



Safeguarding at Langley Grammar School

September 2020

Safeguarding Statement

At Langley Grammar School the health, safety and wellbeing of all students is of paramount importance. One of our main responsibilities is the protection of the students in our care and the provision of a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of each individual.

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Safeguarding at Langley Grammar School

At Langley Grammar School the wellbeing and safety of all students is of paramount importance. The Governing Board takes seriously its responsibility under Section 175 of the Education Act (2002) to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff at Langley Grammar School should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of each individual.

The Teacher Standards (2012) state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We recognise that the teachers and other adults at the school are well placed to observe young people and acknowledge that safeguarding incidents could happen anywhere. Consequently, all staff should be alert to possible concerns, however they are raised, and note any signs and symptoms that could lead to the early detection of child abuse.

The mutual respect, trust and confidence that develop between staff and students can lead to students wanting to discuss abuse that is occurring at home and elsewhere. Although we need to encourage partnership between home and School, the school acknowledges that the protection of the child or young person is paramount. Parents and/or carers, students and staff should be aware that the School must take any reasonable action to ensure the safety of students and there may be occasions when outside agencies are consulted before parents and/or carers.

We regularly keep up to date with national guidelines and key issues. Statutory guidance is provided within The Department for Education's document '*Keeping Children Safe in Education*' (Sept 2020). This supports the guidance within '*Working Together to Safeguard Children*' (2015) and replaces the guidance previously in the document '*Safeguarding Children and Safer Recruitment in Education*' (December 2006).

In order to ensure this responsibility is discharged effectively, a range of policies and procedures have been put into place. These are summarised in the rest of this document.

Slough Safeguarding Partnership

The former Local Safeguarding Children and Safeguarding Adults boards have now been replaced by multi-agency safeguarding partnership arrangements. The safeguarding partnership has an independent chair who provides an independent perspective, challenge and support.

The DfE statutory guidance ***Working together to safeguard children 2018*** requires that every local authority, clinical commissioning group and police force must be covered by a local safeguarding arrangement and these must be published. These arrangements are described below using Working Together guidance as headings.

The three local safeguarding partners are:

- East Berkshire Clinical Commissioning Group, Director of nursing and quality
- Thames Valley Police: Slough Borough commander
- Slough Local Authority; Statutory Directors of Childrens services and Statutory Director of Adult services, Chief executive.

These three partners form the ***Slough Strategic Safeguarding Leaders group***, which provides overall strategic leadership to the safeguarding partnership system. Each has a shared and equal duty to lead the safeguarding system in Slough.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

Further information can be found at <https://www.sloughsafeguardingpartnership.org.uk>

1. Allegations of abuse against staff or volunteers

Given their contact with young people members of staff can be vulnerable to allegations of abuse. Full details of how the School will address allegations made against members of staff or volunteers can be found in the ***Allegations against staff or volunteers*** policy.

2. Anti-bullying

Bullying involves any repeated action on the part of one or more persons that victims find extremely hurtful. The above definition excludes events that may involve so-called 'bullies' but which actually are one-off incidents where students have not realised the significance of their actions.

Bullying can take different forms and can range on a spectrum from the blatant to the exceptionally subtle. We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying or harassment of any kind is **unacceptable**. If bullying does occur, all students should be able to report it in the knowledge that incidents will be dealt with promptly and effectively.

We are a **Telling School** (see ***Anti-bullying Policy*** for details). This means that anyone who knows that bullying is happening to themselves or anyone else is encouraged and expected to tell their teachers, the Student Managers, Phase Leaders or use one of the other channels detailed in the policy. This policy has been developed in collaboration with students and staff within the school and is detailed in the Student Planner alongside a variety of other agencies for students to contact should they need other support or guidance. Additionally, there is a team of Sixth Form Anti-bullying Mentors who are fully trained to support the 'Telling School' ethos.

3. Attendance

We believe that it is vitally important that students attend school at all times; attending every session, unless prevented by something beyond a parent or carer's control, contributes significantly to students making effective progress in their school work. We expect a high level of attendance and punctuality.

The ***Attendance Policy*** notes that section 437 of the Education Act (1996) requires parents or guardians to ensure their children receive efficient, full-time education, either by regular attendance at school or otherwise. If there is no notification of a reason why a student is not in school a text or email is automatically sent to parent or carers and a response is expected from those contacted. If no response is received further action may be taken.

We would not normally agree leave of absence for family holidays that are taken outside of the published school holiday dates. We reserve the right to work with the Local Authority if attendance or punctuality becomes a cause for concern. Under S23(1) Crime and Disorder Act 2003 Fixed Penalty Notices could be issued to parents for unauthorised absence.

Poor attendance may be an indicator of vulnerability for a child. The pastoral teams are expected to remain alert to unusual or prolonged attendance issues, particularly for those students that may be deemed more vulnerable, and the Designated Safeguarding Lead (DSL) in charge of this team has had further training in safeguarding for a deeper understanding of potential issues.

4. Behaviour for Learning

Staff, students and governors of Langley Grammar School agree that **appropriate and positive behaviour** is that which promotes courtesy, co-operation and consideration in all relationships. Unacceptable behaviour is that which abuses, threatens, intimidates or injures any member of the school or local community, or which disrupts the learning of others.

We aim to promote and reward positive and acceptable behaviour, manage challenging behaviour in an assertive and non-confrontational way and encourage consistency of response to both positive and unacceptable behaviour. Further details can be found in the ***Behaviour for Learning Policy***.

5. Child Protection

All staff receive regular child protection awareness training for safeguarding issues. They are trained and certificated through online courses provided by Educare; all staff take the Child Protection Awareness and Prevent Duty modules when they start at the school and they are kept up to date by annual refresher courses. The nominated DSL and Deputy Safeguarding Leads as well as other members of the pastoral and senior teams receive targeted safeguarding training which is refreshed every two years.

Staff are kept updated about emerging national and local safeguarding themes via email, staff bulletins and Learn-Meet sessions. The range of safeguarding themes can be found in both the main body and appendices of the ***Safeguarding and Child Protection Policy***.

The policy also outlines the procedures which should be followed by staff in responding to a safeguarding disclosure or concern.

Anyone who has safeguarding concerns about another adult should report this to the Headteacher. Further details can be found in the ***Safeguarding and Child Protection policy*** and, the ***Whistle Blowing Policy***.

6. Child Sexual Exploitation (CSE), Honour-based abuse (HBA)

All staff receive specific training on Child Sexual Exploitation and Honour-based abuse which includes forced marriage and Female Genital Mutilation (FGM). They are made aware of the signs and symptoms which may indicate such forms of abuse. Staff understand that they must follow normal safeguarding procedures if they have a concern or receive a disclosure from a student regarding CSE or FGM. Further details can be found in the ***Safeguarding and Child Protection Policy***.

7. Peer on Peer abuse

It is recognised that children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms, including (but not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual 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. The gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators) is recognised, but all peer on peer abuse is unacceptable and will be taken seriously. Further details can be found in the ***Safeguarding and Child Protection Policy***.

8. Curriculum

The curriculum at Langley Grammar School supports the safeguarding of all students. Within the area of PCS (Personal and Citizenship Studies) issues such as drugs awareness, sex and safety within relationships are introduced, discussed, explored and developed at a level relevant to age. Additionally, personal safety alongside health and safety issues are explicitly taught within subjects where this is necessary; examples include D&T (tools and equipment), ICT (online safety), health issues in science, and PE (use of equipment).

9. Drug and Substance Misuse

Students are given **informed teaching and guidance** in respect of both legal and illegal substances to ensure that they become confident and consistent in making the right decisions to remain safe and healthy. Much of the teaching will take place within Science lessons and the PCS programme as part of a specialist curriculum that is age appropriate. The ***Behaviour for Learning Policy*** states clearly that the possession, use or supply of illegal and other unauthorised substances (as designated by the Headteacher) is unacceptable. The school operates a no smoking policy on the School site. Further details of the school's approach to dealing with the misuse of drugs or alcohol can be found in the ***Alcohol and Drugs Policy***.

10. Educational Visits

The school has a strong commitment to the value of learning outside the normal school day and beyond the school premises.

When opportunities exist for students to be taken to different locations to broaden their learning, the appropriate risk assessments are completed and visits are planned and conducted in accordance with DfE and other guidance. There is always at least one lead adult and all visits are authorised by the Headteacher or his designated officer. Any visitors to the school are provided with the suitable and relevant guidance (depending on the students they are working with) and are not left alone with students.

Each year a wide range of activities are arranged off the school site and/or out of school hours, which support the aims of the school. These include some or all of the following:

- Sporting fixtures
- Local visits (e.g. to places of worship, to other schools, to local theatres/cinemas)
- Day visits for particular year groups
- Residential visits
- Overseas visits
- Adventurous activities in the UK or overseas, which might be classed as higher risk

Approval of all educational visits will be taken as confirmation that the School's planning and risk management is considered appropriate and that current guidance and regulations have been adhered to. Further details can be found in the ***Educational Visits Policy***.

11. Equal Opportunities

We aim to achieve an ethos of inclusion, openness and tolerance which welcomes everyone to the school community and encourages mutual respect. We undertake to make reasonable adjustments to ensure access for students, staff and visitors (including parents) with disabilities. This not only includes physical access, but takes account wider access to school information and activities.

All members of the Langley Grammar School community are valued and students' views are actively encouraged and respected. Students are given an effective voice through the School Council and a range of other leadership opportunities. Positive role models are used throughout the school to ensure that different groups of students feel welcomed and included. Langley Grammar School aims to meet Equality Objectives as defined by the PSED (***Public Sector Equality Duty***) and can be viewed on the School website. Further information about the school's approach to equality issues can be found in the ***Equality Policy***.

12. Extremism and Radicalisation

The school has a vital role to play in protecting students from the risks of extremism and radicalisation and recognises its duty under the Counter-Terrorism and Security Act 2015 to have due regard to need to prevent people from being drawn into terrorism. This is known as the 'Prevent' duty. Staff are provided with training to help them understand what is meant by extremism and radicalisation and the indicators that may suggest a student is in danger of being radicalised. Staff are made aware of the procedures they should follow if they have a concern in this area. Further details can be found in the ***Safeguarding and Child Protection Policy***.

13. Health and Safety

The school offers a safe, secure and healthy environment for its staff, students and any visitors to its site; including governors, parents and contractors. This ***Health and Safety Policy*** is overseen by the Governors, the Headteacher and the Senior Leadership Team and is monitored regularly by the Business Manager and his team.

Staff are reminded that it is everyone's responsibility to ensure that any Health and Safety issues are referred as soon as possible to the team of site supervisors who work to assess any situations that are

reported. Their aim is to rectify any concerns as soon as possible. Termly reporting to Governors ensures that progress is constantly being made in this area.

To reinforce the correct procedures, an annual fire drill that involves the whole school takes place. An annual Fire Risk Assessment maintains standards. A Critical Incident Plan sets out clear emergency procedures for relevant staff. The monitoring of risk assessments, the monitoring of water quality and regular hazard inspections are part of the Health and Safety procedures for the school.

14. First Aid and Medical Conditions

The school has clear procedures for the **administration of first aid** and the **control of medicines**. The School maintains a list of staff trained who hold the HSE First Aid at Work Certificate and the HSE Emergency First Aid at Work Certificate. Further members of staff have undertaken basic first aid training. There are First Aid kits placed throughout the school, with some in every building in the school, and one in each of the mini buses. The contents of these are monitored by the Student Manager responsible for First Aid.

When a student is unwell or has an accident, the first port of call is the Student Support. The student is assessed by a trained member of staff and remedial action is undertaken. If necessary an ambulance will be called. All incidents are logged in an accident book and for head injuries, a 'Head Note' is issued and a parent is notified.

It is the policy of the school to only administer medicines if an appropriate form has been completed; this includes the administering of allergy-related medicines e.g. Epipens or asthma –related medicine. Dates for such medicines are tracked and parents are informed up to 3 months prior to them reaching their end dates so that new medicine can be ordered and left with the school.

If a student is suffering from a specific illness that requires specific attention, parents are asked to meet with Phase Leaders and a care plan is created. It is required that parents will keep the school up to date with any changes in medication or contact details.

15. Online Safety

The school recognises that online safety encompasses the use of a range of technologies including computers, tablet devices and mobile phones. Within the **Online Access and Safety Policy**, we recognise the need to embrace the opportunities that such technology provides but also the need to educate students about the benefits and risks. All students annually sign an **ICT Acceptable Conduct Agreement** in their school planner. All staff sign an **ICT Code of Conduct** agreement on joining the school, and further guidance is contained in the **Staff Code of Conduct**.

In common with other media such as magazines, books, videos and DVDs, some material available online is unsuitable for our students. The school will take all reasonable precautions to ensure that users access only appropriate materials and online safety training is made available to all staff.

The school uses robust filtering tools to screen and block inappropriate online content. However, due to the scale and nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. As a result we cannot accept liability for the material accessed, or any consequences of Internet access.

The school works with the Internet Service Provider and a third party security company to ensure monitoring and filtering systems are in place to protect students from online risks. These systems are regularly reviewed and updated where necessary. However, if staff or students discover an unsuitable site, they must report this to the ICT technical team. The DSL will ensure that regular checks are made to ensure that the filtering systems are appropriate, effective and reasonable.

16. Photography and Use of video

At Langley Grammar School, we ensure that photographs used in any school publications which include students will be selected carefully. Written permission from parents or carers to use photographs or videos on the school website, or school publications is obtained on entry to the school in line with the

requirements of the General Data Protection Regulation. Further details can be found in the school's **Data Protection Policy**.

17. Site Security

The following safety and security measures are in place on the school site:

- CCTV cameras monitor key areas of the school.
- Visitors to the school are directed to the main Reception.
- Entrance to the school for visitors can be gained via the main Reception.
- Visitors are given a badge if entering the main school.
- Students are required to sign out in Student Support or the Sixth Form block if leaving the site before the end of the school day.

18. Staff appointments (permanent and temporary) and induction

Enhanced (with barred list) Disclosure and Barring Service (DBS) checks are made for all new staff and offers of employment are made subject to the outcome being acceptable. The teaching status of all relevant staff is verified with the Department for Education. The School retains the right to request a further DBS disclosure from members of staff at least every three years.

In line with *'Keeping Children Safe in Education' (2018)*, the Headteacher, the Chair of Governors and other senior staff involved in recruitment have all undergone recognised Safer Recruitment Training. All new staff undergo an introduction to the School's safeguarding procedures as part of their induction. Further details of the school's recruitment and procedures can be found in the **Safer Recruitment Policy**.

19. Visitors, volunteers and contractors

The school welcomes a wide range of visitors. All are required to sign in and sign out of the school and to wear temporary identity badges. The school will exercise professional judgement according to the circumstances as to whether visitors should be directly supervised while on site.

The school will follow the guidance in *Keeping Children Safe in Education (2019)* with regard to the supervision of, and carrying out DBS checks on, volunteers working with children in school.

Any staff who work on site but are not employed directly by Langley Grammar School, such as catering staff, are required to have been recruited according to Safer Recruitment guidelines by the company that provides them. Confirmation of this is kept with the safeguarding records.

20. Whistle Blowing

The staff and governors of Langley Grammar School seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity.

If members of school staff, parents, governors or the school community at large become aware of activities which give cause for concern, the school has a **Whistle Blowing Policy**. This acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion. The policy also alerts staff to the NSPCC Whistle Blowing helpline which offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.