

# **Stephenson Studio School**

## **SAFEGUARDING POLICY**

**Reviewed**                      **September 2016 by Full Board**

**Next review**                 **September 2017 by Full Board**

# SAFEGUARDING POLICY

## Introduction and Context

### 1 Our responsibilities

Stephenson Studio School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School will deliver these responsibilities.

This policy should be read in conjunction with:

**“Keeping Children Safe in Education”** (September 2016), which is the statutory guidance for Schools and Colleges.

The guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

**“Education child protection”** Child protection information for staff and volunteers in schools, colleges and all settings where children receive formal education.

Available to all staff during training and upon request.

**“What to do if Worried a child is being Abused: Advice for Practitioners”**. March 2015.

The guidance is available via the following link:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

**“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”**. March 2015.

The guidance is available via the following link:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

**“Safer worker in education settings”** A guide for all staff and volunteers to help establish safe learning and working environments in schools, colleges and all settings where children receive formal education.

Available to all staff during training and upon request.

Furthermore, we will follow the procedures set out by the Leicestershire Safeguarding Children’s Board: [www.llrscb.proceduresonline.com/index.htm](http://www.llrscb.proceduresonline.com/index.htm)

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Authority Safeguarding Team.

### **Links to other school policies**

This policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of students. These together make up the suite of policies to safeguard and promote the welfare of students at Stephenson Studio School:

- Attendance Policy
- Anti-Bullying Policy
- E-safety and ICT usage policy
- Tackling extremism and radicalisation policy
- Health & Safety Policy
- Access Plan
- Disability Equality Action Plan
- Special Educational Needs

### **Links to Leicestershire County Council/DFE Policies**

- Safeguarding children and young people from sexual exploitation (2009)
- Multi agency practice on Female Genital Mutilation (July 2014)
- Tackling extremism in the UK (gov.uk)

### **Named staff and contacts**

- Designated Safeguarding Lead: Rachel Brentley Senior Teacher and SENCO
- Deputy Designated Safeguarding Lead/s: Keith Hobbs Head teacher  
Louise Redding Head of Key Stage Four  
Helen Tudor Personal Coach
- Nominated Safeguarding Governor: Chris Nicholls
- Safeguarding and Improvement Unit contacts:

**Safeguarding and Improvement Unit Service Manager (Acting):**

June Gregory 0116 3057411

**LADO / Allegations:**

Mark Goddard, Karen Browne 0116 305 7597

**Safeguarding Development Officers:**

Ann Prideaux 0116 305 7317

Simon Genders 0116 305 7750

**First Response Children's Duty (Priority 1 referrals)**

Telephone 0116 3050005

Fax 0116 3050011

Email [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)

Address First Response Children's Duty  
Room 100b  
County Hall  
Championship Way  
Glenfield  
LE3 8RF

**All other referrals**

<http://lrsb.org.uk/childreport>

**Early Help – Request for Services**

[http://www.leics.gov.uk/index/children\\_families/early\\_help.htm](http://www.leics.gov.uk/index/children_families/early_help.htm)

**Family Information Service 0116 3056545 email [family@leics.gov.uk](mailto:family@leics.gov.uk)**

**Contact to learn outcome of referrals 0116 3050005**

**1.1 Our Principles**

Safeguarding arrangements at Stephenson Studio School are underpinned by three key principles:

- safeguarding is everyone's responsibility: all Staff, Governors and Volunteers should play their full part in keeping children safe;
- that Stephenson Studio School operates a child-centred approach: a clear understanding of the needs, wishes, views and voices of children;
- That all Staff, Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Governors and Volunteers should feel confident that they can report all matters of safeguarding children in the School where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

**Definitions**

- a) For the purposes of the Child and Vulnerable Adult Protection Policy
  - i) a 'young person' means any person under the age of 18 (i.e. those who have not yet reached their 18th birthday).
  - ii) a 'vulnerable adult' means any person " who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation because of mental or other disability, age or illness."
  - iii) 'staff' means all employees, full-time and fractional, and all agency, franchise, contract and volunteer staff working for the School.

## **2) Aims of Safeguarding Policy**

- a) The aims of the policy are
  - i) To promote an environment that is safe, where staff and students treat each other with mutual respect and develop good relationships built on trust.
  - ii) To raise the awareness of all staff, teaching and non-teaching, of the need to safeguard young people and vulnerable adults and of their rights and responsibilities in identifying and reporting possible cases of abuse.
  - iii) To provide a systematic means of supporting young people and vulnerable adults known or thought to be at risk of harm.
  - iv) To ensure that relevant information about a young person or vulnerable adult at risk of harm is disseminated to appropriate staff within the School on a 'need to know' basis.
  - v) To develop a structured school procedure which will be followed by all members of the School staff in cases of suspected abuse.
  - vi) To support the development of effective working relationships with other agencies, especially the Police and Children's Services.
  - vii) To ensure that all staff who have access to young people or vulnerable adults have been checked for their suitability.
  - viii) To ensure that all relevant policies and procedures within the School are linked to, and comply with, the Stephenson Studio School Safeguarding Policy and Procedures.
  - ix) To support young people's and vulnerable adults' development in ways that will foster security, confidence and independence.

## **3) Key Safeguarding Principles**

- a) Stephenson Studio School is committed to follow the key safeguarding principles outlined by the Local Safeguarding Children Boards and the guidance of the Department for Education.
  - i) The needs of the young person are paramount and underpin all child protection work and resolve any conflict of interests
  - ii) All young people have the right to be safeguarded from harm and exploitation
  - iii) Schools have a responsibility to provide a safe environment and minimise risks of harm to young people's welfare
  - iv) Staff have a responsibility to identify young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and at college
  - v) Responsibility for protection of young people must be shared because young people are safeguarded only when all relevant agencies and individuals accept responsibility and co-operate with one another
  - vi) Statements about or allegations of abuse or neglect made by young people must be taken seriously
- b) Stephenson Studio School is further committed to applying these safeguarding principles to vulnerable adults

#### **4) Responsibility for Safeguarding**

- a) A nominated governor (see Annex D) will be responsible for the oversight of safeguarding policy and procedures.
- b) A Designated Senior Person (see Annex D) will take lead responsibility for safeguarding and receive appropriate training and support and adequate resources to carry out this role.
- c) The school will in addition have a Safeguarding and Protection team who will deputise for the Designated Senior Person and will also assist on the implementation of this policy in the school. The Safeguarding and Protection Team are listed in Annex D
- d) All staff are expected to contact either the Designated Senior Person, or one of the Safeguarding and Protection Team for advice, when necessary, or to make referrals.

#### **5) Staff and Governor Appointments**

- a) Stephenson Studio School will ensure that all school staff have been checked for their suitability before taking up their appointment
- b) All applicants will be scrutinised by.
  - i) Verifying identity and any academic or vocational qualifications.
  - ii) Obtaining professional and character references.
  - iii) Checking previous employment history.
  - iv) Checking that a candidate has the health and physical capacity for the job.
  - v) Holding face to face interviews.
  - vi) Carrying out the mandatory check of List 99 or through the Vetting and Barring Scheme
  - vii) An enhanced Criminal Records Bureau check before the candidate takes up the post.
- c) All Governors will be enhanced CRB checked on appointment.

#### **6) Work Experience**

- a) Stephenson Studio School will ensure that:
  - i) Appropriate health and safety checks are in place prior to establishing work internships.
  - ii) Employers are aware of their responsibilities in relation to safeguarding and the protection of children or vulnerable adults.
  - iii) Staff are aware of the action to be taken, and by whom, should a child or vulnerable adult protection issue be raised before, during or after the internship.
  - iv) Additional safeguards, will be made when there are certain risk factors present. The risk factors include:
    - (1) A young person or vulnerable adult likely to be or will be alone with an adult as part of the work internship. (NB. This does not apply to short periods alone, for example, a solicitor taking a student to and from court in a properly insured car).
    - (2) The student who is vulnerable. The School will identify to the Business Links Manager any student who may be vulnerable, for example, because of special needs, immaturity, abuse or neglect, substance misuse, etc, and who may therefore require additional safeguards

#### **7) Staff Training on Stephenson Studio School Procedures**

- a) Stephenson Studio School will ensure that
  - i) The Designated Senior Person responsible for Safeguarding will receive training in inter-agency procedures which gives them the knowledge and skills needed to fulfil their responsibilities and will undertake refresher training at 2 yearly intervals.
  - ii) All new members of staff and governors will be made aware of the Stephenson Studio School safeguarding policy and procedures during their induction into the School.
  - iii) All staff and governors will receive initial training on the School's safeguarding policy and procedures and undertake suitable refresher training every year.

**b) The initial training will ensure that all staff:**

- i) Know who to contact if they have a concern that a young person or vulnerable adult is at risk of serious harm.
- ii) Know where to go for advice in relation to safeguarding or protection issues or when they are uncertain about whether to refer a concern about a child or vulnerable adult.
- iii) Know the School procedure for referrals on safeguarding issues.
- iv) Understand that they have the right to contact the appropriate agencies if they feel that concerns are not being passed on appropriately by designated school staff.
- v) Are aware of the requirement to keep detailed, accurate, secure written records of any referrals or concerns.
- vi) Are able to recognise and respond to safeguarding and welfare concerns.
- vii) Understand their responsibilities in being alert to the signs of abuse.
- viii) Know how to respond to a student who discloses abuse or is at risk of self harm.
- ix) Know the School's policy and procedures on Confidentiality and Disclosure in Safeguarding cases.
- x) Understand that there is a need to take special care when working with young people with special needs or vulnerable adults to be alert to signs of abuse as these members of the school may not be able to raise concerns themselves.
- xi) Are aware of appropriate approaches to confidentiality and disclosure of information.

**c) Guidance on relationships with students**

- i) Stephenson Studio School will:
  - (1) Provide staff with guidance on appropriate relationships with students (Annex B).
  - (2) Have procedures in place for dealing with allegations of abuse against members of staff and volunteers.
  - (3) Inform staff that any safeguarding concerns involving a member of staff must be passed on to the headteacher.
  - (4) Inform staff that any safeguarding concerns regarding the headteacher must be passed on to the chair of governors.

**8) Confidentiality, Reporting and Disclosure**

- a) The School recognises the need to comply with relevant legislation and guidance in relation to data protection and confidentiality.

- b) It is also recognised that, where there are concerns about abuse or safeguarding, data sharing with appropriate agencies may be necessary even when it is contrary to the wishes of an individual.
- c) The circumstances when data should or should not be shared are outlined in a flow chart at Annex B.
- d) The following issues will inform decisions about sharing data:
  - i) Stephenson Studio School will ensure that as part of the safeguarding training for staff, the issue of confidentiality is clarified so that staff know they cannot promise confidentiality in all cases as they may have to pass on information to other professionals to keep the young person or vulnerable adult safe.
  - ii) The principle of 'proportionality' applies to sharing confidential information, i.e. when disclosing information without consent the member of staff limits the extent of the disclosure to that which is absolutely necessary to protect the young person or vulnerable adult.
  - iii) Stephenson Studio School recognises that young people aged 16-18 years will have the understanding to make decisions about their own lives and their views and wishes will be respected unless they are deemed to be at risk of harm which is a serious threat to their personal safety or they are the victim of a crime.
  - iv) Young people under 16 may be sufficiently mature to understand and consent to the disclosure of information. The young person's ability to make such decisions should be assessed on a case-by-case basis.
  - v) Referrals to other agencies such as Children's Social Care should be made with the young person's agreement where practicable. However, it may not be practicable to seek their agreement where, for example, seeking permission might place them or another person at risk of serious harm or where they are not mentally competent to give their agreement. There may also be cases where the young person's agreement is sought but they refuse to give that agreement.
  - vi) Disclosure of information can take place without consent in cases where this is justifiable in the overriding public interest – e.g. to protect the young person from significant harm.
  - vii) In the context of child protection the welfare of the young person outweighs the family's right to privacy.
  - viii) Vulnerable adults may choose to remain at risk in dangerous situations. Professional staff may find they have no statutory powers in cases where the adult is judged to have sufficient capacity to make his or her own choices and refuses the help which staff feel is needed and where public interest considerations do not apply.
  - ix) In these cases, where a member of the school staff considers that the decisions of the vulnerable adult should be respected they must immediately seek advice from the Designated Senior Lead responsible for Safeguarding.
  - x) Decisions about the capacity and the ability of the vulnerable adult to give informed consent are a matter of medical judgement and multi-disciplinary assessment. There should be no abandonment of the duty to care.



#### **e) Reporting**

- i) The school will routinely report to the Local Authority Designated Officer (LSCB) in any case involving concerns of malpractice, abuse or poor professional practice by:
  - (1) A local authority
  - (2) A school employee
  - (3) A volunteer
  - (4) A paid or unpaid carer, relative or friend
  - (5) An employee of a private care agency
  - (6) An employee of another organisation providing care to the vulnerable adult

#### **9) Record Keeping**

- a) An accurate record should be made whenever there is a concern about a child or vulnerable adult in terms of risk of harm or safeguarding.
- b) The record should include:
  - i) Appropriate personal details of the child or vulnerable adult.
  - ii) The nature of the concern.
  - iii) The source(s) of information about the concern.
  - iv) Any advice given.
  - v) Whether confidentiality has been discussed with the child or vulnerable adult.
  - vi) Names of staff with whom discussed
  - vii) Details of action taken or any referral to an external agency
  - viii) Date and name of the person making the record

#### **10) Raising awareness of safeguarding and protection issues**

- a) Parents/carers of students under eighteen will be made aware of the responsibilities of staff members with regard to child protection procedures by publicising this on the school website.
- b) All students will be supported to understand safeguarding and protection issues through:
  - i) A Personal Coaching programme that will support young people's and vulnerable adults' development in ways that will foster security, confidence and independence.
  - ii) The creation of a climate in which responsible behaviour is encouraged and where students feel safe to ask for help if threatened or at risk of abuse.
  - iii) The promotion of a healthy lifestyle that includes consideration of diet, sexual relationships, alcohol and drug abuse.

#### **11) Monitoring and Review of the Policy**

- 1. Stephenson Studio School will review its policies and procedures to ensure that they comply with the relevant legislation and the agreed procedures. The Safeguarding Policy will be reviewed annually and updated to remedy any deficiencies or weakness in regard to safeguarding arrangements that are identified without delay.

**Annex A**

## 1)Definitions of Abuse

- a) Physical abuse
  - i) This may take many forms e.g. hitting, shaking or poisoning a young person or vulnerable adult. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a young person or vulnerable adult.
- b) Emotional abuse
  - i) This is the persistent emotional ill treatment of a young person or vulnerable adult such as to cause severe and persistent effects on their emotional development. Some level of emotional abuse is involved in most types of ill treatment of young people or vulnerable adults, though emotional abuse may occur alone.
- c) Sexual abuse
  - i) This involves forcing or enticing a young person or vulnerable adult to take part in sexual activities. This may include non-contact activities such as looking at, or in the production of pornographic materials, watching sexual activities or encouraging young people or vulnerable adults to behave in sexually inappropriate ways.
- d) Neglect
  - i) Involves the persistent failure to meet a young person's or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of their health and development. This may involve failure to ensure access to appropriate medical care or treatment. It may also include neglect of basic emotional needs.

## 2)The Context of Abuse

- a) Family Circumstances: Domestic Violence
  - i) Where there is domestic violence the implications for the vulnerable adult or young person at school and for younger children in the household must be considered. Young people from families with a history of domestic violence often have behavioural difficulties, absenteeism, ill health, bullying, and drug and alcohol misuse.
- b) Drug/alcohol abusing parents
  - i) There is an increased risk of violence in families where this occurs. A young person at school may have to take on responsibilities for younger children in the family.
- c) Forced Marriages
  - i) Forced marriage is an entirely separate issue from arranged marriage. Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage are usually experiencing physical and/or emotional abuse at home.
- d) Mental Health Issues
  - i) Self-harming and suicidal behaviour
  - ii) Self harm, suicide threats and gestures by a young person or vulnerable adult must always be taken seriously and may be indicative of a serious mental or emotional disturbance. The possibility that self-harm, including a serious eating disorder has been caused or triggered by any form of abuse or chronic neglect should not be overlooked.

- e) Abuse by peer group: bullying, racism and peer to peer abuse
- i) Bullying is a common form of deliberately hurtful behaviour, usually repeated over a period of time, when it is difficult for the victims to defend themselves.
  - ii) It can take many forms, but the three main types are physical (e.g. hitting); verbal (e.g. threats); and emotional (e.g. isolating the individual).
  - iii) It may involve physical, sexual or emotional abuse including sexting, homophobic, sexual, racial or religious harassment, or behaviour which is offensive to those with learning or physical disabilities.
  - iv) Severe harm may be caused to young people and vulnerable adults by the abusive and bullying behaviour of peer to peers. The damage inflicted by bullying is often underestimated and can cause considerable distress. In extreme cases it can cause significant harm, including self-harm.

### **‘Honour Based Violence’**

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

- a) Female Genital Mutilation  
Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. The mandatory reporting duty will commence in October 2015. Teachers will follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report will be made to the Police.
- b) Force Marriage  
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

### **Tackling Extremism and Radicalisation**

#### **Safeguarding pupils who are vulnerable to extremism and radicalisation**

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

### **Prevent**

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.<sup>77</sup> This duty is known as the Prevent duty.

Staff at Stephenson Studio School are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and have a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Frontline practitioners from voluntary and statutory sector organisations (including, for example, health and education) should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;

- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

**Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.**

### **Guidance on Relationships with Students**

1. The majority of staff who work with young people and vulnerable adults in education settings act professionally and seek to provide a safe and supportive environment for students. It is recognised that achieving this aim is not always straightforward. Much relies on student and staff interactions where tensions and misunderstandings can occur. It is here that staff behaviours can give rise to allegations being made against them. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.
2. This guidance should not be interpreted to mean that, in order to avoid misplaced allegations, all forms of physical or close contact with students should be avoided. There will be occasions where physical contact is appropriate, e.g. in situations where a degree of physical intervention is required. The guidance is concerned with avoiding sexual activity in a relationship of trust and other contact which may be inappropriate.

### **Relationships of Trust**

3. A relationship of trust exists where a coach, member of staff or volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken. Those in a position of trust must carry the responsibility of ensuring that they do not abuse their position or put themselves in a position where allegations of abuse of trust, whether justified or unfounded, could be made.
4. It is important to recognize that a variety of circumstances can arise, including a sexual relationship at one end of the scale, through close friendships, to, at the other end of the scale, an innocent situation which has been entirely misconstrued. Staff and volunteers should take steps to minimize the risk of circumstances being misconstrued or misunderstood and relationships with language and conduct which could give rise to comment and speculation.
5. All staff should clearly understand the need to maintain appropriate boundaries in their dealings with students. Intimate or sexual relationships between staff and students will be regarded as a grave breach of trust. Where a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship will be intrinsically unequal within a relationship of trust and is therefore unacceptable. Abuse of trust involving sexual activity with a young person under 18 or a vulnerable adult who is a student at the School is a criminal offence under the Sexual Offences Act 2003.
6. From time to time staff may encounter students who display attention-seeking behaviour, profess to be attracted to them or begin to develop a relationship of emotional dependency. Particular care should be exercised if the student is vulnerable. Staff should aim to deal with those situations sensitively and appropriately, but ensure that their behaviour cannot be misinterpreted. The member of staff or volunteer should inform their line manager if they have any concerns or if there is a concern that a young person is becoming attracted to him or her, or that there is a developing attachment or dependency. If a member of staff or volunteer is concerned that s/he might be developing a relationship with a young person which could have the potential to represent an abuse of trust, the first advice must be to ensure that the relationship does not develop further. Arrangements should be made by the line manager to minimise direct contact between the student and member of staff or volunteer and to prevent all contact if possible. Where contact must take place another member of staff should be present at all times.
7. Staff should be aware that private meetings with individual students might give rise to concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be

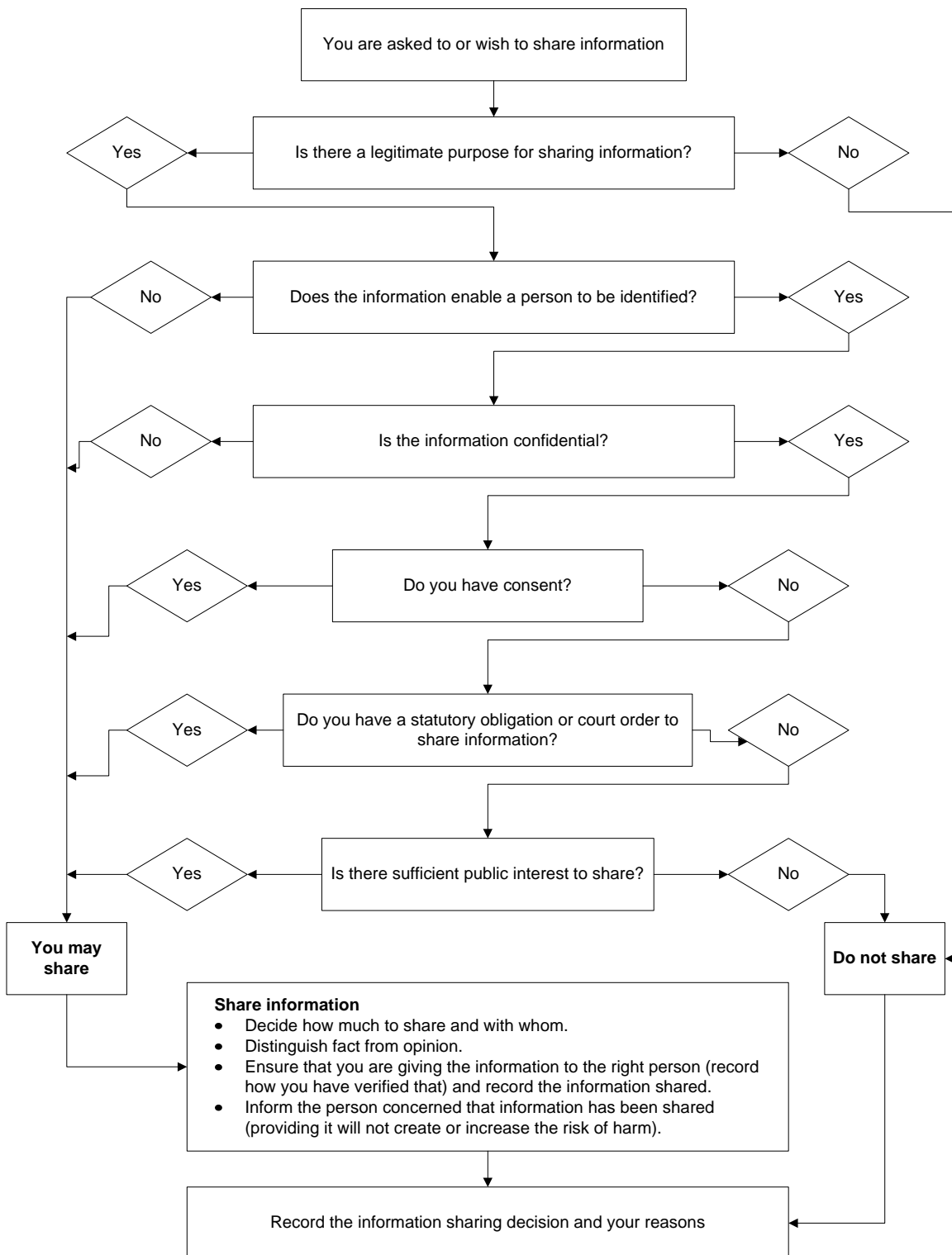
frequented by other people. Another student should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

8. Students should not be asked or encouraged to visit the home of a member of staff or socialise informally outside school. These contacts or visits can place staff in a vulnerable position and can in some case lead to allegations being made against staff. Additional tuition for students should be conducted on school premises.
9. The following are examples of actions, albeit not overtly abusive, that could be interpreted as a member of staff 'grooming' a student or allowing a dependent relationship to begin or continue.
  1. Inviting students to their home.
  2. Visiting students at their home.
  3. Giving students gifts.
  4. Offering students lifts outside normal duties.
  5. Singling individual students out for special attention.
  6. Seeing students socially.
  7. Giving students their mobile or home telephone number
  8. Befriending of students on social networking sites

The frequency, nature and degree of such behaviour may justify the need for further investigation.

#### **Physical Contact**

10. Physical contact may be misconstrued by a student, parent or observer. Touching students, including well-intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised, particularly if this occurs when a member of staff is alone with a student. As a general principle, staff must not make gratuitous physical contact with their students. It is particularly unwise to attribute touching to their teaching style or as a way of relating to students.
11. There may also be occasions where a distressed student needs comfort and reassurance which may include physical comforting such as caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same student over a period of time. Where a member of staff has particular concern about the need to provide this type of care and reassurance they should seek the advice of the Director.
12. Some staff are also likely to come into physical contact with students from time to time in the course of their duties. Examples of this could include sports coaching which may involve non-sexual physical contact. Contact of this type should not take place when a member of staff is alone with a student.
13. In care situations where a student may require assistance with personal care such as toileting. Staff should respect the student's right to dignity and the level of support needed agreed with the student. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted. Staff should inform their line manager of the level of support they have agreed with the student.





**SAFEGUARDING POLICY****Nominated Governor for Safeguarding**

<b>Name</b>	<b>Job Title</b>
Chris Nicholls	Trustee

**Designated Senior Person**

<b>Name</b>	<b>Job Title</b>
Rachel Brentley	Senior Teacher and SENCO

**Safeguarding and Child Protection Officers**

<b>Name</b>	<b>Job Title</b>
Keith Hobbs	Headteacher
Louise Redding	Head of Key Stage Four
Helen Tudor	Personal Coach

**Health and Safety advice:**

<b>Name</b>	<b>Job Title</b>
Andy Allsop	Health and Safety Officer

## APPENDIX 1 BIOMETRIC DATA

Stephenson Studio School uses biometric identification systems for the practical and safeguarding purpose of site access control.

Biometric identification is one of many systems used within the school to provide a more efficient and safeguarded service to our students.

Please note that use of the biometric identification systems is intended to be as permissive and flexible as possible under current Governmental directives and Department for Education guidelines.

### 1. Policy Statement

1.1. Stephenson Studio School reserves the right to amend this Biometric Information Policy, at anytime, without notice.

1.2. This Biometric Information Policy replaces and supersedes all previous versions.

1.3. A copy of this document can be found under the Policies section of the school website.

### 2. Biometric Data

2.1. Biometric data means personal information about an individual's physical or behavioural characteristics that can be used to identify that person. This can include their fingerprints, facial shape, retina and iris patterns, and hand measurements.

2.2. The biometric identification systems operated at Stephenson Studio School uses the finger and its image to uniquely identify each student.

2.3. The system measures many aspects of the finger to do this. Students have their fingerprint registered, which is translated in to a unique identification code, which is entered into the system. **The system does not create or store an image of the fingerprint.**

2.4. When a student uses the biometric identification systems, they are identified by their identification code.

2.5. This form of identification is called Biometrics, which translated means measurements of human characteristics. **This is not fingerprinting.**

2.6. The image of the fingerprint itself is not recorded or stored and cannot be regenerated from the digital data.

2.7. Biometric data that is collected by the school is processed in accordance with the Data Protection Act 1998. In particular:

- the biometric data is stored securely to prevent any unauthorised or unlawful use;
- the biometric data is not kept for longer than it is needed, meaning that the school will destroy a pupil's biometric data if they no longer use the system, leave the school, or if a parent withdraws consent;
- the school ensures that the biometric data is used only for the purposes for which it was obtained and that such data is not unlawfully disclosed to third parties.

### **3. Parental Consent**

- 3.1. New Government legislation, The Protection of Freedoms Act 2012, effective from September 2013, advises that written parental permission is obtained to use the biometric data of students.
- 3.2. Permission is sought from parents by way of a letter of consent.
- 3.3. Should a parent or a pupil object, they will be given alternative means to register under The Protection of Freedoms Act 2012.
- 3.4. Once a parent has given consent, the consent is valid until their child leaves the school.
- 3.5. Parental consent can be withdrawn at any time. The notice for withdrawal must be provided to the school in writing.