusion (in extreme cases which may involve violence)
- Rewards/positive reinforcement for students in order to promote change and bring unacceptable behaviour under control.

Parental Involvement

- Active partnership with parents is essential.
- Good relationships and effective communication with parents contribute greatly to the success of students in the school.
- Our relationship with parents is anchored in the principles of our home/school agreement.

At Al-Khair School:

- parents are involved at an early stage when a student's behaviour causes concern
- parental letters or telephone calls are dealt with promptly
- interviews are arranged quickly, and appropriate information made available
- parental requests for reports on work and/or behaviour are dealt with efficiently
- parents visiting the school without an appointment in 'emergency' situations are always able to see a member of staff
- Careful records are kept of all home-school communication.

We are firmly committed to working in partnership with parents.

We believe that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

We recognise the important influence which parents/carers have on their children and would wish, using the school behaviour plan, to enlist their support when their child is involved in bullying – either as a victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) the school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents will be informed.

7. Rewarding positive behaviour

The vital importance of creating a positive atmosphere characterised by praise and encouragement is recognised by numerous formal and informal means including. Please see policy for full details.

Health and Safety

Fire

Emergency exits, assembly points and assembly point instructions are clearly identified by safety signs and notices. Fire risk assessment of the premises will be reviewed annually.

Emergency evacuations are practised at least once a term.

The fire alarm is a loud continuous buzzer.

Fire alarm, emergency lighting & fire extinguisher's testing will take place once a week by the facility manager and caretaker. The log will be kept in the admin office.

New staff will be trained in fire safety and all staff and pupils will be made aware of any new fire risks.

In the event of a fire:

- The alarm will be raised immediately by whoever discovers the fire and emergency services contacted. Evacuation procedures will also begin immediately
- Fire extinguishers may be used by staff only, and only then if staff are trained in how to operate them and are confident, they can use them without putting themselves or others at risk
- Staff and pupils will congregate at the assembly points based on their location at the time of evacuation. These are on the pavement outside the Montessori nursery building for those in the rear of the school and in the estate next to 103 Cherry Orchard Road for those on the first floor and front of the school building.
- Form tutors/class teachers will take a register of pupils, which will then be checked against the attendance register of that day
- Form tutors/class teachers will give registers to the attendance officer or to the lead fire marshal.
- Staff and pupils will remain outside the building until the lead fire marshal or emergency services say it is safe to re-enter

Lockdown policy and procedures

As part of our Health and Safety policies and procedures the school has a Lockdown Policy.

On very rare occasions it may be necessary to seal off the school so that it is not able to be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard in the school grounds or outside the school in the nearby vicinity. A lockdown is implemented when there is serious security risks of the premises due to, for example, near-by chemical spillage, a major fire in the local vicinity, serious weather conditions or attempted access by unauthorised persons intent in causing harm/damage.

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and students in the school. Procedures should aim to minimise any disruption to the learning environment whilst ensuring the safety of all students and staff.

Procedures:

1. On notification of an external threat, staff need to raise the lockdown alarm by pressing on the lockdown fob. The alarm can also be triggered from the panel in the school office.
2. On hearing the lockdown alarm, pupils who are outside of the school buildings should be brought inside as quickly as possible. All external doors should be locked to secure the building and to ensure everyone is able to remain safe.
3. Those inside the school should remain in their classrooms. The children must remain in the classroom and the staff will ensure the windows and doors are closed/locked and screened where possible and children are positioned away from possible sightlines from external windows/doors.
4. Children or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and class teacher e.g. children using toilets when siren is triggered.
5. Once in lockdown mode, staff should notify the school office immediately of any pupils not accounted for and any additional pupils in their classroom by email or text message. Staff should encourage the pupils to keep calm. The office will contact each class in turn for an attendance report.

NO ONE SHOULD MOVE ABOUT THE SCHOOL

- Staff to support children in keeping calm & quiet.
- Staff to remain in lockdown positions until informed by the Senior Management Team in person that there is an all clear.
- If it is necessary to evacuate the building, the fire alarm will be sounded. Staff and pupils must comply with the fire evacuation plan.
- As soon as possible after the lockdown, teachers must return to their own classrooms and conduct a roll call of their class. The school office must be notifying the office immediately of any pupils not accounted for.

Staff Roles:

- Front office staff ensure that their office(s) are locked, and emergency services called if necessary.
- Head or office staff member locks the school's front doors and entrances.
- Staff in kitchen or staffroom to lockdown in these rooms.

INDIVIDUAL STAFF CANNOT SIGN OUT OR LEAVE THE PREMISES DURING LOCKDOWN WITHOUT PRIOR AGREEMENT OF THE HEADTEACHER BEFORE LEAVING

Parents

Notified as soon as it is practical to do so via the school's texting service. Depending on the type and severity of the incident, parents may be asked **NOT** to collect their children from school as it may put them and their child at risk. Pupils will not be released to parents during a lockdown.

Should not call school number as this may tie up emergency lines. If the end of the day is extended due to the lockdown, parents will be notified and will receive information about the time and place pupils can be picked up from office staff or the emergency services.

A letter to parents will be sent home the day following or as soon as is practical after any serious incident, to inform parents of the context of lockdown and to encourage parent to reinforce with their children the importance of following procedures in these very rare circumstances.

All members of the teaching staff and non-teaching staff should be familiar with the school lockdown policy and procedures.

A lockdown drill should be undertaken at least once a year.

Pupils should also be aware of the plan.

Monitoring of practices will take place and debriefed to staff so improvements can be made

Parents know that the school has a lockdown plan.

A copy is available on the school's website.

The school should display lockdown drill information in every classroom alongside information relating to fire drills.

WHISTELBLOWING POLICY

What is whistleblowing?

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

- Criminal activity.
- Child protection and/or safeguarding concerns; * See note at the end of this policy
- Miscarriages of justice.
- Danger to health and safety.
- Damage to the environment.
- Failure to comply with any legal or professional obligation or regulatory requirements.
- Financial fraud or mismanagement.
- Negligence.
- Breach of the school's internal policies and procedures including its Code of Conduct.
- Conduct likely to damage the school's reputation.
- Unauthorised disclosure of confidential information.
- Deliberate concealment of any of the above matters.

A 'whistle-blower' is a person who raises a genuine concern in good faith relating to any of the above.

Any genuine concerns related to suspected wrongdoing or danger affecting any of the school's activities (a whistleblowing concern) you should report it under this policy.

This policy should not be used for complaints relating to Staff's own personal circumstances, e.g the way you have been treated at work. In such cases, follow the Grievance Policy and Procedure.

If Staff are uncertain whether something is within the scope of this policy, they should seek advice from the Headteacher. If the matter is in relation to an alleged wrongdoing by the Headteacher or Headteacher then Staff should seek the advice of the Proprietor or Designated Governor.

Raising a whistleblowing concern

- In many cases staff will be able to raise any concerns with their Line Manager.
- Speaking directly in person or putting the matter in writing if they prefer.
- They may be able to agree on a way of resolving a concern quickly and effectively. In some cases, they may refer the matter to the Governing Body.

However, where the matter is more serious, or you feel that your Line Manager has not addressed your concern, or you prefer not to raise it with them for any reason, you should contact the Proprietor or named Governor.

The Headteacher

The Headteacher will

- Arrange a meeting with the 'whistle-blower' as soon as practicable to discuss their concerns.
- Record sufficient details to enable the matter to be thoroughly investigated.
- As a minimum the Headteacher will record the name of the employee but also indicate whether the individual wishes his identity to remain confidential, if possible and the nature of the concern.
- In some cases, it will not be possible to maintain confidentiality and the Headteacher should explain this to the employee.
- In such instances the employee will have the choice of either withdrawing or agreeing to his/her identity becoming known to enable the concern to be effectively dealt with.

Staff may bring a colleague or trade union representative to any meetings under this policy who must respect the confidentiality of the disclosure and any subsequent investigation.

The school will

- take notes and produce a written summary of the concerns raised and
- provide the 'whistle-blower' with a copy as soon as practicable after the meeting.
- aim to give the "whistle-blower" an indication of how it proposes to deal with the matter.

Confidentiality

The school hopes that staff will feel able to voice whistleblowing concerns openly under this policy.

If a member of staff wants to raise his or her concern confidentially, the school will endeavour to keep his or her identity secret in so far as it is possible to do so when following this policy and procedure. If it is necessary for anyone investigating that member of staff's concern to know the 'whistle-blower's identity, the School will discuss this with the member of staff first.

The school does not encourage Staff to make disclosures anonymously. Proper investigation may be more difficult or impossible if the school cannot obtain further information. It is also more difficult to establish whether any allegations are credible and have been made in good faith. 'whistle-blowers who are concerned about possible reprisals if their identity is revealed should come forward to one of the contacts listed above and appropriate measures can then be taken to preserve confidentiality.

If an individual misuse the policy and procedure e.g. by making malicious or repeated unsubstantiated complaints against colleagues this could give rise to action under the School's Disciplinary Procedure. If the Headteacher knows or has a suspicion that an employee comes into this category, then s/he will take advice from the proprietor or governing body who will help to determine what action should be taken.

If you are in any doubt you can seek advice from Public Concern at Work, the independent whistleblowing charity, who offer a confidential helpline. Their contact details are:

Public Concern at Work (Independent whistle blowing charity)

Helpline: 02031172520 (option1) E-mail: whistle@protect-advice.org.uk Website: www.pcaw.co.uk

Concerns against Head teacher

If a concern against the headteacher is received, then this will be treated in the same way as any other concern. It will receive the same serious consideration. The concern will be raised, proprietor or governing body will decide how it should be dealt with.

If the concern is against the proprietor or governing body, then clearly this process cannot be followed. In such circumstances, the concern will be taken directly to the Headteacher who will decide in normal circumstances such a concern would be referred to the Department for Education for action.

External disclosures

The aim of this policy is to provide an internal mechanism for reporting, investigating and remedying any wrongdoing in the workplace. In most cases Staff should not find it necessary to alert anyone externally.

The law recognises that in some circumstances it may be appropriate for Staff to report their concerns to an external body such as a regulator. It will very rarely if ever be appropriate to alert the media. We strongly encourage you to seek advice before reporting a concern to anyone external. The independent whistleblowing charity, Public Concern at Work, operates a confidential helpline. They also have a list of prescribed regulators for reporting certain types of concern.

Whistleblowing concerns usually relate to the conduct of School Staff, but they may sometimes relate to the actions of a third party, such as a service provider. The law allows Staff to raise a concern in good faith with a third party, where the member of staff reasonably believes it relates mainly to their actions or something that is legally their responsibility. However, Staff are encouraged to report such concerns internally first. Staff should contact one of the other individuals set out above for guidance.

Investigation and outcome

Once a member of Staff has raised a concern, the school will carry out an initial assessment to determine the scope of any investigation. The school will inform the 'whistle-blower' of the outcome of its assessment. The member of staff raising the concern may be required to attend additional meetings in order to provide further information.

In most cases a panel of three members of the Management Team will investigate any issue. In rare cases the school may appoint an investigator or team of investigators including Staff with relevant experience of investigations or specialist knowledge of the subject matter. The investigator(s) may make recommendations for change to enable the school to minimise the risk of future wrongdoing.

The School will aim to keep the member of staff informed of the progress of the investigation and its likely timescale. However, sometimes the need for confidentiality may prevent the School from giving specific details of the investigation or any disciplinary action taken as a result. The member of staff is required to treat any information about the investigation as strictly confidential.

If the School concludes that a 'whistle-blower' has made false allegations maliciously, in bad faith or with a view to personal gain, the 'whistle-blower' will be subject to disciplinary action under the School's Disciplinary Policy and Procedure.

Whilst the School cannot always guarantee the outcome a particular member of staff is seeking, the School will try to deal with the concern fairly and in an appropriate way. If a member of staff is not happy with the way in which his or her concern has been handled, he can raise it with one of the other key contacts outlined above.

There are no rights of appeal against any decisions taken under this procedure. However, an employee or the Headteacher will have the right to refer any particular case to the Designated Governor for review.

Any member of staff raising a concern under the procedure will be kept informed of progress by the Headteacher, including, where appropriate, the final outcome. However, in certain circumstances, e.g. where disciplinary action under the School's Disciplinary Procedure has resulted from the concern, it may not be appropriate to provide specific details due to the confidentiality and sensitivity of such matters

Protection and support for 'whistle-blower'

It is understandable that 'whistle-blowers are sometimes worried about possible repercussions. The school aims to encourage openness and will support Staff who raise genuine concerns in good faith under this policy, even if they turn out to be mistaken.

Staff must not suffer any detrimental treatment because of raising a concern in good faith. Detrimental treatment would include dismissal, disciplinary action, threats or other unfavourable treatment connected with raising a concern. If a member of staff believes that he has suffered any such treatment, he should inform the Headteacher immediately. If the matter is not remedied the member of staff should raise it formally using the School's Grievance Policy and Procedure.

Staff must not threaten or retaliate against 'whistle-blower's in any way. Anyone involved in such conduct will be subject to disciplinary action.

All Staff are responsible for the success of this policy and should ensure that they use it to disclose any suspected danger or wrongdoing. Staff are invited to comment on this policy and suggest ways in which it might be improved. Comments, suggestions and queries should be addressed to the Headteacher in the first instance.

Safeguarding

If a member of staff suspects that there is a serious safeguarding issue that they feel that the Headteacher is not taking seriously or that they believe there is a serious safeguarding issue involving the Headteacher they should in the first instance contact the Proprietor or Designated Governor

Don't think what if I'm wrong – think what if I'm right

Reasons for whistleblowing:

- Everyone has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

What stops people from whistle blowing:

- Starting a chain of events which spirals.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

How to raise a concern:

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.

- Try to pinpoint exactly what practice is concerning you and why.
- Approach your immediate manager, Head Teacher, the Designated Child Safeguarding Lead or the Deputy Designated Child Safeguarding Lead.
- If your concern is about your immediate manager/Head Teacher, or you feel you need to take it to someone outside the school contact the Proprietor or Designated Governor, Mr Nadeem Haque
- You should then put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

What happens next?

You should be given information on the nature and progress of any enquiries. Your employer has a responsibility to protect you from harassment or victimisation.

No action will be taken against you if the concern proves to be unfounded and was raised in good faith.

Allegations made frivolously, maliciously or for personal gain will be seen in a different light and disciplinary action may be taken.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, or perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most situations, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional trade union.

Prevent Policy

Al-Khair school is located in Croydon, and is not designated a priority borough, but this situation is regularly reviewed by the central government and could change.

The Prevent Strategy has three main objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support work with sectors and institutions where there are risks of radicalisation that we need to address.

There has been further changes to this strategy with the introduction of The Counter Terrorism and Security Act 2015 that came into force on 1st July 2015.

This Act created a duty whereby Prevent activity has to become part of the mainstream work of all local authority and other public bodies.

Croydon now has a duty to:

- establish an understanding of the risk of radicalisation
- ensure that staff understand the risk and build the capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively.

At Al-Khair we

- Ensure our safeguarding procedures are robust and include the risk of radicalisation
- Make sure we have appropriate internet filtering systems in place to ensure pupils aren't exposed to harmful online content
- Carry out an assessment of [risk of pupils being drawn into terrorism](#), based on our local community
- Make sure staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern
- Make sure our school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- Teach pupils how to recognise and manage risk, think critically, and make reasoned arguments

To fulfil the Prevent duty, it is essential that staff identify children who may be vulnerable to radicalisation and know what to do when they are identified.

Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils' resilience to radicalisation by promoting fundamental British Values, enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

What is Extremism?

"Extremism" is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Risk Assessment

We should be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people using social media and the internet. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.

Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies. Lettings are vetted and monitored by the school business manager, who is directly line-managed by the Head Teacher, all speakers and their material are checked, and robust internet blocks are in place.

All staff have received PREVENT training as part of their induction. We also do a refresher safeguarding training on our inset day followed by an e-learning course which is comprised of two parts, Part 1 - Safeguarding and child protection: the essentials 2019/20 and Part 2- Preventing radicalisation.

Building children's resilience to radicalisation

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. We believe that we can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. This is effective in providing pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. The subject teaches pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. Through a robust tutor system that teaches the key principles of the British Values we encourage our students to exude those ideologies in their day-to-day life. Finally, we encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

What happens if there is a concern?

You should follow the school's normal safeguarding and child protection procedures, including discussing with the school's Designated Safeguarding Leads & deputies. Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines

You should contact our local police force or **dial 101 (the non-emergency number)**. They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone helpline **(020 7340 7264)** to enable you to raise concerns relating to extremism directly. Concerns can also be raised by email to **counter.extremism@education.gsi.gov.uk**

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

KCSIE SEPTEMBER 2022 UPDATE SUMMARY

Overview

Keeping Children Safe in Education ([KCSIE](#)) is organised into 5 parts:

1. Safeguarding information for all staff
2. The management of safeguarding
3. Safer recruitment
4. Safeguarding concerns raised about, and allegations made against staff (including supply teachers, volunteers and contractors)
5. Child-on-child sexual violence and sexual harassment

Part 1: safeguarding information for all staff

All school staff working directly with children are expected to read at least this section. Staff who don't work directly with children on a regular basis can instead read a condensed version of part 1 (located in annex A).

Safeguarding and promoting the welfare of children is everyone's responsibility.

Staff should at all times consider what is in the best interests of the child.

All staff should:

- Provide a safe environment in which children can learn
- Know about (and feel confident to use) school safeguarding systems, including:
 - Policies on child protection, pupil behaviour and staff behaviour (your code of conduct)
 - Your safeguarding response to children who go missing from education
 - The role and identity of your designated safeguarding lead (DSL) and any deputies

Need to know:

- How to identify children who may benefit from early help, what your local early help process is and their role in it
- How to make referrals to children's social care and for the statutory assessments that may follow a referral, and their role in these assessments
- How to identify signs of abuse and neglect, and what to do if a child makes a disclosure
- That child-on-child abuse can happen between children both inside and outside school
- That children can be at risk of abuse or exploitation in situations outside their families (e.g. sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation), and consider when this might be the case
- That technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of abuse and other risks online as well as face to face
- How to maintain confidentiality by only involving those who need to be involved

- That they should never promise a child confidentiality
- That victims of abuse should know they'll be taken seriously, be supported and kept safe. They shouldn't be made to feel ashamed for making a report or that they're creating a problem
- That children may not feel ready or know how to tell someone they're being abused, exploited or neglected, and children may feel embarrassed, humiliated or threatened - this shouldn't prevent staff from having a professional curiosity and speaking to the DSL

Provide all staff appropriate safeguarding and child protection training (including online safety) at induction, which is regularly updated. And they should receive safeguarding updates at least annually, for example via email or staff meetings.

The sections below go into more detail about what staff need to know and do:

How to respond to concerns

What staff need to be alert to

Part 2: the management of safeguarding

This part is for Headteachers, Designated Safeguarding Lead (DSL) teams and Governors.

Governing boards (and proprietors of independent schools) have **strategic leadership responsibility for their school's safeguarding arrangements.**

The GB / IEB must ensure:

- They comply with their duties under legislation
- School's policies, procedures and training are effective, comply with legislation and are in line with KCSIE

And should:

- Appoint a GB / IEB member responsible for the school's safeguarding arrangements
- Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. (This is so they can be assured that safeguarding policies and procedures are effective, and support your school to deliver a robust whole-school approach to safeguarding)
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty (PSED) and their local multi-agency safeguarding arrangements
- Facilitate a whole-school approach to safeguarding – making sure that safeguarding and child protection are 'at the forefront' and underpin all relevant aspects of process and policy development
- Ensure the DSL:
 - Is from the SLT
 - Has the duty of lead responsibility for safeguarding and child protection (including online safety) explicitly in their job description
 - Has the appropriate status and authority, and additional time, funding, training, resources and support needed to carry out their role effectively
- Make sure children are taught about safeguarding, including online safety and where necessary that teaching is adapted for those with specific needs and vulnerabilities, including victims of abuse and some pupils with special educational needs (SEN) and/or disabilities

- Ensure any systems, processes and policies operate with the pupil's best interests at heart

Policies

Effective safeguarding policies in place give to all staff at induction.

Ensure all staff follow these policies, especially those on how to make referrals for cases of suspected abuse or neglect.

Child Protection policy. This should include:

- Procedures that are in accordance with government guidance
- Whole-school approach to child-on-child abuse
- Policy and procedures to deal with it
- Procedures to minimise the risk of child-on-child abuse and processes as to how victims, perpetrators and any other children affected will be supported
- Recognition that child-on-child abuse may be taking place, even if not reported
- A statement outlining a zero-tolerance approach to abuse and recognition that all child-on-child abuse is unacceptable and will be taken seriously
- The different forms of child-on-child abuse
- Recognition that there may be additional barriers when recognising abuse for pupils with SEN and/or disabilities and/or certain health conditions
- Systems in place for pupils to report abuse (which should be well promoted, easily understood and easily accessible)
- How allegations will be recorded, investigated and dealt with, in line with government guidance
- Locally agreed multi-agency procedures put in place by the safeguarding partners (see 'Multi-agency working' below)
- Links to policies on online safety, SEND and, if appropriate, serious violence and sexual harassment

And it should be:

- Updated at least every year
- Publicly available (e.g. via the school website)

Behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Staff behaviour policy or Code of Conduct covers at least:

- Low-level concerns
- Allegations against staff and whistleblowing
- Acceptable use of technologies, including mobile devices
- Relationships between staff and pupils
- Communications, including the use of social media

Multi-Agency Working

Working with other agencies, as set out in [Working Together to Safeguard Children](#).

Includes:

- Providing a co-ordinated offer of early help where needs are identified
- Contributing to inter-agency plans to support children who are subject to child protection plans
- Allowing access for local authority children's social care to conduct section 17 or 47 assessments

Safeguarding partners:

- Local authority (LA)
- Integrated Care Systems (ICSs) (previously known as clinical commissioning group)
- Chief officer of Police

If the safeguarding partners have named your school as a 'relevant agency', you have a statutory duty to co-operate with their published arrangements.

Governing Body should:

- Make themselves aware of, and follow, their local arrangements
- Be prepared to supply information requested by the safeguarding partners
- Understand the local criteria for action and protocol for assessment, and make sure these are reflected in your policies and procedures

Inf Governing boards, proprietors and staff need to make sure that:

- Arrangements are in place that set out principles and processes to share information within the school, and with the safeguarding partners, local authority children's social care, and others as required
- School staff are proactive in sharing information as early as possible to help identify, assess and respond to concerns about the safety and welfare of children
- Staff are aware of their obligations under the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act (DPA) 2018
- Staff are aware that data protection regulations do not prevent information sharing for the purpose of keeping children safe
- Staff are aware that they have the power to withhold information to promote children's welfare, as well as share it
- Child protection files are maintained in line with the guidance in Annex C of KCSIE 2022

The GB / IEB ensure that relevant staff:

- Have due regard to the data protection principles, which allow them to share, and withhold, personal information
- Are confident of the processing conditions that allow them to store and share information for safeguarding purposes

- Are aware that, if they need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows them to share information
- Are aware that the school can refuse to share pupils' personal data if a serious harm test is met

Training

- Provide safeguarding and child protection training at induction, and make sure it is updated regularly.
- Follow advice from your local safeguarding partners.
- Staff should receive regular safeguarding and child protection updates at least annually, via email, staff meetings, etc.
- The DSL and any deputies should undertake training on their role, and update this at least every 2 years.
- They should also undertake Prevent awareness training.

The DSL and deputies should refresh their knowledge and skills at least once a year through:

- E-bulletins
- Meeting other DSLs
- Reading about safeguarding developments

Online Safety

- Consider the 4 areas of online safety risk – content, contact, conduct and commerce – when developing your online safety policy
- Consider how online safety is reflected in all relevant policies, and consider it when planning the curriculum, teacher training, the role of the DSL and parental engagement
- Have a clear policy on the use of mobile and smart technology, which reflects how you manage online child-on-child abuse in school
- The school uses regular contact with parents and carers to reinforce the importance of online safety, including making parents aware of what you ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- There are appropriate internet filters and monitoring systems in place to protect pupils from harmful and inappropriate content online
- Appropriate level of security measures in place to protect your systems, staff and pupils
- Review your approach annually, including a risk assessment that considers and reflects the risks your pupils face

Allegations Against staff

Procedures to manage any safeguarding concerns or allegations about staff in place.

This includes supply staff, volunteers and contractors.

Refer to the local authority designated officer (LADO) any allegations against staff that might indicate they pose a risk of harm to children.

Follow procedures set out in part 4, section 1 of KCSIE for addressing allegations that may meet the harms threshold and part 4, section 2 for lower-level concerns.

Procedures must include how to make a referral to the Disclosure and Barring Service (DBS) if a member of your staff working in regulated activity has been dismissed or removed for safeguarding reasons (or would have been if they hadn't resigned).

Part 4 of KCSIE has more information about this.

Making referrals to the DBS

A legal duty to make a referral to the DBS where a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Part 3 of KCSIE includes more details on when to make a referral to the DBS

Children who need a social worker

Children may need a social worker due to abuse, neglect and/or complex family circumstances.

Experiences of adversity and trauma can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health.

LA should tell you if a child has a social worker.

The DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes.

This includes when decisions are made about safeguarding and promoting welfare, such as:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Children missing from education

You must provide your LA with certain information when removing a child from your school roll. This is because children missing from education, particularly persistently, can be an indicator of a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

Your response to this happening should aim to help identify any abuse and limit the risk of the child going missing in the future.

Elective home education (EHE)

If a parent/carer requests their child is educated at home, you should work with your LA and other key professionals to co-ordinate a meeting with the parents/carers, where possible. This is to make sure the decision is made in the best interests of the child.

This is particularly important where a child has SEN and/or a disability, is vulnerable, and/or has a social worker.

Part 3: Safer Recruitment

Recruitment processes

- Adverts should:
 - Include details on your commitment to safeguarding
 - Make it clear that safeguarding checks will be carried out
 - Include the safeguarding responsibilities of the post
 - Outline whether the post is exempt from the Rehabilitation of Offenders Act 1974

- **Application forms should:**
 - State that it's an offence to apply for a role involving regulated activity with children if the applicant is barred from this type of activity
 - Include a copy of your child protection policy and policy on employment of ex-offenders, or refer/link to those policies your website
- **When shortlisting:**
 - Ask shortlisted candidates to complete a criminal record self-declaration form. See the link on page 53 of KCSIE 2022 for more guidance on this
 - Have at least 2 people shortlisting candidates
 - Consider any inconsistencies and look for gaps in employment and reasons given
 - Explore all potential concerns
 - Consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online
- **When seeking references:**
 - Obtain these before the interview
 - Obtain a reference from the candidate's current employer and a reference from the relevant employer from the last time they worked with children (if not currently working with children)
 - Contact the referee to make sure the information given is legitimate and to clarify any information that's vague or insufficient
 - Resolve any concerns before confirming the appointment
- **When selecting candidates- use:**
 - A range of selection techniques to identify the most suitable person for the post
 - Interviews to explore potential areas of concern and to determine the applicant's suitability to work with children

Go to pages 51 to 55 of KCSIE for more detailed guidance

Pre-employment checks

Carry out an enhanced DBS check including children's barred list information for all staff engaging in regulated activity (most of your staff will fall into this category)

Carry out the other necessary pre-employment checks, including verifying the applicant's:

- Identity
- Mental and physical fitness to carry out their work responsibilities
- Professional qualifications
- Right to work in the UK – if the applicant has lived or worked outside of the UK, you'll need to make further 'appropriate checks'
- Employment history and references (see more on references in the section above)

Check that they're not subject to:

- A [prohibition from teaching](#) order
- A [Section 128](#) order
- [Disqualification from working in childcare](#)

Single central record (SCR)

Keep a single central record (SCR) to demonstrate you've carried out the mandatory pre-appointment checks referred to above. It can be in paper or electronic format.

SCR must cover:

- All staff (including supply and agency staff, and trainee teachers on salaried routes)
- If you're in an independent school, all members of the proprietor body (for academies and free schools this means members and trustees)

For each staff member record:

- Which checks you've carried out or certificates you've obtained
- What date you carried out the checks or obtained the certificates

Making referrals to the DBS

Make a referral to the DBS if you've removed someone from regulated activity (or would have done if they hadn't left) and you believe they have:

- Engaged in relevant conduct with children and/or adults; and/or
- Satisfied the harm test in relation to children and/or vulnerable adults; and/or
- Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence

Part 4: safeguarding concerns and allegations made about staff

This includes teachers, supply staff, volunteers and contractors.

Use this guidance where a member of staff has allegedly done any of the following:

- Behaved in a way that has harmed a child, or may have harmed a child
- Committed a criminal offence against or related to a child
- Behaved in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Part 5: child-on-child sexual violence and sexual harassment

These reports are complex and require difficult professional decisions, which often must be made quickly and under pressure.

Pre-planning, effective training and effective policies will help you to make calm, considered and appropriate responses.

When developing your policies and procedures::

- All staff need to maintain an attitude of 'it could happen here'
- Addressing inappropriate behaviour can help prevent abusive/violent behaviour
- Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator attends the same school
- All victims should know they'll be taken seriously, be supported and kept safe. They shouldn't be made to feel ashamed for making a report or that they are causing a problem by reporting sexual violence or sexual harassment

Read part 5 alongside the DfE's advice on [sexual violence and harassment between children](#).

Annexes

- Annex A – is a condensed version of part 1 (that can be read by staff who don't work directly with children)
- Annex B – includes detailed guidance on specific safeguarding issues, such as:
 - Child abduction and community safety incidents
 - Child criminal exploitation (CCE)
 - Child sexual exploitation (CSE)
 - County lines
 - Children and the court system
 - Children missing from education
 - Cybercrime
 - Domestic abuse
 - Homelessness
 - Mental health
 - Modern slavery and the national referral mechanism
 - Preventing radicalisation
 - Sexual violence and sexual harassment between children
 - Serious violence
 - So-called 'honour'-based abuse
- Annex C – sets out the role of the DSL