

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

| WHOLE SCHOOL SAFEGUARDING POLICY | |
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| Approved by GCET/Adapted by Copleston High School | 1.9.2017 |
| Reviewed/Amended | June 2023 |
| Ratified by Copleston LGB/Approved by Chair's Action | 26.6.23 |
| Date of next Review | Summer Term 2024 |
| Responsible Officer | DSL – Mr H Palmer |
| Policy Number | SAC1 |

Definition of a Parent

- All biological parents, whether they are married or not.
- Any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- Any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Purpose and Aims

The purpose of Copleston High School and Sixth Form's Safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- ☑ All our pupils are safe and protected from harm.
- ☑ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ☑ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to its pupils.

Definition of Safeguarding

According to the latest edition of 'Working Together to Safeguard Children' document, safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;²⁷
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school. Please refer to the latest edition of 'Keeping Children Safe in Education' for further information.

Ethos

Safeguarding in Copleston High School and Sixth Form is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five Outcomes. Copleston High School and Sixth Form recognises the contribution it can make in ensuring that all pupils registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents/carers to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Definitions

Child:

A child includes everyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

Child Protection:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

Safeguarding Children:

Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

'Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' (DfE 2021)

Abuse:

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or

in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse:

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

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

grooming a child in preparation for abuse Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Further information regarding the signs and indicators of abuse are set out in the DfE guidance Keeping Children Safe in Education (DfE 2021) and can be found within the School Improvement Liverpool Schools Safeguarding Handbook. This includes amongst others, the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Serious Violence, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, Peer on Peer abuse, Sexual Violence and Sexual Harassment (including sexting), Vulnerabilities to Extremism and Children Missing Education.

Mental Health and Wellbeing



Legislation

Local authorities have a duty to make enquiries under [section 47](#) of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the Children Act 1989.

[Section 175](#) of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under [section 157](#) of the same Act.

[Working Together to Safeguard Children](#) (DfE 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

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

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required:

'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' DfE 2018

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Local Safeguarding Children Partnership's Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: '[The Prevent Duty](#)' (June 2015). The guidance summarises the requirements of schools and child care providers in terms of four general themes: risk assessment, working

in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people. Given Liverpool is a priority area, schools can seek additional advice from the Local Authority's Prevent Coordinator or Local Authority's Prevent Education Officer (details in School Improvement Liverpool's Safeguarding Handbook).

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act

2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at:

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural<http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

*Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. DFE 2021*

The school will also consult the government guidance [Multi-agency statutory guidance on female genital mutilation](#) (revised 2016) and will have reference to guidance provided by the National FGM Centre [FGM Schools Guidance - National FGM Centre](#).

In addition, the school recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.)

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the [Statutory Framework for the Early Years Foundation Stage](#).

The [Teachers' Standards](#) (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.

The school and this policy also takes account of additional DFE guidance including:

- [CSE Definition and guidance for practitioners](#) DFE 2017
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#) DFE 2017
- [Disqualification under the Childcare Act](#) DFE 2006
- [Information sharing: Advice for practitioners providing safeguarding services](#) HMG 2018
- [Sexual violence and sexual harassment between children in schools and colleges](#) DFE 2021
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- [The Prevent Duty - Departmental advice for schools and childcare providers](#) DFE 2015
- [How social media is used to encourage travel to Syria and Iraq](#) DFE 2015 (Briefing note for schools)
- The [Ofsted School Inspection Handbook](#) and Ofsted guidance: [Inspecting safeguarding in early years, education and skills](#)
- [What to do if you are worried a child is being abused: Advice for practitioners](#) DFE 2015
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) DDCMS / UKCIS 2021
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- Other DFE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-colleges-childrens->

[services/safeguardinghttps://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children](https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children)

Additional DFE/Gov guidance can be found here:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Responsibilities and Expectations

Governors' Role

Copleston High School and Sixth Form has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and to monitor that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Principal and volunteer helpers). The Governing body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school. The named Safeguarding Governor must be up to date with their safeguarding training to enable them to carry out the role. If the Safeguarding Governor is unable to carry out their role for an extended period of time, the responsibilities of Safeguarding Governor would transfer to the Chair or Vice Chair of Governors.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (DFE 20212021)

Key Staff

Senior Designated Safeguarding Lead (DSL): Henry Palmer

Alternate Senior DSL: Clair King

Trust Safeguarding Lead: John Everson

DSL trained staff within school: Paul Walker, Marcus Bennett, David Leach, Natalia Horsfield, Jenna Halesworth, Tracy Pilkington, Emily Barlow, Naomi Rozier, Maggie Naseri, Danni Capon, Lauren Hawtin

Named Safeguarding Governor: Sarah Anderson

Henry Palmer is also the school's PREVENT lead and is the school's e-safety lead.

Staff Role

- Contribute to ensuring students learn in a safe environment.
- Maintain the belief that *'it could happen here'*.
- Read and understand as a minimum Part 1 of the DFE guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truancing and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who: - is disabled and has specific additional needs
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school of college and/or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse of exploitation in situations outside of their family home. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Understand that where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff should be aware of how these experiences can impact on a child's mental health, behaviour and education.
- Understand that all staff play an important part in working to prevent sexual harassment, online sexual abuse and sexual violence between children. Staff will assume that these behaviours are happening in our school and will work as part of a whole school approach to address such issues, including via the curriculum. Staff will understand how to handle reports of sexual violence or harassment.
- Staff must ensure that they appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or in their absence a senior member of staff.
- Ensure that they record their concerns using My Concern Records will note the difference between fact and opinion. The child's voice will be made clearly evident.

- Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.
- Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.
- Report any concerns (including those which might be considered to be low level concerns) without delay about the behaviour of an adult towards a child to the Principal, Designated Safeguarding Lead, Chair of Governors or if required the Local Authority Designated Officer for Allegations against Staff.
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. or if it appears that the school is not taking effective action in line with expected procedures. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.
- Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the [Guidance for Safer Working Practices for Adults Working with Children](#) (2019)
- Be aware safeguarding issues can manifest themselves via peer on peer abuse.
- Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff
- Understand that it may be appropriate to discuss with the Principal matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.
- Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.
- Be aware that if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform their Principal.
- Be aware that they should inform their Principal of any cautions, convictions or relevant order accrued during their employment, and/or if they are charged with a criminal offence.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse.
'Children with special educational needs (SEN) and disabilities (SEND) or certain health conditions can face additional safeguarding challenges. This can include:
 - *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;*
 - *these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children*
 - *the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and*
 -
 - *communication barriers and difficulties in overcoming these barriers.'* (DFE 2016)

The DFE has provided additional practice guidance '[Safeguarding Disabled Children](#)' DFE 2009.

- Have access to the school's managing allegations against adults procedures and whistle blowing policy. In addition, The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)
- Have access to [What to do if you are worried a child is being abused 2015: Advice for practitioners](#) DFE 2015
- Understand that any indication of failure to follow any of the procedures set out within this policy will led to a formal investigation by the school.
- Provide a half termly update to staff of current issues and useful resources.
- Update DSLs and pastoral leaders weekly with relevant updates.
- Deliver a half termly assembly to all students and a termly session to all staff.

The Principal's Role:

- The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DFE 2021) are followed in line with the school's Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and/or the Teaching Regulation Agency as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- They liaise with the designated safeguarding lead in respect of any concerns raised about staff or volunteers which do not meet the harm threshold and are dealt with by means of the low level concerns policy or procedure
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DFE, 2021) and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training and who also have the role explicitly referenced within their job description.
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- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- The RSHE / PSHE / safeguarding curriculum is appropriately sequenced to ensure children are taught about key issues in a planned and age/stage appropriate way, building on previously knowledge as they move through the school.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met.
- The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks are made on visiting speakers and monitoring and filtering is in place across the school's IT systems. All staff have had opportunity for Prevent training either through face to face training or access to online resources:

Senior DSL Role:

- **Manage referrals**
- **Work with others**
- **Undertake training**
- **Raise Awareness**
- **Providing support to staff**
- **Understanding the views of children**
- **Holding and sharing information**

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school and that this training takes place at least every two years. In addition, the DSL will ensure further training is disseminated to staff through the year. This will be drip fed in all staff sessions, regular bulletins, emails from time assemblies. There will also be an expectation of all staff to complete a series of online training modules (on a variety of topical issues relevant to our context) and a staff survey and quiz every year.

It is mandatory that all staff are familiar with the KCSIE pt 1 and the Professional Code of Conduct and ensure that their practice adheres to the expectations outlined. This is accessed, downloaded and ticked off virtually via My Concern.

In addition, My Concern has over useful national and local policies which are relevant to every teachers safeguarding responsibility within school. Many of these polices are also on the school website and include: Anti-Radicalisation, Use of Restraint and e-safety.

The DSL and their Alternate can deliver safeguarding within school provided they are linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff. The DSL is required to attend or ensure that a senior member of staff who has the relevant training (including all LOLs) and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is also required to complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its safeguarding requirements under sec 175/157 of the Education Act (latest edition) for both maintained and independent schools.

The Senior DSL and Senior designate are the only ones who complete MARF referrals and file disclosures made on My Concern.

DSL trained staff within school:

The DSL training is a highly valuable source of professional development for all our pastoral

leaders within school. Developed by safeguarding leads within Suffolk CC, the training encompasses many contextual issues and also develops invaluable networks within the area. As heads of year these staff are regularly exposed to high level safeguarding issues, often being the first to receive disclosures via professionals meeting and contact with parents.

These staff are not expected to make safeguarding referrals (police intel, MARF, Inclusion service) nor file MyConcern disclosures. However they will be expected to support the Senior DSLs in the documentation for these.

Key Principles

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE 2021) reminds us that all staff should maintain an attitude of *"it could happen here"* where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. *'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'* (DfE 2021)
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- *'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.'* (DFE 2021)
- All staff have responsibility to report their concerns about a child **without delay via My Concern**. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. *'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'* Working Together to Safeguard Children (DfE 2018)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

Communicating with parents and visitors

The school is committed to the principles of Working Together to Safeguard Children which states that a *'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.'*

The following statement is provided to parents/carers so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to identify risky, unsafe or problematic situations, how and when to seek help, how, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.'

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'

The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the headteacher or Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing our visitors book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and throughout the school.

What to do if you are concerned about a young person

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Concerns about a child or young person can arise in a couple of ways: it may be through a disclosure that a child makes about themselves or someone else, or it may be through an observation (something seen and/or heard) of a child or young person.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ☒ **Do** stay calm and listen carefully.
- ☒ **Do** reassure them that they have done the right thing in telling you.
- ☒ **Do not** investigate or ask leading questions.
- ☒ **Do** let them know that you will need to tell someone else.
- ☒ **Do not** promise to keep what they have told you a secret.
- ☒ **Do** inform your Designated Safeguarding Lead as soon as possible.
- ☒ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position. Use the child's own words to record the disclosure.
- ☒ **Do not** include your opinion without stating it is your opinion.
- ☒ **Do** refer without delay.

Copleston High School's recording is all done via MyConcern. This is accessible via the schools VLE homepage or online. Staff need to bear in mind that their concern recording form in some cases be used as evidence in court and they should be mindful that the information they record is factual and written in the child's own words.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Principal. Where those concerns relates to the Principal, however, this should be reported to the Chair of Governors.

Please refer to the following policies for more information:

- Anti-bullying
- Drug Education and Drug Incidents
- Behaviour for Learning
- Policy for prescription and non-prescription drug taking on school site

Issuing of Part time and tuition alternative to mainstream education

In the recent 'Working together to improve attendance' document the stance of the government on alternative timetables is very clear;

43. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable should not be used to manage a pupil's behaviour.

44. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a parttime timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

In these situations where the allocation of an alternative package is appropriate and justified meetings will be held with a parent. A contract will be written and signed by all parties. Any medical information can and should be shared if applicable. Then regular reviews of this package must take place and be formally observed with a review contract. Realistic dates as to when the contract will finish must be set and a completion contract to support the student in their journey back into school must be then completed. All three contracts are in the appendix.

Record keeping and the Transfer of files

All physical safeguarding files should be kept in folders for individual students in a locked cupboard. Only the DSL, their Alternate and the school's Safeguarding Administrator has access to this cupboard. When a student with a safeguarding file leaves Copleston, his or her folder must be transferred to the new education establishment as soon as possible. The school must ensure the secure transit of the file and confirmation of receipt should be obtained.

Information Sharing

Sharing information is an intrinsic part of any frontline practitioner's job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may be critical to keeping a child safe.

Please refer to the following policies:

- e-safety
- Acceptable Use of ICT and mobile phones
- Searching, Screening and Confiscation

The Principles of Information Sharing

The principles set out below are intended to help practitioners working with children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt. **The most important consideration is whether sharing information is likely to safeguard and protect a child.**

- **Necessary and proportionate**

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act (latest edition) requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

- **Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

- **Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

- **Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

- **Timely**

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

- **Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

- **Record**

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

Please refer to the HM Government's 'Information Sharing' (latest edition) for further information.

Staff Conduct and Professional Responsibility

While we as a school wish to foster and promote positive relationships between staff and students, all staff must remember that they are a role model for children and young people. School staff often spend more time with a child than their parents, and this means that staff are expected to be professional and responsible when working with children and young people.

Staff should bear in mind the need to pay attention to their behaviour, language and appearance. At Copleston we use the latest *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education* document as our Code of Conduct and staff should familiarise themselves with this document and the expectations that it lays out. The school's ICT Acceptable Use policy outlines the school's expectations regarding staff communications on social media, and staff should ensure that they are familiar with the policy to ensure that it is adhered to.

In addition, Copleston has a staff dress code and all staff members are expected to adhere to this code.

It is an offence (under the offence of The Sexual Offences Act – latest edition) for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if she/he does not teach the child.

All digital communications with students/parents/carers should be on a professional level and only carried out using official school systems. Expectations for teachers' professional conduct are set out in 'Teachers Standards (latest update)'. Ofsted's online safety inspection framework reviews how a school protects and educates staff and pupils in their use of technology, including the measures that would be expected to be in place to intervene and support should a particular issue arise.

- Users must immediately report, to the nominated person – in accordance with the school policy, the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Any digital communication between staff and students or parents/carers (email, social media, chat, blogs, VLE etc) must be professional in tone and content. These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or social media must not be used for these communications.
- Students in KS3 and above will be provided with individual school email addresses for educational use

If a member of staff is concerned about their own safety and well-being, they should speak either to the Principal or to the school's DSL.

Managing Infatuations and Crushes

It is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a crush or infatuation. As per the latest edition of the Guidance for Safer Working Practice, staff should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

The school has a clear protocol for managing infatuations and crushes which has received local authority approval and this should be adhered to if the need should arise.

Please see the document 'Protocol for dealing with Infatuations and Crushes' for further information and advice.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Principal. In the case of the allegation being made against the Principal this will be brought to the immediate attention of the Chair of Governors. The Principal /Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependent on the allegation being made, the Principal need to:

- ☒ Refer to the LADO immediately and follow up in writing within 24 hours. Suffolk has a LADO referral form which must be completed. The school has its own recording for which should be completed
- ☒ Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ☒ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ☒ Consider the rights of the staff member for a fair and equal process of investigation.
- ☒ Ensure that the appropriate procedures are followed in accordance with Keeping Children Safe in Education (latest edition)
- ☒ Act on any decision made in any strategy meeting or evaluation meeting.
- ☒ Advise the appropriate agencies (e.g. Independent Safeguarding Authority) where a member of staff has been dismissed as a result of the allegations being founded.

Low Level Concerns

Our school recognises that there may be times when there are concerns about a professional's behaviour which do not meet the harm threshold as set out in section 15 of this policy. This includes third party staff and volunteers. Concerns such as this may arise in several ways and from a number of sources. Examples of this may be:

- suspicion, complaint or disclosure made by a child, parent or other adult within or outside of our school; or
- as a result of vetting checks undertaken during recruitment

Our school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. Creating this culture in which all concerns are shared responsibly, in a timely way with the right person, and are recorded and dealt with appropriately is critical to effective safeguarding practice. This culture enables the school to identify concerning, problematic or inappropriate behaviour at the earliest possible stage, minimises the risk of abuse and ensures that all adults working in or on behalf of the school are clear about professional boundaries and act within these, in accordance with our ethos and values. This culture also empowers individuals to share concerns with key staff about their own behaviour at the earliest possible opportunity.

The term 'low level concern' does not mean that the behaviour is insignificant. It means a behaviour towards a child which does not meet the threshold set out in section 15 of this policy and part 4 of Keeping Children Safe in Education 2021. A low level concern is any concern (no matter how small, and even if no more than causing a sense of unease) that an adult working in or on behalf of the school may have acted in a way that:

- is not consistent with the staff code of conduct, including conduct outside of the workplace, and/or
- does not meet the allegations threshold or is otherwise not considered serious enough for a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, • using inappropriate sexualised, intimidating or offensive language.

Behaviours which are not consistent with the standards and values of our school, and which do not meet the expectations set out in our code of conduct for staff, must be addressed. Behaviours such as this, can exist on a spectrum from inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is essential that concerns such as this are shared responsibly and with the right person, and that they are recorded and dealt with appropriately. Effective reporting and management of such concerns also protects staff from potential false allegations of misunderstandings. Concerns should be shared as soon as is reasonably possible, and ideally within 24 hours of becoming aware of a problem, however it is never too late to share a concern.

Occasionally a member of staff may find themselves in a situation which could be

misinterpreted, or may appear compromising to others. Equally, a member of staff may have behaved in a manner which, on reflection, they consider to fall below the standards set out within our code of conduct for staff. Self-reporting such circumstances is actively encouraged as it allows issues to be dealt with at the earliest opportunity and it is an important means of maintaining our culture of everyone aspiring to have the highest standards of conduct and behaviour.

Staff do not need to be able to determine whether their concern is a low level concern, or if it would be dealt with under our managing allegations policy. Staff must simply be empowered to share their concern. The determination regarding process will be made by the designated safeguarding lead and Principal.

Low level concerns should be reported in writing to the designated safeguarding lead. Where a low level concern is in relation to the designated safeguarding lead, it should be shared with the Principal.

If a report of a low level concern is received, it will be dealt with responsively, sensitively, and proportionately. Where a concern is reported, the designated safeguarding lead should collect as much evidence as possible by speaking directly with the person who raised the concern (unless it has been raised anonymously), and by speaking to the individual involved along with any witnesses. The information collected will help to categorise the behaviour and determine what further action may need to be taken. Support and advice will be provided to ensure any identified behaviours can be corrected at an early stage.

All low level concerns will be recorded in writing by the designated safeguarding lead and this record should include the details of the concern, the context and the action taken, including the rationale for any decisions. Records must be kept confidential and held securely in line with the Data Protection Act 2018 and the UK General Data Protection Regulation. Records will be kept in individual personnel files and will be retained for the duration of the individual's employment. Records will be kept in staff personnel files for the duration of employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, school will decide on a course of action either through our disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, referral to LADO.

The designated safeguarding lead will regularly and effectively communicate with the Principal, all low level concerns reported to them, along with the outcome of the concern. This is to ensure there is appropriate scrutiny and analysis of information in order to agree at what point a series of low level concerns or a pattern of behaviour would escalate and meet the threshold set out in section 15 of this policy and part 4 of Keeping Children Safe

in Education 2021. These meetings will be held with the Principal immediately after any concern is raised.

Low level concerns will not be included in references unless they relate to an issue which would normally be included in a reference. Paragraph 423 of Keeping Children Safe in Education specifies: *“However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.”*

Training

It is mandatory for all staff to receive safeguarding training at least every two years, we endeavor to achieve this every year.

We will, in addition, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people’s welfare to all newly appointed staff and volunteers. In addition, PREVENT, e-Safety, Restraint and FGM training for staff will be delivered as and when is necessary to existing and new staff. As new members of staff join, they will receive an invite to MyConcern and a MS Stream link to the All staff Safeguarding training. There will also be instructions how to access the Local policies section on MyConcern which includes all of the key documents (PREVENT, Code of Conduct, KCSIE, Safeguarding policy).

Our Designated Safeguarding Lead and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.

At Copleston High School and Sixth Form we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training and that all of our staff are appropriately qualified and have the relevant employment history and

checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. Our recruitment practice is in line with the guidance stipulated in 'Keeping Children Safe in Education' (latest edition).

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaged in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children;

or

- engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate

In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Staff whose job roles require them to visit primary schools, such as the primary to secondary transition, the Principal and other specified staff, are required to complete a staff disqualification declaration to confirm that they are not disqualified in relation to the Childcare (Disqualifications) Regulations (latest edition).

Please refer to the latest edition of Keeping Children Safe in Education (point 95).

Guidance on Visitors to School

Copleston High School expects all of its visitors and volunteers to be equally committed to promoting a safe environment for students and staff. All staff have responsibility to ensure that visitors to the school are properly welcomed and managed within school.

In line with the 'Keeping Children Safe in Education' (latest edition) guidance, schools and colleges must obtain written notification from any agency, or third party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.'

Schools do not have the powers to request DBS checks for parents or other visitors attending events such as sports days.

Any visitor to the school must sign in via the automated Ipad screen in reception. This will

generate a sticker, which ALL must wear for the duration of their visit. Their DBS status must be indicated as part of this sign in and will be clearly visible on the sticker. Any visitor with a DBS check must have had this confirmed by HR prior to their visit. Only then are they able to enter the school and walk unaccompanied. If the visitor has had no confirmed DBS check then they cannot be left unsupervised and the member of staff they are visiting is responsible for them and must monitor their whereabouts at all times

At no time should a DBS be checked by reception staff.

Yellow safeguarding leaflets are situated beside the signing in ipad and reception staff advise visitors to take one to read.

When leaving the visitor must sign out, via the screen and discard the sticker.

Please refer to the school's 'Managing Visiting Speakers' policy for further guidance.

School Trips

If staff are taking students out on a school trip, the trip leader must pay due regard to the procedures in place for ensuring that safeguarding is given priority in the planning, execution and evaluation of the trip. The School's safeguarding procedures must be adhered to at all times even when away from the school site and issues must be dealt with in a timely manner. All trip packs contain details of how a trip must address safeguarding and it is the trip leader's responsibility to manage this.

Use of Restraint

Copleston High School has a Use of Restraint policy which adheres to governmental guidelines regarding using reasonable force.

Section 93 of the Education and Inspections Act (latest edition) enables all school staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury or damage to property;
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

The school promotes an ethos via its Behaviour Policy of positive behavior management and reasonable force will only be used as a last resort. It is always unlawful to use force as a punishment.

Full details can be gained from our Use of Restraint policy.

Searching, Screening and Confiscation

Copleston has a Searching, Screening and Confiscation policy which is in line with the latest DfE guidance. The policy explains the schools' powers of screening and searching pupils so that

school staff have the confidence to use them.

Confiscation of mobile phones and their footage

- Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006) <https://www.legislation.gov.uk/ukpga/2006/40/section/94>
- School staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

78. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

- The DfE guidance allows schools to search a pupil's phone if we have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.
 - If they are confiscated, parents/carers will be contacted to collect the phone/device
- 76. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.*
- Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.
 - Such conduct includes, but is not limited to:
 - Sexting
 - Upskirting
 - Threats of violence or assault. This includes fights
 - Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Please refer to the policy for full details.

Current Safeguarding Issues

The following safeguarding concerns, actual or suspected, should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which are available can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Copleston High School and Sixth Form does not condone practices that are illegal and which are harmful to children.

Forced Marriage

Copleston High School and Sixth Form does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's Social Care.

Honour Based Violence

Honour based violence¹ is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community². It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage.

Where it is suspected that a child/young person is at risk from Honour based violence Copleston High School and Sixth Form will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Copleston High School and Sixth Form is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

[http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20\(2\)%20\(2\).doc](http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20(2)%20(2).doc)

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Ritualistic Abuse linked to spirit possession

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

<http://www.dcsf.gov.uk/everychildmatters/download/?id=661>

Children Missing Education

"Basic to safeguarding children is to ensure their attendance at school." (*OFSTED 2002*).

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Copleston High School and Sixth Form we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education and/ or because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

<http://www.suffolk.gov.uk/EducationAndLearning/CaringForChildrenAndYoungPeople/ChildrenMissingEducation.htm>

http://www.dcsf.gov.uk/everychildmatters/_download/?id=720

Children in Care (CIC) (formally looked after children – LAC)

Children in care face additional vulnerabilities given the circumstances of their living arrangements. These additional vulnerabilities are:

- Organised abuse
- Risk of sexual exploitation
- Children who pose sexual risk or violent young people.

Staff should be explicitly aware of who our children in care are, and report any concerns to the SDP or her Alternate (or directly to Social Services) immediately.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people, that some young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision or protection of additional services. At Copleston High School and Sixth Form we will ensure our policy for managing this issue links to the available protocol.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/SSCB%20Working%20with%20sexually%20active%20young%20people%20protocol%20Final%20Version%2001%2002%2008.doc>

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks as a result of negative attitudes and '*created vulnerability*'. This may lead to disabled children having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*).

Research has found that disabled children are three to four times more likely to be abused and neglected than non-disabled children (Jones et al 2012; Sullivan & Knutson 2004); are more likely to experience multiple types and occurrences of abuse (Sullivan and Knutson 2000) and have a prevalence rate of 20% for experiencing physical violence, 14 % sexual violence, 18% emotional abuse and 9.5% for neglect (Jones et al 2012).

<https://learning.nspcc.org.uk/media/1200/safeguarding-disabled-children-england.pdf>

At Copleston High School and Sixth Form we will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this, we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access

to specialist staff in the event they have concerns regarding the abuse of a disabled child.

<http://www.dcsf.gov.uk/everychildmatters/download/?id=6195>

Domestic Abuse

The Government defines domestic abuse as” *Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality*”

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, Copleston High School and Sixth Form will report our concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

http://www.onesuffolk.co.uk/scb/procedures/Significant_Harm#2:domestic

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- ☒ A parent.
- ☒ A person who is not a parent but has parental responsibility.
- ☒ A close relative.
- ☒ A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Copleston High School and Sixth Form to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

<http://www.onesuffolk.co.uk/scb/procedures>

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.

Child Exploitation and e-Safety

Children and young people can be exploited through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people, Copleston High School and Sixth Form will ensure that we have in place appropriate measures such as security filtering, and an Acceptable Use Policy linked to our e-Safety policy.

We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

Our e-Safety policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency. We will follow the e-safety flow chart in our Acceptable Use Policy to follow up and report incidents of e-safety.

The school has identified an e-safety coordinator, Michelle Crofton-Sleigh, who is the Alternate Designated Safeguarding Lead. She will, in liaison with the ICT manager, ICT Manager, record and report incidences of e-safety to the County's e-safety team as required.

Cyberbullying

Cyberbullying, like all forms of bullying, is not tolerated at Copleston High School and Sixth Form. Cyberbullying will be investigated using our procedures as laid out in our Anti-Bullying Policy. Furthermore, we will use the e-safety flow chart to follow up incidents, where appropriate. Please refer to our Acceptable Use of ICT and our Anti-Bullying Policies.

<http://www.onesuffolk.co.uk/scb/procedures>

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Procedures/e-safety%20strategy.pdf>

Online safety guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/490001/Social_Media_Guidance_UKCCIS_Final_18122015.pdf.pdf

Sexting

Sexting is when a young person takes an indecent image of themselves and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act (latest edition).

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

Teenage Relationship Abuse (Peer on Peer Abuse)

Teenagers experience as much relationship abuse as adults. Several independent studies have shown that 40% of teenagers are in abusive dating relationships. Domestic violence is still a 'hidden' issue in our society; and it is even more so for teenagers. This is exacerbated by the fact that adolescents can be more accepting of, and dismissive about, this form of behaviour than adults.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/teen-abuse-teachers-guide.pdf

Allegations of abuse against another student (peer on peer / child on child abuse) including issues of sexual violence and harassment

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member. This is most likely to include, but not limited to: abuse within intimate partner relationships; bullying (including cyber bullying); serious violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Staff should recognise that children are capable of abusing their peers and that not all children will find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised.

The DFE states 'The school's or college's initial response to a report from a child is incredibly important. How the school or college responds to a report

can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.'

Staff must act on the assumption that children may be experiencing sexual violence or harassment, even if there are no specific reports of such behaviour. Staff must ensure that they challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls or any other vulnerable group of children. Behaviours by children should never be passed off as 'banter', 'having a laugh' or 'part of growing up' as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues. Our school will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

Records of allegations and findings are kept on My Concern software.

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff. Behaviours can happen in school, online or in the community and are most likely to include, but not limited to:

- abuse within intimate personal relationships between peers;
- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- serious violence;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nudes and semi-nude images or videos;
- upskirting, which typically involves taking a picture under a person's clothing without their permission;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; and
- sexting and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and many also include an online element).

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT+ or perceived to be, may also be targeted by their peers and harassed or assaulted.

Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS', 'Brook' and 'Barnardo's'. A risk assessment may need to be in place. The school curriculum will support young people

to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

Additional guidance is available on the NSPCC website:

<https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse>

Mental Health

Work on supporting our vulnerable young peoples mental health is everyone's responsibility. Regular assemblies, material on the school website and work from our Well being consultant regularly share this message. The Anna Freud resources are used a lot: <https://www.mentallyhealthyschools.org.uk/resources/>
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Gangs and Youth Violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Gender based violence/violence against women and girls (VAWG)

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Child-on-child abuse policy

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

In April 2021, the Government [announced](#) a major review into sexual abuse in education settings alongside a dedicated helpline to provide support and guidance to adults and children who have been victims of abuse. This builds on the publication of the Government's [Tackling Child Sexual Abuse Strategy](#) in January of the same year. The Strategy is intended to galvanise a whole-system response that brings together agencies, sectors and society to tackle child sexual abuse, as well as a focus on prevention and early intervention.

Reference must be made to the RSHE curriculum for September 2022, which covers these themes.

NSPCC helpline: The new dedicated, confidential helpline will be run by the NSPCC and is available to current or past victims as well as parents, carers or professionals with concerns. The dedicated NSPCC helpline number is 0800 136 663

NSVRC: Gives advice over how to talk about consent. <https://www.nsvrc.org/blogs/how-parents-can-talk-their-kids-about-consent>

This abuse is unacceptable and is never tolerated or passed off as ‘banter’ or ‘part of growing up’. All reports must be put on MyConcern and be passed to the DSL immediately and investigated. When reports of sexual violence or sexual harassment are made, the school will act in accordance with the most recent Part 5 of Keeping Children Safe in Education. Police, parents will be informed and sanctions will be issued.

Preventing Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children’s homes. Statutory guidance has been published and came into force on 1st July 2015.

The Counter-Terrorism and Security Act (latest edition) also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015, many local authorities already have Channel panels set up in their area.

School leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, eg. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers

- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Copleston High School and Sixth Form is a safe place to learn and work.

Copleston High School and Sixth Form has a separate Anti-Radicalisation policy which can be referred to in order to gain a fuller picture of the school's approach to its PREVENT duty.

SIGNS OF GANG INVOLVEMENT

What is a gang?

A gang is usually considered to be a group of people who spend time in public places who:

- See themselves (and are seen by others) as a noticeable group, and
- Engage in a range of criminal activity and violence.

They may also have any or all of the following features:

- Identify with or lay a claim over territory;
- Have some form of identifying structural feature and;
- Are in conflict with other similar gangs

Risk Indicators include

- Poor self-image/self esteem
- Experimenting with drugs or alcohol
- Poor mental health
- Eating disorders
- Self-harm
- Changes in behaviour e.g, secretiveness
- Parental domestic abuse
- History of neglect/physical/sexual abuse
- History of domestic violence
- Reduced contact with family and friend
- Unaccounted money and gifts
- Missing from home and/or education
- Being a Child in Care
- Obtaining a sexually transmitted disease

STAFF AWARE OF ONE OR MORE RISK INDICATORS



INFORM PASTORAL TEAM

(HOY / AHOY / Director of Learning)



Pastoral Team review their knowledge of identified student



Contact Family

**Inform Safeguarding Team via
MyConcern**

Safeguarding Team to use The Gang Activity Toolkit

Safeguarding Team contact the

Suffolk Police Gang Team

on 101 to share information

Early help - some of the resources we use.

- Breakfast club,
- SES,
- Diversion programme,
- EWO,
- Food bank applications,
- Free uniform provision,
- Hygiene bank,
- Macmillan,
- Ormiston families – breaking barriers,
- PMHW,
- School nurse,
- Solution based therapy,
- Suffolk Young Carers,
- Turning Point,
- Wellbeing consultant,
- Wellbeing hub,
- Youth Gang Prevention Unit,

Amongst many others.



Alternative package contract

| | | |
|---------------------------------|---------|------------------------------------|
| Student Name: | DOB: | Year Group: |
| School: Copleston High School | | |
| Tick all appropriate: | Medical | SEN Support |
| | | EHCP |
| | | LAC |
| Reason for Alternative package: | | |
| | | |
| | | |
| Timetable Start Date: | | Timetable Review Date: Fortnightly |
| Date of Return to Full Time: | | |

Agreed Programme: See attached

| Times/Periods | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--------|---------|-----------|----------|--------|
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|------------|--|------------------|
| Agreed by: | | Signed by Pupil |
| | | Signed by Parent |
| | | Signed by School |

I understand that by signing this form I am agreeing to my child being out of school for a short period of time. I also agree to take responsibility for my child's safety and wellbeing during the hours highlighted above when my child is not required to be in school. I agree to accepting telephone calls to check that my child is present and under my supervision, and is doing the work set. If at any time during the duration of the agreement I feel I am unable to continue to support my child at home, I agree to contact the school as soon as possible to arrange for the review meeting to be brought forward.

Documents attached:

| | |
|--|------------------------|
| | Attendance Certificate |
|--|------------------------|

| | |
|--|--------------------------------|
| | |
| | Medical Evidence |
| | Any other supporting documents |



Alternative package review

| | |
|------------------------------|--|
| Review Date: | |
| Comments About Progress: | |
| | |
| | |
| | |
| Date of Next Review: | |
| Date of Return to Full Time: | |
| Location of Next Review: | |

Updated Programme:

| Times/Periods | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--------|---------|-----------|----------|--------|
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| Agreed by: | | Signed by Pupil |
| | | Signed Parent |
| | | Signed by School |

I understand that by signing this form I am agreeing to my child being out of school for a short period of time. I also agree to take responsibility for my child's safety and wellbeing during the hours highlighted above when my child is not required to be in school. I agree to accepting

telephone calls to check that my child is present and under my supervision, and is doing the work set. If at any time during the duration of the agreement I feel I am unable to continue to support my child at home, I agree to contact the school as soon as possible to arrange for the review meeting to be brought forward.

Documents attached:

| | |
|--|--------------------------------|
| | Attendance Certificate |
| | Medical Evidence |
| | Any other supporting documents |
| | Staff informed of plan |



Return to full Timetable

| | | | | | | | |
|---------------------------------|---------|-------------|--|-------------|--|-----|--|
| Student Name: | | DOB: | | Year Group: | | | |
| School: Copleston High School | | | | | | | |
| Tick all appropriate: | Medical | SEN Support | | EHCP | | LAC | |
| Reason for alternative package: | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Full reintegration Date: | | | | | | | |

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|-------------------------------|
| Potential barriers to return: |
| |
| |

| | | |
|------------|--|------------------|
| Agreed by: | | Signed by Pupil |
| | | Signed by Parent |
| | | Signed by School |

I understand that by signing this form I am agreeing to a full return back to school. Following my timetable and adhering to the school rules.

Have students been given:

| | |
|--|--|
| | Copy of timetable |
| | Report card |
| | In school point of contact. Break/Lunch. |



Have staff been informed of plan