



NEWENT COMMUNITY SCHOOL AND SIXTH FORM CENTRE

SAFEGUARDING POLICY

Group Assigned:	COMMUNITY
Type of Policy:	STATUTORY
Date approved:	November 2017
Date for review:	November 2018
SLT Author:	AJ

SAFEGUARDING POLICY

1. INTRODUCTION

“Everyone who comes into contact with children and their families has a role to play in safeguarding children,. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating” (Keeping Children Safe in Education, July 2016)

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Safeguarding Children and Safer Recruitment in Education (Jan 2007) and ‘Allegations of Abuse made Against Teachers and Other staff’ (Oct 2012) and updated to reflect the , Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2003 and updated to reflect the guidance ‘Keeping Children Safe in Education’ 2016.

Child Protection is the responsibility of all school staff. The school will therefore:

- establish and maintain a safe environment where students feel secure, are encouraged to talk, and are listened to;
- ensure students know that there are adults in the school whom they can approach if they are worried;
- include opportunities in the PSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse.
- Newent Community School and Sixth Form Centre fully recognises its responsibilities for keeping children safe. We are aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school. Our policy applies to all staff, governors and volunteers working in the school. Staff are trained to know the signs of abuse and what to look for.

There are 5 main elements to our policy:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with students;
- raising awareness of child protection issues and equipping students with the skills needed to keep them safe;
- developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse and identifying children in need of extra help or at risk of significant harm;
- supporting students who have been abused in accordance with his/her child protection plan;
- establishing a safe environment in which children can learn and develop.

2. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of students have a responsibility to protect them. There are, however, key people within the school and the local authority who have specific responsibilities under child protection procedures. The names of those carrying responsibilities for the current year are listed on the safeguarding contact in the appendices of this document.

The role of the nominated governor for child protection is to ensure that the school has an effective policy that locally agreed procedures are in place, and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

It is the role of the governing body and the school leadership team to ensure that the designated child protection teachers are properly supported to carry out this task and that they are given time to fulfil their duties that their role demands.

The school emphasises that with the defined roles and responsibilities understood, all staff, whatever their role, may raise safeguarding concerns directly with Children’s Social Care Service or by taking advice from the Local Authority Designated Officer at the Gloucestershire Safeguarding Children’s Board.

Governor Responsibilities

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection Policy together with a Code of Conduct which details the School's expectations on staff behaviour
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- A senior leader is named as the Designated Safeguarding Lead (DSL). The named DSL is the Principal who is a member of the Senior Leadership Team. A number of other staff have completed the relevant training and are named on the Safeguarding Overview contact list. All DSLs have undertaken the 'DSL new to role' followed by biannual updates
- On appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
- All other staff have Safeguarding training updated every 3 years and annually through internal briefing sessions
- Any weaknesses in Child Protection are remedied immediately
- The Chair of Governors is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Principal
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website. The Child Protection Policy and other related, relevant guidance is available through the Staff Handbook in a dedicated section.
- The Governing Body considers how children may be taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- That enhanced DBS checks are in place for all Governors
- The staff who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training, either on-line via the DfE website or through the Local Authority, which will be renewed every 5 years
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- All other staff and governors, have child protection awareness training through briefing sessions, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a student who discloses abuse through delivery of the Awareness Raising training.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and details in the School Prospectus. Parents can obtain a copy of the school's Child Protection Policy from the School's website or on request.
- Our Lettings Protocol seeks to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are made aware of the school's child protection guidelines and procedures.
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

Governor and Senior Leadership Team Responsibilities

The governing body and school leadership team are responsible for ensuring that the school follows safe recruitment practices, including:

- ensuring the Principal, other staff responsible for recruitment and one member of the governing body completes safer recruitment training;
- ensuring the upkeep of a single central record of all staff and regular volunteers in accordance with government guidance

Designation Safeguarding Lead Responsibilities

The Principal has overall Designated Safeguarding Lead oversight responsibilities. The Student Support Officer, who is line managed by the Principal, undertakes operational safeguarding actions in response to safeguarding

Safeguarding Policy –Nov 22017

issues at the school in consultation with the Principal and other appropriately trained members of the Senior Leadership Team determined on a case by case basis.

The designated DSL supported operationally by the Student Support Officer is responsible for:

- Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from student records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional confidential file is marked on the student records
- Liaising with other agencies and professionals
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction and update training every 3 years for all school staff in conjunction with the Business Manager and annual 'Keeping Children Safe' refresher training.
- In discussion with the Principal, producing an annual report for the Governing Body via the Child Protection Governor on the Community Group, detailing any changes to the policy and procedures; training undertaken by the DSL, designated senior team members and Student Support Officer and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- All other staff and the nominated governor will be offered an appropriate level of training and must undergo refresher training annually.

3. ETHOS – Keeping Children Safe in Education

Newent Community School and Sixth Form Centre recognises the importance of creating an ethos within the school that will help students feel safe and confident that they will feel listened to.

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school. ensuring the content of the curriculum includes social and emotional aspects of learning;
- Ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell;
- The school Behaviour Management Policy which aims to support vulnerable students in the school. The school will ensure that students know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Social Care Service as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

4. PHYSICAL INTERVENTION

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person (Refer to Control and Restraint protocol).
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given the statutory guidance 'Keeping Children Safe in Education – Part One' as safe practice guidance to ensure they are clear about their professional boundary.

5. SUPPORTING STAFF

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

6. SAFE WORKING PRACTICE

Newent Community School and Sixth Form Community School has developed a clear Code of Practice that staff understand and agree to. The Code of Practice offers guidance to staff on the way they should behave when working with children. This practice is detailed in the Code of Conduct which is provided to all new staff on induction and is available to all staff in the Staff Handbook.

The level of DBS checks for all staff, Governors and Volunteers working directly with students is enhanced. The School's DBS Protocol outlines the process followed and is available for all staff in the Staff Handbook.

7. EARLY HELP PROVISION

The school has developed a coordinated offer of 'Early Help' which responds to the learning from both local and national Serious Case Reviews. This offer is available to parents via the school website. The 'Early Help' offer includes all that the school does to provide help to students as soon as possible and the school's planned responses to and support for:

- faith abuse;
- gangs and youth violence;
- gender-based violence, including violence against women and girls and female genital mutilation;
- Mental Health;
- Private fostering;
- Radicalisation;
- Sexting;
- Teenage Relationship Abuse
- Trafficking

8. CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential.

- The Principal/ DSL and/or Student Support Officer will disclose any information about a child to other members of staff on a need to know basis only.
- 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 wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. In doubt, we will consult with the LADO on this point.

9. RECORD KEEPING

Child Protection records are kept centrally and securely by the DSL and Student Support Officer. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Child protection records must not be made in the child's curriculum file.

10. WORKING WITH OTHER AGENCIES

Schools are not investigating agencies and it is essential that safeguarding issues are addressed through agreed procedures. However, schools continue to play a role after referral and need to develop strong links with partner agencies particularly social care.

Newent Community School and Sixth Form Centre recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

11. ALLEGATIONS AGAINST MEMBERS OF STAFF

Newent Community School and Sixth Form Centre recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the School's Whistleblowing Policy.

If any member of staff has a concern about the behaviour or conduct of a member of staff or other adult they should raise it with the Principal and, in the Principal's absence, the Vice Principal.

If the concern is in relation to the Principal staff should contact the Chair of the Governing Body whose contact details are readily available to staff.

The local arrangements for managing allegations under the Gloucestershire County Council Safeguarding Board (GCSB), including reporting concerns to Jane Bee, Local Authority Designated Officer (LADO), are understood by the Principal, Vice Principal and Chair of Governors.

12. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding students and child protection.

13. ANTI-BULLYING

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a log of all known bullying incidents.

14. RACIST INCIDENTS

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a log of all racist incidents.

15. PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/unstructured time
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

16. PREVENT DUTY

The school is aware of its statutory duty to protect students from extremism and radicalisation, whilst ensuring the school provides an appropriate environment for healthy discussion about the issues raised in this area. Details of the school's approach are outlined in the school's Prevent Duty protocol.

17a. FEMALE GENITAL MUTILATION

The school is aware of its duty under the 2003 legislation that it must report to the police any suspected cases of female genital mutilation to female students under the age of 18. The school protocol on FGM is available in the staff handbook and via the school website.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

All staff undertake training as part of their induction programme.

17b. CHILD SEXUAL EXPLOITATION

All staff undertake training on CSE as part of their induction programme.

18. HEALTH AND SAFETY

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

19. MONITORING AND EVALUATION

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Senior Team link meetings with key post holders

20. CROSS-REFERENCE TO OTHER SCHOOL POLICIES

Newent Community School and Sixth Form Centre recognises that a number of other policies and procedures developed and operated by the school form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with the policies listed below:

- Whole-school anti-bullying policy
- Health and Safety policy

- Procedures for assessing risk i.e. school trips
- Safer recruitment protocol and practices
- Induction and code of conduct for staff
- Policies that recognise specific vulnerable groups – Looked After Children; Young Carers’ policy
- School Behaviour Management policy
- Confidentiality protocol
- Drugs and Drugs Management policy
- SEND policy and procedures
- Child Protection Policy
- PSHE Curriculum rationale
- Prevent Duty protocol

20. POLICY REVIEW

The governing body is responsible for ensuring the annual review of this policy and that the list of key contacts on the cover sheet is kept up to date.

APPENDIX TO SAFEGUARDING POLICY

GUIDELINES TO COVER SITUATIONS POSING POTENTIAL RISK:

In line with Safeguarding guidance from the DCFS, Newent Community School and Sixth Form Centre aims to provide advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which should be avoided
- assist adults working with children to do so safely and responsibly, and to monitor their own standards and practice
- support managers and employers in setting clear expectations of behaviour and codes of practice
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken
- support safer recruitment practice
- minimise the risk of misplaced or malicious allegations made against adults who work with children
- reduce the incidence of positions of trust being abused or misused.

This document supplements the School's Safeguarding policy and gives specific guidance on situations that it feels staff should be given clear guidance on.

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)		NCS's policy and practice
Cuddling a child	<p>Children and Young People in Distress: For all adults working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children in particular may need immediate physical comfort, for example after a fall, separation from a parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.</p> <p>Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers</p>	<p>This means the adult should:</p> <ul style="list-style-type: none"> ➤ Consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way ➤ Be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances ➤ Follow professional guidance ➤ Never touch a child in a way which may be considered indecent ➤ Record and report situations which may give rise to concern from either party ➤ Not assume that all children seek physical comfort if they are distressed 	<p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>Under no circumstances should a member of staff cuddle a child as a way of offering comfort and reassurance no matter what age the child is. This could be misinterpreted and lay staff open to allegations by students</p> <p>Any incidents or concerns should be reported to one of the Designated Safeguarding Leads: Mr Alan Johnson - Principal Mr M John- Assistant Principal Mrs A Price – Business Manager Ms K Steger – SEND / Inclusion Lead Mrs L Jevons – Medical Officer & Student Support Officer</p> <p>If you are in a 1 to 1 situation with a child, always leave a door open or blinds open on a window to allow clear vision into the room by others.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)	NCS's policy and practice
Giving gifts to children	<p>Gifts, rewards and favouritism: The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.</p> <p>It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the senior manager and/or parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom a young person.</p> <p>Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.</p> <p>Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.</p> <p>There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.</p>	<p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Be aware of their organisations policy on the giving and receiving of gifts ➤ Ensure that gifts received or given in situations which may be misconstrued are declared ➤ Generally, only give gifts to an individual young person as part of an agreed reward system ➤ Where giving gifts other than as above, ensure that these are of insignificant value ➤ Ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff <p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>Giving of gifts or rewards: Colleagues should follow the school rewards policy and use House Points, postcards and certificates as appropriate.</p> <p>Prizes, for example for quizzes at Christmas, should only be of an insignificant value (e.g. a bar of chocolate), and should be given out in front of the other students, with clear explanation of the reason for the prize.</p> <p>No other gifts or prizes should be given. If any member of staff is unsure of whether the reward they are planning is appropriate, they should first seek the advice of a member of SLT</p> <p>Receipt of gifts:</p> <p>The School's Gifts and Hospitality Protocol provides guidance to all staff in relation to the matter. A copy of the Protocol is available from the Finance and General Office or Staff Handbook.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)		NCS's policy and practice
<p>Messaging/texting a child</p>	<p>Communication with Children and Young People (including the use of technology) Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional roles. Adults should ensure that all communications are transparent and open to scrutiny.</p> <p>Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people, including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside of agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.</p> <p>Internal e-mail systems should be used only in accordance with the organisation's policy.</p>	<p>This means that the organisation should:</p> <ul style="list-style-type: none"> ➤ Have a communication policy which specifies acceptable and permissible modes of communication <p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Not give their personal contact details to children or young people, including their mobile telephone number ➤ Only use equipment e.g. mobile phones, provided by the organisation to communicate with children, making sure that parents have given permission for this form of communication to be used ➤ Only make contact with children for professional reasons and in accordance with any organisation policy ➤ Recognise that text messaging is rarely an appropriate response to a child in crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible ➤ Not use internet or web-based communication channels to send personal messages to a child/young person 	<p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>A mobile phone is kept in the Finance and General Office for staff to book out for trips and loan/isolated working as appropriate. The number from this phone should be given to parents and students for contact whilst on trips and visits. Staff should not give out their personal mobile phone details, or use their personal mobile phone to phone or text students at any time. Text messages can be altered and could leave a member of staff at risk should allegations be made.</p> <p>Staff should not, under any circumstance, communicate with students through social networking sites.</p> <p>Staff should only communicate with parents and/or students using staff work email addresses.</p> <p>Staff should not use their first names when communicating with students during the school day. It is acknowledged that some staff, as they live close to the school, may from time to time meet with students and their families socially. Staff should always be mindful that they need to act in a way that does not compromise the professional relationship they need to maintain when in school.</p> <p>Any internet based home to school communication system adopted by the school in the future should be operated strictly to the guidelines that will be provided.</p> <p>See Policy: Safeguarding, Code of Conduct, Social Media, Electronic Information and Communication Systems</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)	NCS's policy and practice
<p>Accessing adult internet pornography</p>	<p>Access to inappropriate images and internet usage There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and if proven the individual being barred from working with children and young people.</p> <p>Adults must not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.</p> <p>Adults should ensure that children and young people are not exposed to any inappropriate images or web links. Organisations and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access, e.g. personal passwords should be kept confidential.</p> <p>Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.</p>	<p>This means that organisations should</p> <ul style="list-style-type: none"> ➤ Have clear e-safety policies in place about access to and use of the internet ➤ Make guidance available to both adults and children and young people about appropriate usage <p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Follow their organisation's guidance on the use of IT equipment ➤ Ensure that children are not exposed to unsuitable material on the internet ➤ Ensure that any films or material shown to children and young people are age appropriate <p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>All students and staff must sign and abide by the conditions set out in the Acceptable Use Policy . See policy: e-Safety</p> <p>Caution should be applied before showing any TV/video/DVD/internet material to students. The following should be considered:</p> <ol style="list-style-type: none"> 1. What are the learning objectives and how will these be met? 2. Is the content age appropriate? 3. Could the content cause offence on religious/moral/ethical grounds? 4. When students discuss what they have seen with their parents, will it in any way damage the good reputation of the school?

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)	NCS's policy and practice
<p>Arranging a one to one activity with a child</p>	<p>One to one situations All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies</p> <p>It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. This also applies to those adults who do not work as part of an agency or organisation but owe a duty of care to the child or young person because of the nature of their work.</p> <p>Adults should be offered training and guidance for the use of any areas of the workplace which may place themselves or children in vulnerable situations. This would include those situations where adults work directly with children and young people in unsupervised settings and/or isolated areas within community settings or street-based projects for example.</p> <p>One to one situations have the potential to make a child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.</p> <p>There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.</p> <p>Meetings with children and young people outside agreed working arrangements should not take place without the agreement of senior managers and parents or carers.</p>	<p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed ➤ Avoid meetings with a child or young person in remote, secluded areas ➤ Always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by ➤ Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy ➤ Always report any situation where a child becomes distressed or angry to a senior colleague ➤ Carefully consider the needs and circumstances of the child/children when in one to one situations <p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>In general one-to-one activity with a child is not recommended. Where there is no alternative, risk assessments should be carried out before starting any lone working with students</p> <p>Staff should not meet students in remote areas; this could include an area of the school that is not a through route for other staff, particularly outside of the normal school day. In any circumstance where staff feel this is necessary they must always inform other colleagues and the parents/carers of the student where and when a meeting is to take place.</p> <p>Staff should take a school mobile phone with them and ensure that colleagues have the number of the mobile they have taken</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)	NCS's policy and practice	
<p>Physically restraining a child or young person</p>	<p>Use of control and physical intervention There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area, adults and organisations must have regard to government guidance and legislation in the development and implementation of their own policies and practice.</p> <p>The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that it maintains the safety and dignity of all concerned.</p> <p>The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.</p> <p>Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.</p> <p>In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.</p> <p>In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.</p>	<p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Adhere to the organisation's physical intervention policy ➤ Always seek to defuse situations ➤ Always use minimum force for the shortest period necessary ➤ Record and report as soon as possible after the event any incident where physical intervention has been used <p>This means that organisations should:</p> <ul style="list-style-type: none"> ➤ Have a policy on the use of physical intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention ➤ Ensure that an effective recording system is in place which allows for incidents to be tracked and monitored ➤ Ensure adults are familiar with the above ➤ Ensure that staff are appropriately trained 	<p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>Staff must not use physical intervention with a child unless there is imminent danger that someone is about to get hurt.</p> <p>Physical intervention should always be a last resort after de-escalation techniques have been considered. If physical intervention is necessary, staff should always send for help from another member of staff. (See Control and Restraint Protocol.)</p> <p>Immediately after the incident, the parents/guardians should be informed and a report written and given to a member of SLT</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)	NCS's policy and practice
<p>Taking a child for a ride in a car</p>	<p>Transporting children and young people</p> <p>There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.</p> <p>It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist licence/insurance e.g. PCV or LGV staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.</p> <p>It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.</p> <p>There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.</p>	<p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>A member of staff should only transport a student in their own car in an emergency situation.</p> <p>Each journey should be recorded in the log book held in the school office and should be agreed in advance with the students parents/carers.</p> <p>Staff should follow the School's Transport Protocol for guidance if they need to transport students in cars for a trip or visit.</p>

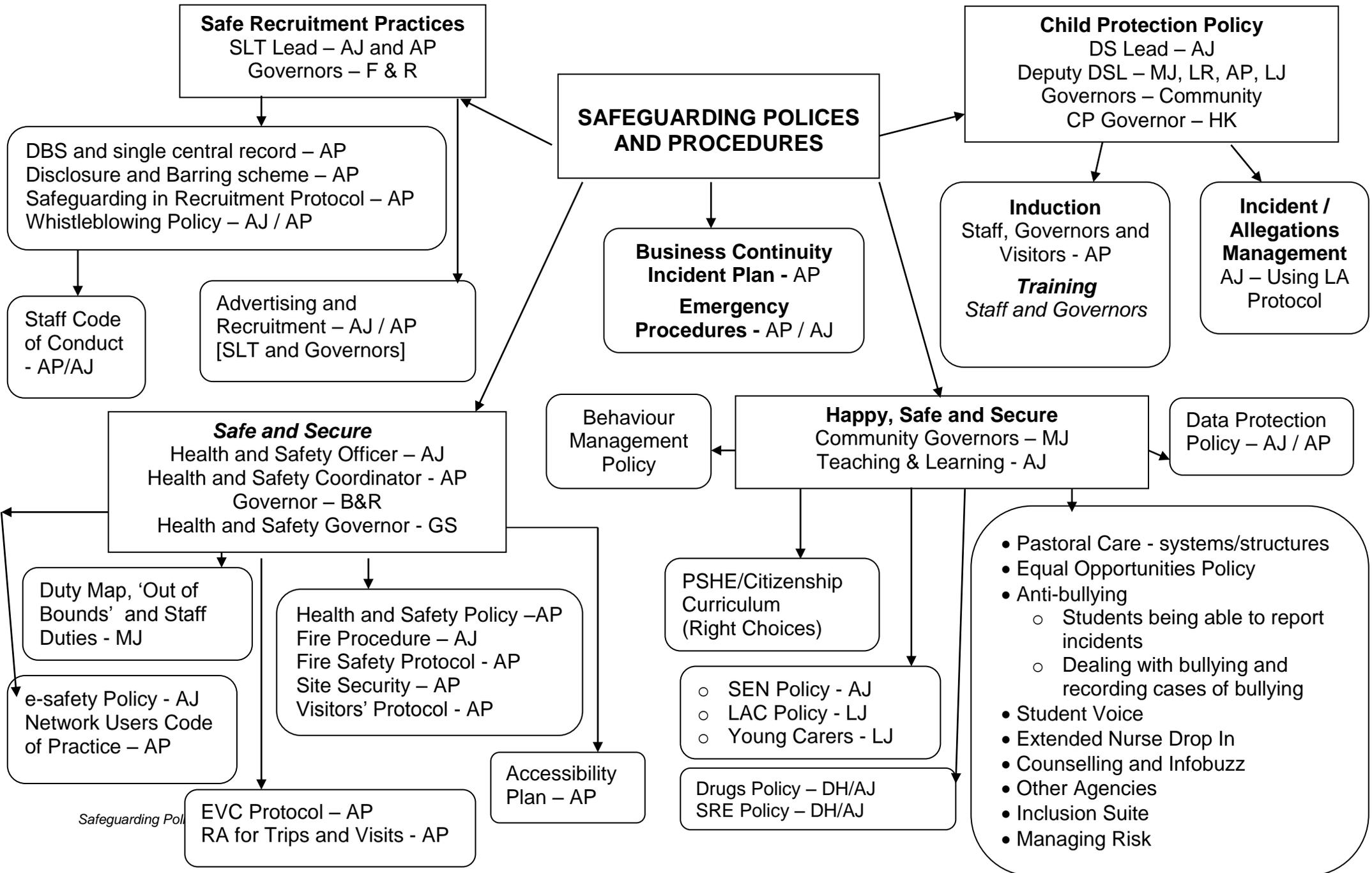
Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)		NCS's policy and practice
Taking photographs of children	<p>Photography and videos</p> <p>Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of the children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.</p> <p>Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.</p> <p>Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.</p> <p>It is not appropriate for adults to take photographs of children for their personal use.</p>	<p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded ➤ Be able to justify images of children in their possession ➤ Avoid making images in one to one situations or which show a single child with no surrounding context ➤ Ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed ➤ Only use equipment provided or authorised by the organisation ➤ Report any concerns about any inappropriate or intrusive photographs found ➤ Always ensure they have parental permission to take and/or display photographs <p>This means that adults should not:</p> <ul style="list-style-type: none"> ➤ Display or distribute images of children unless they have consent to do so from parents/carers ➤ Use images which may cause distress ➤ Use mobile telephones to take images of children ➤ Take images 'in secret' or take images in situations that may be construed as being secretive 	<p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>Images should be taken only if permission has been given by the students and parents/guardians.</p> <p>Images should be taken only if there is a justifiable purpose, for example a parents' information evening or post-trip event, evidence for course assessments.</p> <p>Any photographs or videos of students should be taken using departmental equipment.</p> <p>Images should not be taken on personal equipment unless prior agreement has been sought from a member of SLT. No images should be stored on personal equipment under any circumstance. No images should be stored anywhere on the internet, with the exception of NELE</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)		NCS's policy and practice
Inviting a child to your home	<p>Personal Living Space No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and senior managers or the home has been designated by the organisation or regulatory body as a work place, e.g. childminders, foster carers.</p> <p>It is not appropriate for any other organisation to expect or request that private living space be used for work with children and young people.</p> <p>Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.</p>	<p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations ➤ Challenge any request for their accommodation to be used as an additional resource for the organisation ➤ Be mindful of the need to maintain professional boundaries ➤ Refrain from asking children and young people to undertake personal jobs or errands 	<p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>No students should be invited to the home of an adult who works with them unless this has been sanctioned in advance by a member of SLT.</p> <p>It is acknowledged that some staff, as they live close to the school, may from time to time meet with students and their families socially. Staff should always be mindful that they need to act in a way that does not compromise the professional relationship they need to maintain when in school.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DCSF)		NCS's policy and practice
<p>Sharing information about a child's background or history with other adults</p>	<p>Confidentiality</p> <p>Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.</p> <p>If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff or nominated child protection person. Any actions should be in line with locally agreed information sharing protocols.</p> <p>The storing and processing of personal information about children and young people is governed by the Data Protection Act 1998. Employers should provide clear advice to adults about their responsibilities under this legislation.</p> <p>Whilst adults need to be aware of the need to listen and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this in a child/young person under any circumstances.</p> <p>Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.</p>	<p>This means that adults:</p> <ul style="list-style-type: none"> ➤ Be clear about when information can be shared and in what circumstances it is appropriate to do so ➤ Are expected to treat information they receive about children and young people in a discreet and confidential manner ➤ Should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them ➤ Need to know to whom any concerns or allegations should be reported 	<p>Follow the guidance outlined by the DCSF alongside the following school guidance:</p> <p>All staff should follow the Data Protection Act guidelines which are part of the school's Data Protection Policy, Confidentiality Protocol, Child Protection Policy.</p> <p>See policy: E-Safety</p> <p>Any member of staff who is unclear, or needs guidance in a particular situation should seek guidance from a member of the SLT</p>

This list is not exhaustive and DCSF have produced a generic guidance document 'Guidance for Safer Working Practice for Adults who Work with Children and Young People', which complements existing procedures, protocols and guidance relating to specific roles, responsibilities or professional practices. A copy of this guidance document is available to all staff via the Staff Handbook.

NEWENT COMMUNITY SCHOOL AND SIXTH FORM CENTRE SAFEGUARDING OVERVIEW AND CHECKLIST



Safeguarding Contact List 2017 / 2018

Designated Safeguarding Lead

Alan Johnson, Principal (AJ)

Child Protection Trained, Deputy Safeguarding Leads:

Lisa Jevons (LJ)
Lead

Medical Officer, Student Support Officer, Child Protection

Martyn John (MJ)

Assistant Principal, Behaviour and Attendance

Lissa Rogers (LR)

Faculty Director, Sixth Form

Ann Price (AP)

Business Manager

Safeguarding for Attendance & Education Officer (SAFE Officer):

Paul Catten (PC)

Abbie Lewis (AL)

Attendance Welfare Officer:

Sara Smith (SS)

Governance:

Designated Safeguarding Governor	-	Chris Germaine (CG)
Designated Child Protection Governor	-	Helen Kelly (HK)
Designated Children in Care (LAC) Governor	-	David Hogg (DH)
Designated SEND Governor	-	David Hogg (DH)
Designated Health and Safety Governor	-	Graham Spaul (GS)
Designated Pupil Premium Governor	-	Julia Gooch (JDG)

Safeguarding Policy
Supplementary Guidance – Early Help Offer
2017 / 2019

At Newent Community School and Sixth Form Centre our priority is keeping students safe and ensuring each student is ready to learn. We focus on anticipating and responding proactively to students' needs, aiming to address any issue as promptly as possible and to avoid students putting themselves or being put at risk.

To support this commitment, the school has developed a coordinated offer of 'Early Help' for students at risk which responds to the learning from both local and national Serious Case Reviews and looks to respond proactively to keeping students safe.

The key components of the school's 'Early Help' offer are outlined below:

Pastoral Support Roles, Structures and Systems

The school employs a strong and well-coordinated pastoral team that identifies, supports and responds to the needs of each individual child in the school. Overall pastoral provision is directed through the Pastoral Strategic Management Team, including the Assistant Principal, Behaviour and Attendance and overseen by the Principal.

Head of House role

The school's pastoral organisation is based upon three Houses – Mountbatten, Collingwood and Nelson. Within each House there are 11 tutor groups organised vertically such that each tutorial is made up of 4-6 students from each of Year groups 7 - 11. The Head of House oversees the welfare and behaviour of all students within the House supported by each tutor.

Heads of House key tasks include:

- To liaise and communicate with parents/carers and outside agencies regarding student needs
- To manage closely troubled and challenging students with the SLT and SEND Inclusion Lead
- To support individual students by;
 - Tracking the student 's behaviour / achievement
 - Meeting with parents and students to solve problems which interfere with their learning
 - Monitoring student attendance and punctuality
 - Consistently implementing, upholding and supporting the school's Positive Behaviour and SEND Inclusion policy

Tutor role

The tutor is the first point of contact for each student in their tutorial and the first point of contact for a parent to raise any concerns they may have about any aspect of their child's education and well-being. The tutorial should be a secure happy place with a different teacher-student dynamic compared to lessons, but the school ensures that all tutorial time is used constructively, and that it actively contributes towards students' learning, personal development and well-being.

The Tutors key tasks include:

- Registering students promptly to support the First Day Absence attendance monitoring protocol;
- Attend HT Briefings each Monday morning at 8.20am and Pastoral Briefings of Tuesday mornings to ensure they are fully informed about all matters impacting their tutees;
- Inform students of any messages on PARs relevant to the day and/or individual students in the tutorial group;
- Regular communication with parents/carers of their tutees for both important information regarding a student's circumstances and negative events to ensure tutors are in possession of current knowledge about tutees in their care;
- Contacting all parents/carers of Year 7 and in-year transfers within three weeks of the student start date to ensure each student is settling in well;
- Engage with Behaviour 4 Learning conversations with tutees weekly using the behaviour data sheets provided to support conversations and to early diagnose any emerging issues;
- Have a working knowledge of the named target group students in their tutorial, including SEN, EAL, FSM/Pupil Premium, CAF, LAC, College students as first line review of the school's provision to meet these students' needs;
- Support the pastoral development of each tutee and refer any concerns appropriately and when appropriate to more senior pastoral staff;
- Make their contribution to ensuring that all tutees in their care conform to whole school expectations regarding punctuality, uniform and Readiness to Learn;
- Undertake academic mentoring with their tutees in line with the whole school system.

Sixth Form Pastoral Team roles

Director of Sixth Form

The Director of Sixth Form manages the strategic direction of the Sixth Form, monitoring progress and standards and setting aspirational targets for students and staff. The Director of Sixth form works with the Senior Leadership Team and coordinates the work of the Deputy Director of Sixth Form, Sixth Form Pastoral and Tutor Team, teachers, parents and outside agencies to ensure that attendance, behaviour and the social and emotional needs of all Sixth Form students are identified and addressed as appropriate to individual needs and in support of every student achieving their progress and attainment potential.

The Director of Sixth Form key tasks include:

- Leading and implementing the school vision and standards so that it is shared by colleagues and students.
- Working with the Vice Principal on strategic improvement plans to improve outcomes for students
- To develop the KS5 curriculum and keep up to date with Sixth Form funding and other initiatives which benefit student participation
- Collaborating with parents/carers to ensure student' well-being and improve their achievement and personal development
- Leading behaviour for learning in making interventions to make significant impacts on student performance
- Leading, monitoring and evaluating work of the Faculty Directors and Learning Leads in KS5 teaching and learning
- Contributing to effective staff induction and professional development.

Deputy Director of Sixth Form:

The Deputy Director of Sixth Form works closely with the Director of Sixth Form in monitoring and supporting the progress and development of students in the sixth form in order for them to be happy in their selected courses and to meet their potential. The Deputy Director works with the 9 tutors, the Guided Learning Lead, Library and Careers

Manager subject staff, external agencies and parents to ensure that the needs and welfare of the students are being met.

The Deputy Director of Sixth Form key tasks include:

- Supporting and leading effective and appropriate intervention strategies to support all students.
- Promoting a breadth of enrichment activities such as the Duke of Edinburgh and Sports programmes
- Working with all staff within the sixth form team to create a positive, inclusive climate for learning and personal development.
- Supporting and leading identified aspects of rigorous quality assurance mechanisms within the Sixth Form, including Quality of Teaching and Learning in KS5 to include assessment, marking and reporting ensuring effective standards are maintained.
- Ensuring that quality and performance standards of behaviour and learning are continually improving.
- Supporting the promotion of skills for effective learning throughout KS5.

Sixth Form Tutor:

In addition to all of the key tasks of the tutor in KS3& KS4, the sixth form tutor is a key person in the pastoral and academic life of the student. They provide a supportive, nurturing environment where students can question and develop their ideas in a comfortable forum.

The Tutors' key tasks in the sixth form also include:

- Providing a secure base and nurturing environment for individuals to develop both socially and intellectually
- Encouraging and supporting diversity of opinion and build confidence in the social and academic skills of students
- Delivering the PSE programme to their students in tutor sessions
- Promoting the values and ethics of the Sixth Form through contributions to the assembly programme
- Working with the Sixth Form Team in promoting opportunities for students within the school and the local community including volunteering.
- Developing a love of lifelong learning for students beyond the school environment.

Library and Careers Manager

The library and careers manager is responsible for leading careers education in KS3-5. Liaising with the local community, Connexions, employers and colleges, information and guidance is offered to Sixth Form students to develop their confidence and wellbeing.

Key tasks include:

- Organising events for the 14-19 continuum including post 16 apprenticeships, higher education & UCAS provision and support, gap year advice.
- Responsibility for the development plan for careers education, guidance and information at KS3-5.
- Responsibility for arranging the PSE diary, arranging visiting speakers and investigating new PSE providers
- Liaise with outside agencies with respect to work shadowing and to maintain good relations with work placement providers to ensure all Y12 students find a placement
- Collating and monitoring post 16 destinations.

Guided Learning Lead

The Guided Learning Lead is available to all Sixth Form students to support, supervise and encourage them in their private study sessions. The Guided Learning Lead works in conjunction with subject teams to provide additional extension work and differentiated materials in addition to bespoke study skills packages for individuals.

Key tasks include:

- To provide Guided Learning provision for post-16 students
- To provide academic and study skills advice and establish positive independent learning behaviours
- To provide advice relating to careers, gap years, life choices, etc.
- To assist in the monitoring and evaluation of Post-16 work experience and student learning programmes.

Additional Pastoral and Early Help Support Roles

Safeguarding for Attendance and Education Officer (SAFE Officer)

The school employs two full time non-teaching SAFE Officers. Their role is to:

- To support behaviour management strategies for students in the House and wider areas of school life under the direction of the Heads of House.
- To support attendance management strategies within the House and individual students where attendance and punctuality are a concern.
- To support students to overcome their barriers to learning and maximise the opportunities provided for them.
- To support students who may be exhibiting behavioural, emotional or social problems in school to achieve their full potential.
- To provide targeted support in line with the school's improvement priorities for students whose progress and attainment are being impacted by attendance issues at the direction of Assistant Principal, Behaviour and Attendance and in liaison with the AWO
- To monitor behaviour, emotional and social issues within all year groups across the Houses alongside the Heads of House and make positive interventions when necessary.
- To monitor attendance and truancy patterns, particularly Persistent Absence and work with the Attendance and Welfare Officer (AWO) and other staff linked to the House and Behaviour Support team to devise and implement intervention strategies to improve attendance and punctuality.
- To identify personal issues that are affecting students' performance at school and share this information with relevant staff in order to help the student maintain curriculum progress.
- To help support individual behaviour support plans and monitor their success.
- To help support individual attendance support plans and monitor their success.
- To support students in lessons who are experiencing difficulties.
- To work in partnership with tutors and HoHs to raise the self-esteem of all students across the Houses.
- To support implementation of mentoring systems within the Houses and across the school.

- To initiate contact with other agencies, where appropriate, on behalf of the school and parent/carers and to liaise with all parties on a regular basis under the direction of the Head of House.
- To represent the school when requested at inter-agency or other professional meetings.

Attendance Welfare Officer

The AWO is a full time non-teaching staff member whose key role is to keep students safe through close monitoring of student attendance and punctuality, intervening proactively where patterns of attendance and behaviour are raising concerns.

The key tasks of the AWO include:

- Efficient service monitoring all aspects of students' attendance whole school and communicating this to staff, students and parents as appropriate.
- Prepare whole school attendance analysis and official returns.
- To assist and support students and families to achieve consistent attendance at school through intervention at school, contact with home and liaison with external agencies, when appropriate
- To provide a complementary service to teachers / pastoral staff in school, helping pupils achieve their potential by overcoming barriers to learning, both inside and outside of school.
- To facilitate and develop links across the community to support the effective delivery of projects and services for Newent Community School and Sixth Form Centre families.
- To liaise with feeder Primary Schools on attendance issues of students joining the school with a view to developing links to support families.
- To maintain regular contact with families of students who are receiving intervention, forming trusting relationships and keeping them informed of the student's needs and progress: securing positive family involvement.
- To liaise regularly with the Student Support Officer to have an appreciation of the on-going situation of vulnerable students.
- To support parents with access to external agencies and/or parenting skills
- To visit students' homes and meet with parents, when appropriate, to encourage/reinforce obligation for students to attend school
- To work 1:1 with targeted students in school as follow up to attendance interventions
- To liaise, when appropriate, with Hospital Education Service in meeting provision needs for students with medical or mental health issues

Student Support Officer Role

Under guidance from the Principal and members of the Senior Leadership Team, the Student Support Officer engages with students at risk and vulnerable students in order to formulate a package of support.

The key tasks of the Student Support Officer are:

- To act as a point of contact in school for students in need of support;

- To signpost for students and refer for support when appropriate;
- Liaise professionally with external agencies such as The Police, NSPCC, Social Care and the Early Intervention Team;
- To complete Common Assessment Forms (e-CAF) with families in order to assist them in seeking the most appropriate support;
- Work within the Family Action procedures and attend meetings as appropriate;
- To build effective relationships with students at risk and vulnerable students and families;
- To provide opportunities for families to engage with the school before their child begins to establish support during initial visits when possible;
- To provide opportunities for students to engage with the school by sourcing or/and initiating support and learning opportunities;
- To maintain regular contact with families of children receiving support to encourage positive family involvement in the child's learning;
- To ensure information is forwarded to the Principal, Senior Leadership Team and teaching and support staff as appropriate

Key tasks to support pupils:

- Establish good working relationships with pupils, acting as a role model and setting high expectations;
- Provide consistent support to all pupils, responding appropriately to individual pupil needs;
- Assist with the development and implementation of Individual Education Plans and Behaviour Plans;
- Promote inclusion and acceptance of all pupils;
- Encourage pupils to interact with others and engage in activities led by the Teaching staff
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure;
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the pupil's teacher;
- Use specialist (curricular/learning) skills/training/experience to support pupils;
- Assist in the planning, implementation, assessing, recording and reporting in relation to personal care and independence programmes;
- Provide one-to-one support for pupils in either a care/special needs capacity as and when required;
- Be available to support pupils during the lunch period to help them in resolving issues and developing and responding to personal, social and emotional issues.

Medical Officer Role

The school employs a well-qualified Medical Officer who has day to day responsibility for the medical well-being of students and who also plays a role in early identification and intervention where students' physical or mental wellbeing is a cause for concern.

The key tasks of the Medical Officer are:

- To provide emergency and routine first-aid treatment for students, staff and visitors.
- To deal with emergency health related incidents, including sexual health matters.
- To prepare generic, and where appropriate specific, Risk Assessments for individual situations.
- To hold an emergency stock of prescribed medicines and tablets for distribution to certain students, as and when required, in line with parental consent with the appropriate documentation completed.
- To ensure all first-aid kits are prepared for use during all school activities, eg school trips and maintain first-aid boxes placed around the school with the appropriate documentation completed.
- To organise immunisations, dental inspections, and medicals etc.
- To prepare and report all accident/incident, in line with legislation, appropriately reported undertaking a full trend analysis on a monthly basis.
- To fill in Accident / Incident on a daily basis ensuring the data is input to the relevant monitoring system (including all head injuries).
- To inform parents of any head injury and, where possible, every incident that provides some cause for concern.
- To ensure that the duty Team Leader or Senior Leadership Team link is informed of any non-accidental incident dealt with.
- To ensure the health care records for high risk students are prepared and maintained at all times with the relevant staff being notified.
- To ensure all related equipment and supplies, for the medical room and around the school, are suitably maintained at all times.

Careers Lead

The school provides a dedicated Careers Lead as part of the Personal Development and Future Choices team. In addition to work experience for all in Year 10 and Work Shadowing for Y12, the Careers Lead provides access to external independent careers guidance, careers education as part of the PSHE programme and close monitoring of student destinations.

The key tasks of the Careers Lead are:

- To prepare and develop schemes of learning for delivery of 'Careers' education for Key Stage 3 and 4 and work with the Learning Lead PHSE to facilitate delivery
- To provide a coherent and cohesive 14 – 19 Careers education, guidance and information service which is up to date, timely and is fit for purpose

- To review Careers interview process and ensure House Staff are up to date and improve the procedure to ensure quality service provision
- To be responsible for Development Plan for Careers Education, Guidance and Information Service at Key Stages 3,4 & 5
- To liaise with the Alternative Curriculum Provision Lead with respect to WRL and maintain good relations with work placement providers
- To set up and manage the UCAS applications process and assist students through the application process
- To organise any external visits to facilitate student information eg HE Convention and University visits

Inclusion Suite provision

The school has use of a self-contained Inclusion Suite comprising of a behaviour inclusion room, a social and emotional inclusion room, a counselling room and welfare facilities.

Objectives of Behaviour Inclusion Provision

- To enable rapid removal of persistently low level disrupting students to reduce impact of such behaviours on the learning of others.
- To provide a removed location for an incident of serious disruption to learning or inappropriate behaviour by a student.
- To maintain as far as practicable a maintenance of curriculum learning for a removed student during the period of removal.
- To provide the facilities, resourcing and staffing to enable the delivery of programmes that promote behaviour modification.
- To act as a deterrent to continuance of the behaviours that have led to a student's removal.

Objectives of Social and Emotional Inclusion

- To provide a safe and supportive environment for vulnerable students or students who are experiencing social or emotional difficulty.
- To provide the facilities resources and staffing to enable identified students to develop emotional resilience, build self-esteem and develop social skills.
- To provide continued access to learning for students who benefit from a time-limited period in the social inclusion room. Access to this provision is on a clearly time-lined step-on/step-off basis

External, Volunteer and Internal Mentoring Provision

- The school has a service level agreement with an external counselling service who provide professional counselling service to students requiring high level support.
- The school is supported by external volunteers from the school community who provide mentoring services to students identified as benefitting from regular mentor meetings outside of the school staff.

- Members of the pastoral and curriculum teams provide a range of mentoring provision for students where the need for individual support is identified, including academic mentoring by Progress Leaders, subject staff, tutors and Heads of House; Behaviour Support mentoring by the SAFE Officer and inclusion support staff; Attendance mentoring by the AWO.

Assembly and Tutorial programme

The assembly and tutorial programme aims to raise and explore a range of social, emotional and well-being issues that impact on students' lives as well as promoting Spiritual, Moral, Cultural and Social Education (SMCS). The programme is reviewed each year to respond to the changing priorities of students and the school and published at the start in the assembly calendar.

Personal Social and Health Education Curriculum Programme

The school's PSHE Learning Lead is a leading practitioner who undertakes development work for the Local Authority as part of the Gloucestershire Healthy Living and Learning Team. The school's approach to PSHE provision was featured as a case study by the national PSHE Association as an example of best curriculum practice.

The Personal Development and Future Choices Team brings together PSHE, Work-Related Learning, careers guidance and experience, citizenship and enterprise learning.

The PSHE Curriculum focuses on the key threads of:

- Being Healthy – physical health, mental health, emotional health and healthy lifestyles, including making positive choices
- Staying Safe – Personal Safety (internet, sexual health), Safety from accidents (workplace safety, transport, First Aid) and positive and informed choices in order to stay safe both in and out of school.
- Enjoy and Archive – see 'Drop Down' day and additional events programme
- Making a Positive Contribution – Decision making, School and wider community involvement (e.g. Senior Citizens Christmas party, primary school link work), Environment awareness, Charity Activities (e.g. Comic Relief, Kenya Link, National Aids day)
- Economic well-being – preparation for employment (e.g. interview techniques, application forms), Personal Finance (e.g. pensions, budgeting), awareness of employment and further education opportunities (Careers Fair, Careers speed-dating).
- Support and Guidance – Well-being and careers

Overview of Curriculum Topics by Year Group

Year Group				
Year 7:	Year 8:	Year 9:	Year 10:	Year 11:
Team and Group work	Emotional health and resilience	Mental Health	Managing Stress	Choices
Brain care & memory	Relationships & conflict	Personal Finance	Crime & Justice	Emotional Health – preventing suicide
Bullying & Cyberbullying	Sexual bullying and peer pressure	Personal safety	Prejudice	Disability/ Discrimination
Rights & Responsibilities	Alcohol Awareness	Emergency Aid	Sex and Relationships Education- Transgender consent, sextortion pornography	Mindfulness/ Stress
Personal Finance	Sleep Internet safety grooming	Careers - options	Careers – Work Experience	Emergency Aid
Looking after Yourself	Dementia Awareness	Body Image	Identity Fraud	Substance Misuse
Sugar & Caffeine	Body Confidence & self esteem	Crime & Young offenders	Legal Highs	Irving Lodge visit
Careers	Drug awareness & Legal Highs	Sexting & cyber safety	Careers – Job applications & Interviews	Employment Law
Questioning Skills	Careers	Relationships – parenting, contraception, teen abuse	Gangs and Crime	Pensions & Personal Finance
Presentation skills & constructive criticism	Governing the UK	Electoral systems & voting	Child Sexual Exploitation	FGM and forced marriage
Facts 4 Life Health	Addicted to my smartphone	Identity & Diversity – Discrimination & Equality	Aspirations & Developing Skills – What does it take to be successful?	Careers Choices
OAKS 5 ways to well being challenge	Assessing Risk – physical, emotional, cyber	Growth mindset	Hate crime	Driving/Finance/Insurance
Rights of the child	Growth mindset	Call to men		Driving and Driving Safely
				Health check revision

Sixth Form PSHE Speakers and Topic Provision

KS5	
Charity presentations – e.g. Mermaids (transgender)	Magistrates Court Visit
GAP Year Opportunities & Speakers	Sexual & Mental Health-CYPS, School nurse, chlamydia testing & stress management
National Citizenship Service	Healthy eating
Blood Donating/Organ Donation	The Importance of Sleep in Mental Health
Police & Cyberbullying	
Amnesty International	
Anti Drink Drug Drive: Drive IQ programme	
Why go to University? (Back to the Future Day)	
Revision support & A level Mindset	

‘Drop Down’ day and additional events programme, including Anti-bullying fortnight and Students’ Charter

Each year students in Years 8, 10 and 12 undertake the Gloucestershire On-line Pupil Survey. Changes to pastoral and PSHE provisions are made to address emerging issues evident from analysis of the outcomes of the OPS. Changes may be made to curriculum provision or additional off-timetable events may be put in place to address issues raised or to help foreground learning for students in an intensive or high impact way.

Examples of such provision include:

- PSHE sessions delivered by staff from the Gloucestershire Safeguarding Children’s Board – ‘Working Together to Keep You Safe’
- Chelsea’s Choice Theatre visit – Focus: Child Sexual Exploitation
- Unit of work on ‘What is violent extremism?’
- Visit to the school and presentation by Aneeta Prem on ‘Forced Marriage’
- Police leading PSHE lessons with Y7 and Y8 on Internet Safety and On-line Safety
- PSHE Self- Harm learning sequence introduced into Y7
- GAY Glos visits to Y10 PSHE lessons on Homophobia
- Getting Court – School visit programme to Gloucester Crown Court for identified students
- The PSHE team is working with Gloucestershire Healthy Living and Learning to roll out the ‘Pink Curriculum’, focused on education about gender-based violence and emotional and mental well-being

External intervention programmes provision

Where appropriate identified groups of students will have access to tailored external intervention programmes to support personal development and to modify student attitudes and behaviours on key areas, for example, work with the Youth Support Trust or Alternative Provision School programmes.

Provision for:

- a) Faith abuse: Assembly programme; anti-bullying fortnight and tutorial focus work.
- b) Gangs and youth violence: PSHE Curriculum provision – Study unit and magistrates visit.
- c) Gender-based violence, including violence against women and girls and female genital mutilation: PSHE Curriculum provision – Freedom Charity (violence against women) focus. A FGM support document for parents is available on the website alongside this document. Staff guidance to identify indicators of FGM and Forced Marriage are available in the staff handbook as follow up to staff training. The Designated Safeguarding Lead has undertaken external training on the Prevent Duty, including the official Home Office Training.
- d) Mental Health: PSHE Curriculum provision – Y7 Rethink Mental Health
- e) Private fostering: PSHE Curriculum unit – Parenting unit; staff liaison with Gloucestershire Virtual School.
- f) Radicalisation: RE KS4 Unit 'RE Through the Media; PSHE Curriculum provision; The school's Prevent Duty protocol and Prevent statement are available on the website alongside this document. Staff guidance as to indicators of possible radicalisation further to Prevent Training are available in the staff handbook. The Designated Safeguarding Lead has undertaken external training on the Prevent Duty, including the official Home Office Training.
- g) Sexting: PSHE Curriculum provision - Police visit and sexting and internet safety units.
- h) Teenage Relationship Abuse: PSHE Curriculum provision – Teenage Relationships Abuse study unit; Chelsea's Choice Theatre workshop; Trafficking unit.
- i) Trafficking: PSHE Curriculum provision