

SAFEGUARDING & CHILD PROTECTION POLICY

Role	<i>Designated Person for Child Protection</i>	<i>Deputy Designated Teachers</i>
Name	<i>Mrs S Herridge</i>	<i>Mrs L Blazeby and Ms S Totty</i>
Contact via	<i>Head Teachers office Main school office Tel 0208-304-8311</i>	<i>Head Teacher's office Main school office Tel 0208-304-8311</i>

Our 'Named Governor' with special responsibility for child protection is Mrs J Greene-Steward

Date: _____ December 2016 _____

Signed by Headteacher
Mr Desmond Deehan: _____

Signed on behalf of the Governors: _____

Date of next Review: _____ December 2017 _____

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the **London Safeguarding Children Procedures**. This policy also reflects the requirements of **Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education September 2016 DFE**.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes and this includes regular Reviews and staff training

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Common Assessment Framework (CAF) or known locally as Bexley Front Door approach should be considered. The London Borough of Bexley 'Front Door' provides a single point of contact for those wishing to refer a child, young person and/or family for possible access for multi-agency early help services (Thriving Families service) or to Children's Social Care (CSC) as a child in need, including in need of protection.

Policy Statement

We in Townley Grammar School are committed to practices which protect children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.

Aims

We will aim to safeguard children by:

1. Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
2. Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
3. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
4. Carefully following the procedures for recruitment and selection of staff and volunteers.
5. Providing effective management for staff and volunteers through support, supervision and training.
6. We are committed to reviewing our policy and good practice annually.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
2. Ensure children know they can approach adults employed in the school if they are worried.
3. Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

Procedures

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

1. Ensure we have at least one designated teacher for child protection who has received appropriate training and support for this role.
2. Ensure we have a nominated governor responsible for child protection.

3. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Teacher(s) responsible for child protection and their role.
4. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Teacher(s) responsible for child protection.
5. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
6. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
7. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. If it proves impossible to send a representative a written report should be submitted to the child protection conference chairman.
8. Keep written chronological records of concerns about children, even if it is assessed that a referral is not necessary; and if that is the case, consider whether a common assessment should be undertaken.
9. Ensure all records are kept securely, separate from the main pupil file.
10. Follow procedures laid down by the London Borough of Bexley and LSCB where an allegation is made against a member of staff or volunteer.
11. Ensure safe recruitment practices are always followed using the Safer Recruitment Guidance document.
12. When a child transfers to another school the Designated Teacher will contact the designated member of staff of the receiving school to inform them of any concerns.

Definitions of abuse

These definitions are based on those from '*Working together to Safeguard Children 2015*' & '*London Safeguarding Children Procedures 2015*'.

Physical abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger - e.g. witnessing domestic violence
- Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts.

It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect involves 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 and development.

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Possible Signs & Symptoms of Abuse

Pupils may exhibit signs that may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. ***Guidance on recognising signs & symptoms of can be found in Chapter 4 of London Child Protection Procedures.***

What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the Designated Teacher by completing an internal safeguarding concern form and handing it directly to him/her and also explaining your concern. In the absence of the Designated Teacher, speak to the Deputy Designated Teacher. In his/her absence, speak to the most senior member of staff on the premises. Both the Headteacher and the Deputy Headteacher are contactable on their school mobile phone when not on the school premises. However, in exceptional circumstances such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care for the borough in which the children live.

The role of the Designated Teacher is to:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.

- They should also consult with London Borough of Bexley Children’s Social Care (includes the Disabled Children Services) or Safeguarding Children Service to clarify any doubts or worries
- The Designated Teacher should make a referral to Children’s Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child
- The referral should be made to Children’s Social Care in the area in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough. If the child is disabled, the referral should be made to the Disabled Children Service
- A telephone referral should be made and confirmed in writing using an inter-agency referral form within 48 hours
- When making a referral, the designated teacher should keep a written record of:
 - Discussions with child
 - Discussions with parent(s)
 - Discussions with staff
 - Information provided to Social Care
 - Advice given and decisions taken (clear times, dated and signed).
- Children’s Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.
- Following referral, Children’s Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Teacher

Suspicious will not be discussed with anyone other than those nominated above.

It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

Responding to a child making an allegation of abuse

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be share with others - do not promise to keep secrets
- Allow the child to continue at his/her own pace
- Ask questions for clarification only, and at all times avoid asking leading questions
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said using the child’s own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass this information on immediately to your Designated Teacher or Deputy Designated Teacher in his/her absence

After a child has disclosed abuse, the designated teacher should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect. If the child is at risk of immediate harm by a parent or carer, no contact should be directly made to the parent or carer in case of further harm.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) constitutes all procedures which involve the partial or total removal of the female external genitalia or other injury to the female genital organs, whether for cultural or any other non-therapeutic reasons (WHO 1995). FGM can be defined as 'Female Central Cutting' or 'Female circumcision'. We support the eradication of FGM by educating our young people on FGM.

Female circumcision carries a 14 year imprisonment penalty; if the school has reason to believe that a student is at risk of or who may have already undergone FGM, a referral will be made to Children's Social Care.

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth (see section 2.1a for further information).

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18). All staff will receive appropriate safeguarding training to ensure they understand the requirements of the FGM mandatory reporting duty.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something 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 organized crime by gangs and groups. It is important to recognize that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Forced Marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

Young people at risk of radicalization and extremism (PREVENT Duty)

From 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Townley Grammar School will ensure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

Staff will know where and how to refer children and young people for further help. The school will work closely with Bexley's Channel Panel referring causes for concern or cases at risk of radicalisation using the appropriate referral procedures.

Internet Safety

The Child Exploitation and Online Protection Centre (CEOP) is dedicated to eradicating the sexual abuse of children. Their 'Thinkuknow' programme for children and parents of all ages is dedicated in keeping children safe online and protecting them from sexual abuse and exploitation. Through the use of their educational materials we can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off.

Responding to Allegations of abuse against a member of staff, other worker or volunteer

The Bexley LSCB procedures on allegations against school staff, other workers or volunteers will be followed in all such cases. It is available on the school portal and the Bexley LSCB website.

Recruitment and appointment of workers and volunteers

Refer to standard recruitment and appointment policy for staff recruitment. In recruiting and appointing workers we, Townley Grammar School, will be responsible for following Bexley HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job
- Draw up the selection criteria and put together a list of essential and desirable qualifications, skills and experience
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience
- We will make sure that we measure the application against the selection criteria
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case(s) against information will be dealt with confidentially and will not be used against them unfairly
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport & proof of address
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job
- We will have at least two people from our organisation on the interview panel one of whom must have successfully completed the NCSL / CWDC safer recruitment training.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call
- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers

In recruiting and appointing volunteers we, Townley Grammar School will be responsible for the following:

- We will ensure that our successful applicant obtains an Enhanced DBS Certificate. We will need to see the completed certificate before we confirm them in post and record this event on the Central Register
- All long term volunteers will be asked to provide a brief written application confirming their details, experience, etc. and will be interviewed
- All volunteers with regular contact with children will have enhanced DBS checks carried out
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role

Further information regarding work experience students to be supplied by Education Business Partnership

Supervisory arrangements for the management of Townley Grammar School out of school hours activities

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Safer Working Practices Policy and Code of Conduct:

- We will keep a register of all children attending our activities
- We will keep a register of all staff / outside providers (both paid staff members and volunteers)
- Registers will include arrival and departure times
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending our activities
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful
- Staff / outside providers should not be alone in a closed room with a child
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However, our team members will be discouraged from this in circumstances where an adult or child are left alone
- All team members should treat all children with dignity and respect in both attitude, language and actions

Students who go missing on / off school site

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on school visit, each student is issued an 'identification badge' with the student's name and the school's contact telephone number in case they go missing. Procedures are in place if a student should go missing in / out of school (see **Appendix A**).

Education of students through Personal, Social, Health & Economic (PSHE) and Assemblies

Students are encouraged to safeguard themselves by being educated on drugs, alcohols, sex and relationships through PSHE and Assemblies.

Additional Support Plans (Behaviour Support)

This includes strategies that help to prevent safeguarding issues in school such as:

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for students who are allocated to a member of staff they can talk to about issues of concern or another professional, preferably a counsellor that they can talk to
- Learning Mentor that sweeps up behaviours
- Students with 1:1 Teaching Assistant support

Management of Children with Child Protection Plan or is a Child in Need (CIN)

- If a child is subject to a Child Protection Conference or a CIN the Designated Teacher will attend the conference to share any relevant information.
- If the child has a Child Protection Plan or a CIN the Designated Teacher is responsible for ensuring that the school participates appropriately in the Child Protection Plan or CIN plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with the child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan or CIN has an unexplained absence from school for two or more consecutive days, the Designated Teacher will inform the Social Worker.

Exclusions Policy

A student who physically or sexually harasses others may be excluded.

Support and Training of staff and volunteers

We, Townley Grammar School, are committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the Designated Teacher undertakes training in inter-agency working that is provided by the LSCB, and refresher training at two-yearly intervals to keep his/her knowledge and skill up to date.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at three-yearly intervals.

Record Keeping

- Department of Education guidance says that the Designated Teacher should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order
- Bexley LSCB promotes the use of a chronological record for concerns. A template is available on the school portal. http://www.bexleylscb.org.uk/bexley_policies_and_procedures.html
- If a child transfers to another school or other educational establishment, the Designated Teacher should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '*confidential, to be opened by addressee only*'
- The Designated Teacher should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form

Confidentiality

We recognise that all matters relating to child protection are confidential

- The Head teacher or Designated Teacher will disclose personal information about a pupil to other members of staff on a need to know basis only
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another
- We will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Bexley Safeguarding Children Service on this point

Working together with parents / guardians to better safeguard children

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

E-Safety in Townley Grammar School

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some students use the technologies negatively.

- In Townley Grammar School, we have a robust filter for the internet and a system for monitoring computer usage, which takes screen shots if any word from our 'trigger' list is typed. If a student is caught viewing inappropriate material on a computer or on their mobile phone via the School system during School hours, they will receive a serious sanction. However, out of School and particularly on mobile phones connected to the mobile networks, there is often no supervision, monitoring or filtering. See **Appendix B** for guidelines to support parents / guardians
- The school have a WhisperTool which enables all students to report any bullying or inappropriate behavior using this device accessible through the school's website
- Cyber-bullying is unfortunately another area which is growing rapidly. It is different from more traditional forms of bullying. Some students have 24 hour access to the internet or a mobile phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures are likely to stay online forever
- The school is committed to working within the Bexley LSCB Combating Bullying Strategy
- As with all forms of bullying, the School will deal with this in accordance with the Behaviour Policies (particularly the Anti-bullying and Cyberbullying policies), even if the cyber-bullying is happening outside School hours. A referral to the Anti-bullying Project will be made as appropriate

If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the School as soon as possible.

Whistle blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fails to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the council's whistle blowing policy.

Equality Statement

Townley Grammar School is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

Commitment of the Governing body of Townley Grammar School

The Governors of Townley Grammar School are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of Townley Grammar School. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the Governing Body of Townley Grammar School, will ensure that this Safeguarding and Child Protection Policy is reviewed on a regular basis. We will also make child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head Teacher and staff, tabled at Full Governing Body meetings.

This policy should be given to all new employees and made freely available to all staff, parents and carers.

APPENDIX A

GUIDELINES IF A STUDENT GOES MISSING

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

If a student goes missing out of school, the following steps should be taken:

- Gather other students together
- Allocate staff to search immediate area and alert local security
- If a student is missing for more than 20 minutes,
- Contact school to say which measures have been taken
- Ensure that there is good two way communication established with a range of phone lines
- Notify the police / security
- If a student continues to be missing,
- Send other students accompanied by staff back to school (if possible), in bus, cabs asking school to send transport, and additional staff to help search
- School alert parents after 30-45 minutes and keep them posted
- School alert London Borough of Bexley Deputy Director for Schools and Educational Improvement
- Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police
- Try to secure radio and TV help

Ensure all staff are aware of these procedures.

On outings, always take a school mobile phone leaving the number of the phone you have taken with the school office.

Ensure that the school has the numbers of any other phones you have on the trip and make sure these are **ON**.

Do not hesitate to alert school when there is a problem.

If a student goes missing in school, the following steps should be taken:

- Let the main office / Headteacher know immediately
- One member of staff must go to the roadside to search
- One member of staff must circumnavigate the grounds
- One member of staff must search all rooms inside
- Let all these people know when the student has been found
- If the student remains missing, school should alert parents after 30 – 45 minutes and keep
 - them posted

Avoid any blame culture, celebrate the success of the mission when the student is found and learn from the investigation.

Headteacher to evaluate what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.

APPENDIX B

E-SAFETY GUIDELINES FOR PARENTS / GUARDIANS

Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible.

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at www.candp-s.com/familysafety - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls on a Windows Vista, Windows 7, Windows 8 or Mac computer to restrict specific web sites and also the time when the computer can be used.
3. Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed they are often much more able than adults at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones - for example, setting expectations that computers are off at 10pm and phones aren't used at mealtimes or ½ hour before bedtime (and not once in bed!).

***How a parent/carer can ensure that their child's online experience is safe.**

1. **Learn** - Find out more about online threats
2. **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall.
3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
4. **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer.
5. **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally – encourage each child to learn to type.

**(Culled from www.candp-s.com/familysafety)*

This information can be accessed via the school website.

GLOSSARY

Common Assessment Framework

This can be accessed via the internet by anybody who wishes to see it.

Designated Teacher

Their role is to obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.

DBS

Disclosure and Barring Service (Formerly the Criminal Records Bureau/CRB)

EBP

Education Business Partnership

LSCB

Local Safeguarding Children Board

PSHE

Personal, Social, Health and Economic

Learning Mentor

This is an additional level of support for those with exceptional/unusual behaviour support needs. Usually dealt with through the existing pastoral system i.e. Learning Managers, Student Services.