

BANCROFT'S SCHOOL



Pastoral Handbook

For Entry

Academic Year 2018/2019

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THE PASTORAL SYSTEM

The Pastoral System is a great strength of the school and it underpins all that we do, enabling pupils to flourish and make the most of their opportunities. We endeavour to foster a friendly, supportive, and caring environment and relationships with parents are also extremely important.

We regard each pupil as unique and special and aim to help every young person develop his or her full potential. The emotional well-being of pupils is paramount and counselling is available if pupils need to talk about a problem. Counselling outside school can also be arranged.

The school Matron cares for pupils' individual needs and promotes good health throughout the school.

The Personal, Social and Health Education (PSHE) programme covers a range of topics including Safe and Healthy Living.

Our Learning Support specialists work with pupils and their parents, and an individual plan is devised to help those with a difficulty such as dyslexia.

Housemasters and Housemistresses have overall responsibility for pupils' welfare. They are supported by the Assistant Head (Pastoral) and the Heads of Section, Junior School (3rds & Removes), Middle School (L4th to 5th form) and the Head of Sixth Form.

1. COMMUNICATION

THE HOUSE SYSTEM

The School is divided into four Houses, North, East, West, and School. The **Housemaster/Housemistress** (HSM) is responsible for the academic progress and general welfare of pupils in the House.

Most routine matters are dealt with by the **form tutor**, who sees the tutor group every day. The School telephone number is 020 8505 4821. The switchboard is operated between 7.45am and 7.00pm; a message can be left on the answerphone outside these hours.

Although the House staff should be the immediate point of contact about most issues, the Head, and Senior Leadership Team (SLT) are also available to see parents, and to deal with any questions and problems.

ABSENCE AND REGISTRATION

All pupils must be registered at 8.25am and at 1.40pm.

Pupils arriving late must sign in at reception.

Absence through illness should be reported by telephone (020 8505 4821) or email office@bancrofts.org before 8.25am **each day** that the child is absent.

A letter or email should also be sent to the tutor on the pupil's return in the case of absences of more than one day.

Written requests for leave of absence for reasons other than illness should be sent well in advance to the HSM. It is not appropriate for holidays to be taken in School term time.

Pupils with permission to leave the school during the day must sign out in reception. Pupils may only go home if they are ill having first visited Matron.

ACADEMIC PROGRESS

Pupils receive grades indicating effort and attainment in each subject every half term; these are made available to parents on the parent portal. Parents also receive written reports up to twice a year, which are also published to the parent portal.

Each year parents are invited to discuss their child's progress at a parents' meeting; in addition, there are briefing meetings for parents when important decisions have to be made about choices of subjects and to explain university admissions procedures.

Parents are requested to write a brief note if their child is unable to produce homework.

Pupils can be put 'on report' if closer monitoring is required to support their progress. Parents are invited to write comments in the report booklet.

Pupils in all years are provided with a Calendar. Teachers and parents are encouraged to use this as a means of communication.

KEEPING IN TOUCH

We use an electronic system of communication to keep in touch with parents. Parents are encouraged to complete a consent form so that they are included in mailings and keep the school updated with changes to email addresses.

The School emails a weekly bulletin via email, and publishes a termly newsletter "Insight", which is available to all parents.

Copies of both the newsletter and Insight can also be viewed on the school website, at **www.bancrofts.org** - the site also includes other detailed information about the school, including information on admissions procedures. Information for parents is also located on the **Parent Portal** that requires a log in.

There is a regular programme of **sports fixtures, concerts and plays** and all parents and friends are very welcome to attend; on some occasions, tickets may be required.

All parents are automatically members of the **Parents' Association**, which runs a regular programme of social and fund raising events. These are advertised through the newsletter and circulars, and on the school website. Parents who would like to be involved in helping to organise these events are invited to join the Parents' Association Committee.

2. BEHAVIOUR & EXPECTATIONS POLICY

Both academically and socially we have the highest expectations of all our pupils.

The ethos of the school supports this, valuing each member of the community, recognising that everyone has something to offer and embracing our multiculturalism. The *School Procedures* published in the school calendar, sets out in detail our guidelines and regulations as well as offering recommendations and advice. Parents are sent a copy of the Pastoral Handbook and School Procedures and agree when signing the terms and conditions to abide by the rules of the School (as outlined in the School Procedures).

At Bancroft's we have our own system of rewards and sanctions (see policy on Rewards (5.15) and Sanctions (5.17), recognising as we do that a framework is necessary if everyone is to be supported and allowed to develop in a secure community. In such an environment pupils can grow into balanced individuals, respecting and caring for others and recognising their responsibilities as members of the community both within school and in the wider community. Every classroom should reflect the spirit of the community, allowing development of positive individual qualities and giving pupils a sense of their own worth and of being valued by their peers and teachers.

If in exceptional circumstances, for the wellbeing of the whole class or discipline of individual pupils, it is necessary to send a pupil out of class, the following protocol should be followed:-

- *A message is to be sent to the Head's office (via email, phone or through a pupil), requesting assistance from a member of staff. The Head's PA will arrange for a member of staff to escort the*

pupil to the Head's office with all their belongings. The Senior Tutor & JHSM/HSM are to be informed as soon as is practicable.

• *Any such incident must be formally recorded in writing and a copy of this given to the HSM/JHSM, Assistant Head (Pastoral), the Senior Deputy Head and the Senior Tutor.*

The guiding principles of the School's policy on behaviour and expectations are that pupils act not only with common sense, honesty and good manners, but also with consideration for other people's feelings and needs before their own. It is often difficult for pupils to consider others before self, but it is an attitude to which the School gives high priority.

We all make mistakes and act foolishly sometimes. In such circumstances, honesty, an apology, and a determination not to do the same thing again are important responses. Staff will always try to be helpful and even sanctions, when they have to be applied, are given in that spirit.

At Bancroft's we are committed to providing a safe and secure environment for all members of the community. We expect everyone to behave with consideration and respect for others, regard for public and personal safety and adherence to the law.

Corporal punishment is forbidden in all circumstances and is contrary to school policy. Should any use of restraint by staff be required, it will be reasonable, proportionate and lawful. Restraint will only be used when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing in the pupil's file.

Where a major punishment is administered, in line with the School's Rewards and Sanctions Policy, it will be recorded with the name of the pupil concerned, the reason for the punishment and the name of the person administering the punishment. Detentions are recorded on the School's database and suspension/permanent exclusions are recorded by the Senior Tutor.

A pupil or parents may request a Governors' Review of the Head's decision to exclude, or require a pupil to leave, permanently. This request also applies to temporary exclusions.

Allegations of abuse against staff are taken seriously. Bancroft's will ensure they deal with allegations quickly and in a fair and consistent way that provides effective protection for the child and supports the member of staff who is the subject of the allegation.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of the member of staff is not an automatic response, and will be made at the discretion of the Head or his delegated officer, when an allegation has been reported.

Pupils who are found to make false allegations against members of staff may be permanently excluded from Bancroft's School.

School staff can search **pupils** with their consent (the ability of a child to give consent, will be dependent on their age) for any item. **The Senior Tutor must be informed on each occasion that a search is carried out. The Senior Tutor keeps a record of such incidences.**

School staff authorised by the Head have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a "prohibited item". **The Senior Tutor must be informed on each occasion that a search is carried out, informing the Senior Tutor whether or not consent was obtained. The Senior Tutor keeps a record of such incidences.**

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Serious offences, which may result in detentions, suspension or exclusion, include, but are not limited to, the following:

- Lying
- Unauthorised absence from lessons
- Loud & abusive behaviour
- Rudeness directed toward another member of the school community
- Consistent failure to submit completed/adequate homework on time
- Repeated failure to show sufficient effort in class/homework
- Disruption of the classroom working environment
- Repeated failure to wear school uniform in the correct manner
- Repeated lateness to school or lessons
- Bullying
- Violence toward another member of the school community
- Wilful destruction of property
- Bringing the school into disrepute
- Bringing prohibited items on to the school site – including knives and other weapons
- Criminal acts – including the possession of drugs or drug related paraphernalia
- Intoxication
- Theft

3. REWARDS POLICY

Pupils flourish most effectively when their efforts and achievements are recognised.

Head's Commendations

The system of **Head's Commendations** is designed to ensure that pupils in the Thirds to Fifths receive a reward for academic progress. These are awarded every half term to pupils who have been put forward by their Tutors and HSM/JHSM. The basis for the commendation will be academic and may either be achievement of note or good progress. Two names are put forward per tutor group on each occasion that grades are due. No pupil may receive more than one commendation in any one academic year. The Head will speak to each pupil commended.

Other Rewards

Teachers encourage good behaviour in a variety of ways, not least by leading by example. The following have proved successful:

- Praise/encouragement
- Stickers
- Gold stars in books
- Stars on wall chart especially for good group work
- Post cards
- Treat box
- Displaying work
- Positive comments on work
- 'Fun' marking system e.g. the hamburger system: high scoring work gets double mac cheeseburger!
- Mention in dispatches e.g. Email to tutor/Housemaster or Housemistress commending a pupil
- Send pupil to show good work to the Head for formal recognition of achievement
- Housemasters/mistresses present an award annually to pupils who achieve high numbers of House points
- The House with the most House points is awarded with the Russell Cup at the end of the Summer Term.
- Pupils in the 3rds, Removes and L4 are also rewarded with **House Points** for good work, effort, exemplary behaviour and for making a positive contribution to the life of the school.

Suggestions for awarding House Points

- Achievement
- For outstanding work on and off curriculum
- For getting top marks/exceptional piece of work/best example of the task set
- High test marks
- Effort/improvement
- For work that is better than pupils' usual standard

- For reaching a target
- For real effort to improve behaviour/organization
- Creative thinking/intellectual curiosity
- For a good idea/good answer in class
- For asking penetrating questions
- Exceptionally good behaviour
- For thoughtful/helpful behaviour 'above and beyond'
- Awarded to whole class to emphasise corporate responsibility for good behaviour/effort over whole lesson/series of lessons

Staff should have House Point cards readily available in the classroom. To save time pupils can fill in their own name/tutor group. House points must also be uploaded to iSAMS so that there is a visible and lasting record of the reward.

'Colours' are awarded for outstanding performance in Sport, Music, Drama and a wide range of co-curricular activities. See the Colours policy on the School website.

Pupils' achievements are celebrated in House and School assemblies. On **Visitation Day** in the Summer Term pupils are presented with prizes for academic success and improvement.

4. SANCTIONS POLICY (INCLUDING POLICY ON APPEALS)

Pupils at Bancroft's are part of a community representing a wide range of ages and backgrounds. They are expected to behave in a responsible manner, to respect each other, the school community, and the School's premises and property. Our many visitors often comment favourably about the impressive conduct and helpfulness of all they meet at Bancroft's.

SCHOOL PROCEDURES

The formal statement of the School's expectations is kept as brief and simple as possible. A list of procedures is posted in every tutor group room, so that all pupils are aware of their obligations. These procedures, which are updated regularly, are sent to parents on the offer of a place and acceptance of these is a condition of accepting the offer. The overall policy on discipline is also set out in paragraph 6 of the School's terms and conditions, also sent to parents on the offer of a place at the School.

The tone is set at the beginning of the procedures: pupils will act with consideration and good sense at all times. The emphasis is on positive expectations, and not on prohibitions. It is neither possible nor desirable to seek to cover every situation in a comprehensive list of procedures. It is no defence to say that something has not been ruled out so it must be acceptable! If something is sensible and courteous, then it is unlikely to be wrong; behaviour which is inconsiderate, dangerous or bad mannered is invariably wrong.

SANCTIONS (GUIDANCE FOR STAFF)

For all detentions the member of staff responsible for setting the detention should provide the miscreant with adequate and appropriate work. Detentions may only be postponed by the Head or Senior Tutor.

SANCTIONS TOOLKIT

Many misdemeanours are effectively dealt with by taking the pupil aside and discussing the issue in private at break/lunchtime. The following sanctions were devised for 3rds- L4 but in some cases may be effective with older pupils.

School detentions are for serious or repeated misdemeanours.

Minor misdemeanours

From time to time individuals make mistakes, from which they are encouraged to learn. Members of staff deal with behaviour issues by explanation, advice, and warning. Sanctions act as a deterrent and are also designed to be constructive. Although unacceptable behaviour is a serious matter, the aim is to clear the air speedily after a punishment has been served. A minor misdemeanour would normally earn a clear and firm warning in the first instance. Tutors may be informed to reinforce the action taken by the member of staff.

ALTERNATIVES TO FORMAL SCHOOL DETENTIONS

1. Being Grounded' Report to Member of Staff and stand outside the Staff Common Room in break/ lunchtime until released.
2. Report offenders to Tutor/ HSM/J HSM or write comment in pupil planner. (Any other communication to parent should be dealt with by HSM /J HSM).
3. Redoing poor work/catching up/late work: Pupil to work in Library (lunchtime or after school) and to produce a signed slip from librarian to verify attendance and that pupil worked sensibly.
4. Informal detention (break/lunchtime/after school), supervised by a member of staff/Head of Department or volunteering colleague (informal reciprocal arrangement preferably co-ordinated by Head of Department) 24 hours' notice should be given if it is after school.
5. Extra work done at home; something interesting and constructive but not a time wasting, pointless task.
6. Pupils could be asked to write a piece reflecting on their behaviour. It can be signed by parent/tutor/ HSM /JHSM.
7. Write an essay instead of doing a more enjoyable/practical activity in the lesson.
8. In serious cases a message (via email, phone or through a pupil) should be sent to the Head's office requesting a member of SLT (or member of staff) to escort a pupil to the Head's office with all their belongings.
9. A disruptive pupil can be sent to the Head of Department's classroom by agreement to do work set. Use sparingly for serious or persistent disruption and always notify HSM /JHSM.
10. Temporary confiscation of 'illegal' items e.g. jewellery/footballs used indoors (not mobile phones unless delivered to the Senior Tutor in person immediately for return the same day). Donation paid to charity box (usually for forgetting equipment repeatedly or recovery of confiscated bag left lying around).
11. Incorrect uniform. Repeat offenders are to be sent to the Senior Tutor / Head. Repeat offenders have to report before school looking immaculate.
12. Community service e.g.
 1. Clean up dining room after lunch under 6th former supervision
 2. Empty recycling bins, pick up litter

3. Fill envelopes/mail shots
 4. Assist in office
 5. Covering textbooks with plastic covers (or similar helpful activity)
13. Pupil makes a written apology and a pledge not to re-offend.
14. Mentor scheme: emphasis on support/guidance not discipline. 6th former (good role model) or a designated member of staff meets regularly with pupil (works best if the member of staff knows pupil but no longer teaches them).

In some instances it may be appropriate to issue a pupil with a “red slip”. These are issued via iSAMS and will normally be used for low level misdemeanours. Tutors and House staff may decide to follow these up with a word (particularly with older pupils) or detention when a pupil receives three such “red slips”.

Detentions

Further, or more serious, infringement may result in a detention of forty minutes, supervised by a member of staff, after school on a Monday or Friday afternoon.

If the member of staff considers the matter to be more serious it will be referred to the pupil’s HSM who could decide that a longer detention, up to two hours is appropriate. Such detentions are generally for more senior pupils and are supervised after school by the Senior Tutor. Detentions cannot be postponed other than with the Head or Senior Tutor’s permission.

Parents are informed of detentions by a letter from the pupil’s HSM. Detentions take priority over other activities in and out of school. Occasional detentions do not cause a permanent blemish on a pupil’s record, and do not erode the School’s willingness to think well of (and report well on) a pupil.

Detentions are an important sanction and the member of staff should only place pupils in detention when all other options have been exhausted. Initial measures to deal with poor work or behaviour may include repeated or extra work, socially useful work such as litter collection. 'Pointless' or mechanical chores such as lines are not to be imposed. Pupils can be placed in detention for both academic and disciplinary reasons. School detentions last for 40 minutes and the staff wishing to place pupils in detention should issue this through iSAMS . This will issue an email to the pupil concerned, tutor, HSM /JHSM, Senior Tutor and front office. This must be done promptly so that parents can be informed before the detention occurs. Parents are all informed by a letter from the appropriate HSM /JHSM.

For extremely serious offences a discussion with the relevant HSM /JHSM will ensure an appropriate sanction is applied.

Suspensions and Exclusions

There are some offences, which due to their severity, or by their constant repetition, are punished by suspension or by permanent exclusion. Such cases are rare. The circumstances of any such offence are investigated by a senior member of staff, with the decision to suspend or exclude being taken by the Head. Parents who are dissatisfied with the Head’s decision to exclude have the right of appeal to the Governors.

PROCEDURE FOR APPEALS AGAINST EXCLUSION

1. Right of Appeal

- 1.1. A parent of a pupil who is dissatisfied with a decision of the Head to exclude permanently the pupil from the Senior or Preparatory School may exercise a right of appeal in accordance with this Appeals Procedure (subject always to the provisions of Term limits as stated at the end of this document).
- 1.2. Throughout this procedure the word 'parent' means the parent(s) or guardian(s) of the pupil.

2. Notice of Appeal

- 2.1. A notice of appeal must be delivered by the parent to the Clerk of Governors c/o Bancroft's School within 5 school days from the date upon which the decision took effect or, if later, the date of receipt of the Head's written reasons for the decision. A notice of appeal received subsequently will not be considered.

The notice of appeal must: -

- 2.2. set out all the reasons why the parent considers the decision is wrong;
- 2.3. have attached all documents, or copies of documents, on which the parent intends to rely.
- 2.4. On an appeal being made, the Head shall have complete discretion whether to defer implementation of the decision pending the outcome of the appeal.

3. Head's Response

- 3.1. The Clerk shall deliver a copy of the notice of appeal to the Head at the earliest opportunity.
- 3.2. The Head shall send his response to the Clerk and to the parent within 5 school days of his receipt of a copy of the notice of appeal.

4. Hearing or Written Determination

- 4.1. If the parent wishes to have a personal hearing of the appeal, the parent shall give written notice to that effect to the Clerk within 3 school days of his/her receipt of a copy of the response.
- 4.2. If such notice is not given the Appeal Panel may determine the appeal on the basis of the documents only.

5. The Appeal Panel

- 5.1. The Clerk shall within 3 school days of his receipt of a copy of the response ask the Chairman of Governors to appoint a panel of 3 Governors to determine the appeal.
- 5.2. No Governor shall be eligible to serve on the Appeal Panel who has had previous involvement in the decision.

Hearing Procedure

- i. The Clerk shall give the Head and the parents, within 3 days of the receipt of the request, not less than 5 days' notice of the date, time and place of the appeal hearing, whether it is to be determined by personal hearing or upon the basis of the documents only.
- ii. In case of a personal appeal hearing, the procedure that the hearing follows shall be at the discretion of the Appeal Panel and (unless the Appeal Panel otherwise determines): -
 - a. the appeal hearing shall be in private and everything said at the appeal hearing shall be confidential.
 - b. neither the parent nor the Head will be entitled to put before the Appeal Panel any document that did not accompany the notice of appeal or the response.
 - c. neither the parent nor the Head will be entitled to call any witness to give oral evidence before the Appeal Panel without the express agreement of the Appeal Panel (oral evidence only normally being admitted when there is no reasonable and fair alternative method of establishing any disputed facts).
 - d. the parent and the Head each may, with the prior approval of the Appeal Panel, be accompanied and assisted by another person who undertakes to respect the confidentiality of the appeal but who shall not have the right to address the Appeal Panel.
- iii. the parent will first explain his or her case, the Head will respond and the parent will have the opportunity to deal in reply with any new material raised by the Head before the Appeal Panel retires to consider and make its decision.
- iv. The Clerk may advise the school prior to the appeal hearing but after commencement of the appeal hearing shall take no part in the appeal save that he may advise the Appeal Panel on matters of law and procedure and shall minute the decision of the Appeal Panel.

Delivery of Appeal Decision

- a. The Clerk shall write to the parent within 7 days of the appeal hearing, with a copy to the Head, setting out the Appeal Panel's reasoned decision.
- b. The Appeal Panel may make its decision by a majority.
- c. The Appeal Panel's decision shall be final and shall not be subject to further appeal.

Unpaid Fees

An appeal relating to the exclusion or suspension of a pupil from school will not be entertained if any fees or other sums payable to the school under the contract are in arrears.

Time Limits

- i. Save in the case of paragraphs [2.1](#) and [4.1](#), a failure to comply with any time limit set out in this Appeal's Procedure shall not invalidate or otherwise affect any act or decision.
- ii. Notices or documents should be sent by first class post and shall, for the purposes of this Appeal Procedure, be assumed to be received by the addressee on the day after posting, ignoring for this purpose Saturdays, Sundays and statutory holidays.

This policy will be reviewed annually by the Governors.

5. SEX EDUCATION

Pupils are given comprehensive scientific and medical information in a moral framework. The Sex Education Programme emphasises the need for a responsible attitude towards sexual relationships, draws attention to emotional implications, and raises moral issues. Pupils are encouraged to consider their religious tradition and to respect the traditions of others.

Parents are entitled to withdraw pupils from sex education classes. The HSM will discuss the matter fully if such a request is made.

In **Science**, the Thirds cover the topic Reproduction and Adolescence. This includes a study of how physical and emotional changes occur throughout puberty and adolescence. The course content also encourages a responsible approach to sexual relationships and parenthood, whilst studying developments from conception to birth.

In **PSHE**, following a video about puberty, 'Changes', a female Biology teacher talks to girls in the Thirds about menstruation. The boys have a lesson with a male Biology teacher about puberty and body changes in adolescent males.

A qualified nurse, experienced in giving presentations in schools, talks to Lower Fourth pupils about sexual relationships, sexually transmitted infections and contraception.

In **Religious Studies**, Thirds and Removes study the rites of passage in major world religions. Attitudes and beliefs surrounding birth and marriage are examined.

Sexual relationships are discussed in the Lower Fourth. The beliefs of the major world religions are taken as a starting point and attention is drawn to emotional and moral implications of sexual relationships. The RS GCSE specification covers abortion and religious teachings on sexual relationships and marriage.

With regard to their age and level of maturity pupils may discuss controversial and sensitive topics in class. Examples include homosexuality, abortion, fertility treatment, adoption, parenting, and single parenthood.

The School Matron is available to give advice and information, in confidence, to individual pupils on contraception and sexual health matters. Teachers do not give advice to individual pupils on contraception or sexual health.

If you would like further information, or wish to discuss Sex Education provision, please contact Mrs Channer, Assistant Head (Pastoral).

6. MEDICAL INFORMATION

HEALTH QUESTIONNAIRE

All parents must complete the Health Questionnaire on behalf of their child and sign the consent form for the administration of simple over the counter medicines.

A **Medical Record** is kept by Matron for every child. This contains correspondence from, for example, parents, G.Ps, hospitals.

Pupils with a medical condition will be given simple **Health Screening** involving medical history, height, weight, eye test, and colour vision test.

Parents whose children have a medical condition will be sent a **Care Plan** to complete and return to Matron. Care plans will provide advice on the management of a specific condition at school.

Care Plans are available for the following:

1. Anaphylaxis
2. Asthma
3. Diabetes Type 1
4. Diabetes Type 2
5. Epilepsy

ADMINISTRATION OF MEDICINES AT SCHOOL

In most schools there will always be some children who need to take medicines during school hours. Usually, the course of treatment lasts only days but, for children with medical conditions, treatment may be continuous. In general, secondary school pupils should be in charge of their own medication. Parents will need to make sure that their children's medicines are always replaced once expired.

Bancroft's retains a **General Practitioner** who prescribes **EPIPEN** and **VENTOLIN** that are kept in the **Dining Hall**, the **Preparatory School** and the **Medical Department**. This is for **emergency use** only as pupils must carry their own.

CHLORAMPHENICOL MINIMS for eyes, is also kept at school for emergency use only.

Parents must send a written request to Matron if any prescribed medicines need to be administered at school and complete the consent form.

Details parents should provide include:

1. The name of the child
2. The dosage to be given
3. Whether the medicine needs to be stored in the refrigerator
4. Time of the day for the medicine to be given

Medicines:

1. Must be labelled with the child's name
2. The date of dispensing
3. Dose and frequency of administration.

4. Cautionary advice and expiry date
5. All medicines should be kept in the original container

Non-prescribed medicines

The following non-prescribed medicines are kept at school. If children become ill during the school day, **Matron may give these without prior reference to parents, unless parents instruct otherwise.**

- | | | |
|-----|---------------------------------|------------------------------------|
| 1. | Calpol Sixplus Fastmelts 250 mg | for pain and fever relief |
| 2. | Dextrose Tablets | for quick energy |
| 3. | Gaviscon 500mg. | for indigestion |
| 4. | Piriteze 10mg tablet | for allergies |
| 5. | Imodium capsules | for diarrhoea (school trips) |
| 6. | Paracetamol Tablets 500mg | for pain relief and fever |
| 7. | Piriton Syrup 2mg | for allergies |
| 8. | Piriton Tablets 4mg | for allergies |
| 9. | Soluble Paracetamol 500 mg | for pain relief and fever |
| 10. | Stugeron Tablets 15mg | for travel sickness (school trips) |

ASPIRIN AND IBUPROFEN ARE NOT ADMINISTERED TO PUPILS UNLESS PRESCRIBED BY A DOCTOR

Emergency Oxygen is kept in the Medical Department and the swimming pool.

The Accident Book BI510 is kept in the Medical Department and the Maintenance Department. Details of any serious injuries are entered here.

First Aid

A team of staff is qualified in first aid.

Thirty first aid boxes are kept around the school and all minibuses have first aid boxes.

First aid bags with simple 'over the counter' medicines are taken on school trips.

EMERGENCY MEDICAL TREATMENT

If a pupil requires emergency medical treatment and parents cannot be contacted in time, the Head or, if he is unavailable, the member of staff accompanying the pupil, will give consent on behalf of parents, if advised to do so by an appropriately qualified person.

Immunisation Programme

HPV (Human Papilla Virus) Immunisation Programme

The Department of Health introduced the vaccine in 2008.

It will be offered routinely to all girls aged 12 to 13 years, to protect them against cervical cancer.

A two-dose course of HPV is required over a six month period.

Meningitis C, Tetanus, Polio and Low Dose Diphtheria Booster Immunisations are available for pupils in the Upper Fourth.

An Automated External Defibrillator (AED) is available and located outside the Deputy Bursar/Cleaning Manager's office. This can be used in an emergency by any personnel without training as long as they are happy to use the device.

7. SMOKING AND ALCOHOL

SMOKING

Given the overwhelming evidence that smoking is a serious health risk, the School has an obligation to discourage pupils from this habit. Pupils are therefore forbidden to smoke on all occasions. The School has a site-wide No Smoking policy. Staff are not allowed to smoke on the premises, except in a designated area provided for the purpose. Parents who attend school functions, or who watch school sports matches, are asked to abide by this policy. The School Health Education programme informs pupils of the dangers of smoking.

ALCOHOL

Pupils in school uniform should not normally consume alcohol, enter licensed premises, nor bring alcoholic drinks into the School. There are, however, occasions when senior pupils are permitted to drink alcohol, under staff supervision. Wine and beer may be served at dinners and receptions.

The principles applying to school trips and expeditions are clearly explained to parents in the letter that gives details of the activity, or at a parents' meeting relating to the trip. If parents are in any doubt, they should contact the member of staff responsible for the trip.

8. DRUGS POLICY

The School's drugs policy covers drugs such as cannabis, amphetamines, magic mushrooms, Ecstasy, LSD, cocaine, crack, and heroin. Possession of these drugs is illegal and selling them is a very serious offence.

Drugs may not be brought to, sold, passed on or obtained on the school premises, on school outings or trips or while pupils are recognisable as Bancroftians. Any involvement with drugs is likely to result at least in suspension and selling drugs will result in expulsion. Drug incidents will be reported to the police.

Concern about the possibility of a pupil using drugs outside school hours will normally be shared with parents.

The School aims to:

- Inform pupils about the effects of drugs on the mind and body.
- Explain to pupils the legal position about the use of drugs.
- Promote pupils' sense of self-worth and develop the personal and social skills needed to cope with drugs situations.
- Provide support and advice to pupils and families who seek help on drug related problems.

9. ANTI-BULLYING POLICY

AIMS AND OBJECTIVES

Our aim is to maintain an environment characterised by warmth, co-operation, respect and mutual support. Diversity is celebrated and all members of the school should flourish without fear. We seek to create an ethos of good behaviour where all members of the community treat one another with respect, recognising that this is the right way to behave. Bullying of any kind is always unacceptable and will not be tolerated. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm and staff should act in accordance with the safeguarding policy. We are committed to promoting positive relationships.

INTRODUCTION

The school regards bullying as a very serious issue. It can cause serious psychological damage. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment, threatening behaviour and malicious communications. These include the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If the Head believes that an offence may have been committed, assistance from the police will be sought.

All pupils are made aware of the Anti-Bullying Policy as part of their induction to Bancroft's. It is published in the school calendar, displayed on notice boards and promoted in assemblies. Pupils are encouraged to think about the implications of the policy in Personal, Social, Health Education (PSHE) lessons. There are opportunities to raise awareness in many curriculum areas, such as religious studies, in drama or when discussing literature, historical events or current affairs. Staff and older pupils reinforce values of respect for others by setting a good example. Success in creating a friendly, inclusive community is celebrated.

We understand that bullying can be fuelled by prejudice including: racial, religious, cultural, sexual/sexist, homophobic, disability. Bullying can be related to appearance, a health condition, special educational needs or because a child is adopted or is a carer. Pupils who are perceived to be different in some way can be vulnerable. It may occur directly or through cyber technology such as social websites, mobile phones, text messages, photographs and email. The school takes an active approach to prevent bullying and to promote respect for others.

The Anti-Bullying policy is communicated to parents on the website and in the Pastoral Handbook. Parents are requested to contact their child's Housemaster or Housemistress if they have any concerns about bullying. The Head, Senior Tutor, and Assistant Head (Pastoral) are also available to discuss these issues.

Our policy has regard to the DfE publication [Safe to Learn-Embedding Anti-Bullying work in Schools](#) and [Preventing and Tackling Bullying](#) DfE 2011 and 2013 in addition to Preventing and Tackling Bullying (July 2017).

Guidance for Staff is available in the staff handbook and training is provided.

Housemasters and Junior Housemistresses meet regularly with the Assistant Head Pastoral and other senior staff enabling patterns of bullying to be identified and addressed. The approach to bullying is regularly evaluated, for example taking into account developments in technology.

Staff are familiarised with the Anti Bullying Policy during their Induction.

DEFINITION OF BULLYING: WHAT IS BULLYING?

Bullying is behaviour that is repeated over time. It intentionally hurts another person or group of people physically or emotionally, making them feel uncomfortable, miserable, or threatened. It is often motivated by prejudice against particular groups for example on grounds of race, religion, culture, gender, sexual orientation, special educational needs and disability or because a child is adopted or a carer. Bullying includes:

- Any form of physical contact that intends to harm or cause distress – e.g., hitting, tripping, pushing, kicking.
- Sexual or sexist harassment, racial, religious, cultural or homophobic abuse, unkind references to a disability, special educational needs, being adopted or a carer, persistent or malicious name calling – e.g., teasing, insulting, threatening, swearing.
- Behaviour that is deliberately unfriendly, and makes other people feel uncomfortable, humiliated or excluded – e.g., spreading rumours, graffiti, tormenting, intimidating glances or gestures.
- Hiding, removing or damaging property or borrowing without the owner's permission.
- Offensive telephone calls/text messages, hurtful or defamatory e-mail or other electronic messages/images. Malicious references to members of the School community on the internet are also seen as being in the School's area of concern. This type of bullying is referred to as cyber-bullying.

Although this policy is primarily concerned with behaviour in School and offsite activities, action will be taken against bullying wherever it occurs.

PREVENTION OF BULLYING

Measures taken by staff to prevent bullying include:

- Discussions with pupils about differences between people and the importance of avoiding prejudice-based language
- Anti-bullying lessons in PSHE
- Addressing the issue in assemblies and chapel
- Addressing the issue through drama, literature, historical events, current affairs etc
- Low profile, but frequent, patrolling of areas where bullying may occur: such as lunch queue, tuck shop queue, playing areas, corridors
- Being aware of vulnerable pupils, including those with special needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils, and supporting them in class to avoid isolation and humiliation; highlighting the value of cooperation so that positive peer pressure reduces the potential for bullying to occur. Group work has the potential to encourage a collaborative ethos

RECOGNISING SIGNS OF DISTRESS IN THE VICTIM

People react differently and the level of a person's distress or hurt is not always evident. They may initially be unwilling to discuss the situation, or may even deny that there is a problem. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, withdrawn, feigning illness or clinging to adults. They may show changes in their work patterns, may lack concentration or even truant from school. They may isolate themselves both inside and outside the classroom.

ENCOURAGEMENT TO TALK

The victim of bullying should feel able to talk directly to a trusted teacher. To facilitate this, staff must create the right climate by being available, listening objectively, reassuring the pupil that what they say is being taken seriously.

Pupils may wish to talk to their tutor, Housemaster/mistress, a prefect, Matron, the Chaplain, the Assistant Head Pastoral, or any member of staff with whom they have a good rapport.

Staff must communicate clearly the message that keeping silent only protects the person(s) responsible for the bullying.

PROCEDURES FOR STAFF

Upon receipt of a complaint of bullying, the Member of Staff should consult the appropriate Housemaster or Housemistress.*

Pupils involved could be asked to make a written report, if appropriate.

When it is clear that bullying has taken place make it clear to the victim that revenge is not appropriate and to the bully that their behaviour is unacceptable and has caused distress. If appropriate, those involved in the bullying incident are brought together to discuss the situation with a view to reconciliation and fostering a positive relationship.

The Housemaster or Housemistress will make a decision about appropriate punishment e.g. detention or whether other action is necessary e.g., an apology is to be made, restitution of property etc. Bullies will have to apologise and make amends. Punishments vary according to the offence.

The incident will be recorded by the Housemaster or Housemistress and a copy of the report passed to the Assistant Head Pastoral and the Senior Tutor.

In serious cases parents will be informed by the Housemaster or Housemistress.

The most serious cases of bullying are referred to the Senior Tutor or the Head and a record is kept. Records of all bullying incidents are kept by the Senior Tutor and enable patterns of bullying to be identified and addressed, and in order to evaluate the effectiveness of the approach adopted.

In the worst cases a bully will be suspended or excluded.

Theft should be reported to the Senior Tutor.

Support is available for victims and also for bullies, so they can change their behaviour. If appropriate, assessment by a qualified professional and counselling can be arranged. The Assistant Head Pastoral has contact details for referrals.

When the allegations involve bullying by a teacher, the reporting procedures laid down in Safeguarding Policy should be followed.

*In the Prep School, concerns about bullying will be dealt with by the Class Teacher in the first instance who will involve the Assistant Head, Operational and Pastoral as appropriate.

The school provides training to staff to raise awareness of the policy so that the principles of the policy are understood, legal responsibilities are known, actions are identified to resolve and prevent problems and that sources of support are available and where appropriate the school will invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Staff awareness of the anti-bullying policy is raised by a process of formal and informal training. All staff receive Child Protection training, Level 1 for support staff, Level 2 for academic staff and Level 3 for Housemasters and SLT. Keeping abreast of current developments in bullying and all its forms is ongoing and was recently addressed in a "cyber-bullying and good choices on the internet/social media" session led by Jonathan Taylor. There is an ongoing programme to train staff in Myers-Briggs principles so as to better understand behaviour. Case studies are used to train staff and for discussion among tutors and pupils. The Assistant Head Pastoral holds tutor drop in clinics, an open forum where staff may raise issues of concern and discuss approaches to resolving behavioural issues. Staff aim to be proactive in identifying pupils who may be experiencing bullying. The House staff and tutors play a crucial role as a source of support to pupils, although they may speak to any member of staff they feel comfortable with, in identifying behavioural patterns and establishing strong relations with parents. The Senior Tutor and the Assistant Head Pastoral work closely with the House staff to resolve issues and to develop ways of identifying behavioural trends and encouraging good behaviour. Tutors and House staff receive a weekly register of Red Slips to monitor low level disruption. The Learning Support Department provides support for SEND pupils on a one to one basis or in small groups. All teachers may recommend to a pupil's Housemaster or mistress that a pupil be referred to the Learning Support Department. All new pupils are now screened as a matter of course to enable earlier intervention. There are currently no pupils with an identified disability on the school roll at present. Provision is made for such pupils on a case by case basis in liaison with parents/ carers, medical staff and social workers where appropriate. Support for pupils with special dietary needs and those suffering from diabetes or eating disorders is provided by meetings with the catering staff to ensure that pupils may eat healthily and unselfconsciously. The PSHE programme addresses bullying, relationships and homophobia in an age appropriate way, by lecture and through discussion. We celebrate diversity and our aim is to promote cooperation, respect and mutual support among all pupils and staff. LGBT issues are discussed, both within the PSHE programme and at meetings of the Equality Society. At the time of writing we do not have any transgender pupils but would work with parents, pupils and medical professionals on a case by case basis to ensure that any such pupil joining the school, or transitioning once at school, is simply another pupil.

BEHAVIOUR POLICY

The Behaviour Policy dovetails with the Anti-Bullying Policy. It sets out expectations for pupils to respect each other and the school community. It provides further explanation about sanctions. For full details of the Behaviour Policy, see relevant section.

REFERENCE MATERIAL:

[Safe to Learn – Embedding Anti Bullying work in schools](#) (DCSF Guidance)
[Preventing and Tackling Bullying, 2011 and 2013](#) (Department for Education)
[Preventing and Tackling Bullying, 2014](#) (Department for Education)

10. COUNSELLING

Pupils are encouraged to talk about problems with their tutor or HSM. Other people with responsibility for supporting pupils are Matron, the Chaplain and the Assistant Head (Pastoral). However, pupils should approach any teacher with whom they feel at ease if they would like to talk about a problem.

Whatever pupils have to say will be treated with sensitivity and discretion. If pupils are concerned about confidentiality, they should seek reassurance by asking about the boundaries.

The Assistant Head (Pastoral), and HSMs' will advise pupils or parents who enquire about the options for professional counselling outside school. A school counsellor attends the school on a weekly basis and pupils can be referred to him through their HSM.

We have close contacts with a highly qualified and experienced counsellors, Len Fox and Diana Sharp. They offer a confidential service to pupils and their families. Details are available from the Assistant Head (Pastoral).

11. ON-LINE SAFETY POLICY

RESPONSIBILITY

The Senior Tutor has been designated as responsible for pupil safety and security policies related to the Internet and electronic communications.ⁱ

The Senior Tutor along with the IT Manager ensure that policies are implemented and that regular monitoring takes place. All staff, including temporary and student teachers, are made aware of school ICT policies.

All members of staff and pupils should be encouraged to use computers and the Internet responsibly and to understand the consequences their actions could have on themselves and others.

SUPERVISION

Pupils at Bancroft's are made aware that a teacher or responsible adult may be supervising indirectly, but still be aware of pupils' access and monitoring their use.

When direct supervision by school staff is not possible, those with responsibility for pupils are aware of the school's policies on Internet Safety.

For example, pupils on school organised work placement schemes, exchanges and training courses should not be allowed to have unsupervised, unfiltered Internet access.

When a pupil enrolls at Bancroft's they are asked to sign the E-citizen charter. Parents are sent a copy and encouraged to discuss this with their children.

E-CITIZEN CHARTER & ACCEPTABLE USE POLICY

Pupils must sign an E-Citizen Charter

Such an agreement makes everyone aware of their responsibilities when using the Internet. Parents are sent a copy of the E-Citizen charter.

USE OF THE INTERNET

The Internet can be a rich educational resource, providing access to millions of pages of information. However, much of the Internet is unorganised and unregulated and many sites contain information, which is inaccurate, dangerous, illegal or pornographic.

Bancroft's tries to ensure that pupils do not have bad experiences when using the Internet or other forms of electronic communication and that parents have confidence that Bancroft's are using 'all due diligence' to protect their children. Above all, we want to avoid pupils being exposed to offensive materials – pornographic, violent, or racist.

CHILD PROTECTION

The most serious risk to pupils involves the possibility of someone being hurt, exploited or abused as a result of personal information being posted online. Online pictures, names, addresses, or age can be used to trace, contact and meet a pupil with the intention of causing harm.

4.0 Policy

4.1 General Use and Ownership

1. While Bancroft's desires to provide a reasonable level of privacy, users should be aware that the data they create on the school systems remains the property of Bancroft's. Because of the need to protect the network, there can be no guarantee of the confidentiality of information stored on any network device belonging to, or leased by Bancroft's.
2. Bancroft's may need to filter, audit or limit any ICT service provided.
3. Users are responsible for exercising good judgment regarding the reasonableness of personal use. Educational and administrative use by any member of the school community always takes priority over personal use. Individual departments are responsible for addressing issues concerning personal use of ICT systems. If there is any uncertainty, users should consult their manager or Head of Department.

4.2 Security and Proprietary Information

1. Users should take all necessary steps to prevent unauthorized access to information held on ICT systems at Bancroft's. Extra care should be taken with Data that is classified as personal or sensitive under the Data Protection Act.
2. Users should keep passwords secure and not share accounts. Users are responsible for the security of their passwords and accounts. System level passwords should be changed regularly.
3. Passwords need to be compliant with Microsoft rules on "strong" passwords¹
4. No pupil should be allowed any form of access to an adult user's account.
5. No client devices², including remote access sessions, should be left unattended and unsecured when a user is logged in. To prevent unauthorised access users must either logout or securely lock any client device whenever they have to leave it unattended.
6. Because information contained on portable computers is especially vulnerable, special care should be exercised.
7. Emails sent from Bancroft's mail servers will have a disclaimer attached stating that any opinion expressed is that of the sender and may not necessarily be the opinion of Bancroft's.
8. Portable computers will be issued with anti-virus software installed. It is the responsibility of the user in charge of the computer to ensure that the software is updated regularly and in accordance with instructions from the ICT Director.
9. Users must exercise caution when opening e-mail attachments, as they may contain viruses, or Trojan horse³ code. Unsolicited emails or emails from a known source that seem "out of character" should be treated with extreme caution. If in doubt deletion, without opening the email, is the safest course of action. The ICT department is available to give advice if needed.

4.3. Unacceptable Use

Under no circumstances is any user authorized to engage in any activity that is illegal under British, European, or international law while utilizing resources owned or leased by Bancroft's.

The following activities are, in general, prohibited. The lists below are by no means exhaustive, but attempt to provide a framework for activities that fall into the category of unacceptable use.

¹ Strong passwords are defined as follows;

- Passwords must not contain the user's name
- Passwords must contain characters from three of the following four categories:
 - Uppercase characters of European languages (A through Z, with diacritic marks, Greek and Cyrillic characters)
 - Lowercase characters of European languages (a through z, sharp-s, with diacritic marks, Greek and Cyrillic characters)
 - Base 10 digits (0 through 9)
 - Non-alphanumeric characters: ~!@#%&*_-+=`|\(){}[];'"<>.,?/

² Any hardware, software or combination of the two that can be used to access data systems owned by Bancroft's

³ A Trojan Horse pretends to be something that it is not, for example a screensaver, whilst affecting your computer.

System and Network Activities

The following activities are prohibited:

1. Unauthorized transmission or copying of copyrighted material.
2. The installation of any software, onto any Bancroft's ICT equipment, for which Bancroft's does not have a current valid licence, filed with the ICT department.
3. The installation of any software, onto any Bancroft's ICT equipment, without the authorisation of the ICT director.
4. The intentional or negligent introduction of malicious programs onto any Bancroft's ICT equipment.
5. The intentional accessing, viewing, cataloguing, relaying or transmitting any images or text that would be considered undesirable in a school context. This will include but not be limited to, pornography, material inciting prejudice or hatred, material inciting illegal activity.
6. Revealing your account password to others or allowing use of your account by others. This includes family and other household members when work is being done at home.
7. Using Bancroft's ICT resources to engage in trading, procuring or soliciting for business for any organisation outside Bancroft's.
8. Attempting to breach network security or disrupt the services it provides.
9. Intercepting information that is not intended for the user.
10. Exporting Data that is covered by the Data Protection Act to parties outside Bancroft's without the permission of the Bursar.

Email and Communications Activities

1. Sending unsolicited messages, e.g. the sending of "junk mail", to individuals or groups.
2. Any form of harassment via electronic means.
3. Any attempt to remove any disclaimer added by Bancroft's to outgoing communications.
4. Unauthorized use, or forging, of email header information of emails that originate from Bancroft's systems.
5. Any attempt by a user to forge email headers that identify an email as originating from Bancroft's systems when it does not.
6. Requesting email to be sent to any email address other than that of the user, without the account holder's authorisation.
7. Creating or forwarding "chain letters", or other "pyramid" schemes of any type.

5.0 Enforcement

Any user found to have violated this policy will be subject to disciplinary action.

Appendix Two – Bancroft’s ICT Policy: A policy for good use

It has been kept as simple as possible and is intended to encourage creative, imaginative use of our computing facilities. If you exercise due care and consideration, you will be observing its spirit.

The school provides both networked, desktop computers and wireless access to the internet through the school's own filtered connection. Wireless access (which does not provide direct access to the school's network) is available in specified locations for authorised users to use via their own devices.

Identity and responsibility (online and digital)

Respect and maintain the integrity of digital identities - yours and others'. For example: log on only as yourself; keep your login details private and make them secure; do not leave any device logged in and accessible to others.

Exercise informed judgement about disclosing your personal details and do not give out another person's details without their clear consent.

Financial transactions by pupils are permitted where you act within the constraints of the school's rules and with your parents' approval.

In the digital realm, once something is posted online it has a persistence that is not like something that is said. It is also replicable and searchable (directly and through its metadata), and you cannot be sure who your audience is or will be. Once something is posted online, its effects are often magnified and can be mirrored out of context. All of this requires experience to understand. Remember: when you post, you have not only your own reputation to consider but also that of others and that of the school. Every member of the community has to take responsibility for his or her actions online. If you are in doubt, it is best not to post, send an email, etc.

Network and hardware integrity

Respecting and maintaining the network and the computers the school provides is largely common sense. For example, if the functioning of the system were to be impaired by the introduction of a virus, it would have a possible impact not just on the school's network but on all devices using the school's facilities. Attachments sent to you should be assessed case-by-case: unexpected or suspicious files should not be opened.

Many different devices exist which can be connected to a network or a computer. Every user needs to exercise judgement: for example, storage devices (e.g. USB sticks) with non-executable files on them are clearly fine, but should have been virus-checked first by you. Harder to assess can be executables designed to run safely from a USB stick (etc.) - e.g. a browser. If in doubt, consult with a member of the ICT staff.

Devices that are themselves computers (in whatever form) should not be linked to the wired network.

Laptops and other portable devices can access the internet (and, via this route, the school's systems) by using the wireless Café network - accessible throughout the school. Anti-virus provision for all mobile and portable devices is the owner's responsibility.

Downloading files: again, exercise judgement and be aware that viruses can be hidden in documents and images (for example) and not just in executable files. To guard against accidents, the school's

own machines do not allow unauthorised software installation. Think about what you are doing and always seek advice if in doubt.

Respecting the network's integrity extends to how messages are sent. There are many ways of spamming people, or generating needless messages, and no-one should be doing this. Another example of unacceptable practice would be attempting to send messages anonymously or pseudonymously.

It is standard practice in organisations to audit users' internet activity and all staff and pupils are audited in this way. Audit trails are rarely examined but exist as a safety net should things go wrong. Should you find yourself looking at or opening material you consider the school would think inappropriate (or material you find disturbing), simply inform a member of staff so we can work with you to address the matter.

Appendix Three – Bancroft's School Responsible E-Citizen Charter

Bancroft's School recognises that the use of ICT (information and communication technology) can enhance the learning experience of our students. However we also recognise that the use of ICT can introduce some risk factors. In order to help our students manage those risks we have a program of education for students and staff, and we also provide information for parents. To help reinforce the guidelines for safe responsible use of ICT we have produced the following agreement which we are asking students to sign.

As a student at Bancroft's School I agree to the following when at school or engaged in school activities or on school trips:

- 1) I will be careful not to post personal information about myself or others on to public areas of the Internet.
- 2) I will ensure that before I send or post any photo or video that the content is not inappropriate and that I have the permission of those whose image is included to send or post the content. If it is shot on private property I will also make sure that the owners of the property do not prohibit photography or filming.
- 3) I will consider the feelings of others before I post, send or forward any information or comments about any person and will not post, send or forward any information or comment if I believe it may cause upset or distress to anyone.
- 4) When using school equipment I will do my best to use it in a way that helps to maintain it in good working order. If I discover that a piece of equipment is broken or malfunctioning in any way I will report it to a member of staff so that it can be repaired. I will leave equipment in a tidy and clean state.
- 5) I will avoid the technical and legal problems that unauthorised software access causes by not installing, attempting to install or reconfiguring any software / hardware on any school equipment. I will only use the software provided by Bancroft's School when using school equipment.
- 6) I will help to maintain the security of the school ICT systems by only using the account(s) that I have been authorised to use, by not attempting to bypass any settings and by not helping anyone to gain unauthorised access to any school system or third party systems.

- 7) I will help to maximise the availability of school ICT equipment by only using school equipment and my authorised account(s) / school email addresses for tasks related to coursework, homework or co-curricular activities organised by the school.

I understand that by using the school ICT equipment I am agreeing to abide by the above conditions. I understand that the school retains the right to retain and use copies of all data that is created, stored or transmitted using equipment it owns. I understand that if I contravene the above guidelines that some form of disciplinary action may be taken. This could include having my computer access suspended and my parents being notified. The appropriate authorities may be notified if illegal activity has taken place. I also understand that the school will notify my parents of any concerns about aspects of my online behaviour that affects the well-being of myself or others. I also understand that, when using services provided by a third party, I will need to abide by the terms and conditions that they set.

Responsible E-Citizen Charter FAQs

If you have any further questions please contact Mr Channer, Senior Tutor.

1. Does the E-Citizen Charter refer to my computer use out of school?

The E-Citizen charter refers to what you do while at school, on a school trip, or using school equipment via a remote link. However, we would like you to consider points 1 to 3 whenever you are using ICT equipment as these points are concerned with the wellbeing of you and others.

2. How does the warning about posting personal information apply to computer use at school?

You may not use school computers to post personal information about yourself or others which could put yourself or others at risk. For example, if accessing Fantasy Football for Maths you should use a nickname.

Safeguarding personal information is recommended at home, too, but there the matter is the responsibility of yourself and your parents. The ThinkUKnow website gives you advice about this www.thinkuknow.co.uk

Please be aware that some online services reveal your GPS location, which can enable others to stalk you. In addition, photos taken on many smart phones contain GPS location information; this function should generally be switched off if you are posting photos online.

3. How do I know if a property owner has given permission for photography/video?

Most establishments will display signs if photography/video is forbidden. eg museums, places of worship. If in doubt ask the teacher who is in charge of the trip.

4. Bancroft's is private property; can I take photos/videos?

You should not bring valuables such as cameras to school, however it is likely that your phone has a camera facility. There may be exceptional occasions when a teacher allows you to bring a phone/camera into the classroom. **You must have the express permission of the teacher to take a photo/video in a lesson.** All those in the image must give their consent.

When not in lessons students may take photographs/videos providing the content is appropriate. You must have the consent of all those in the image. Students must abide by the Anti Bullying Policy and Mobile Phone Policy. Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline. Students must be aware that staff in charge may apply restrictions on taking images during some activities such as plays and concerts.

5. Is it practical to obtain the permission of everyone featured in a photo/video?

You should confirm that the main characters, usually your friends, (not people in the background in a large crowd), are willing to be in a photo/video. Respect the wishes of anybody who does not want you to photograph or video them.

The Bancroft's E-Citizen Charter applies only to images of Bancroftians, at school or engaged on school activities off site, and any images posted on the Bancroft's system. It is good practice to respect privacy in other contexts, too, but this is your own responsibility.

6. Will I be causing distress if I express views on a controversial subject?

The E-Citizen Charter does not prohibit the expression of views on current affairs topics. However controversial and sensitive issues are best debated in a classroom where a teacher chairs the discussion and a range of views can be put forward.

The E-Citizen Charter prohibits causing upset or distress by bullying. This is made clear in our Anti Bullying Policy (in the calendar).

7. What does the school do with the data I have created, stored and transmitted?

Files that students create in their personal area are deleted 6 months after they leave, but the data will also be held on backup tape. Internet browsing histories would be retained for longer but only in the form of an offline archive.

Some examples of student work may be retained for ICT teaching purposes or to display on open days. In the case of data, generally photos, that students submit to staff to go onto the students' shared drives, they will remain until the member of staff who placed them there removes them.

8. What do you mean by services provided by third-parties?

Third-party services are, for example, Microsoft's Office 365 and Office Live. All senior school students have a Microsoft Office 365 email account. When you are accessing these hosted Microsoft services, you will have to agree to the service terms and conditions (in addition to the school's E-Citizen Charter).

12. LEARNING SUPPORT

SUMMARY

Bancroft's is committed to providing equal access for all its students to the broad and balanced curriculum which it offers and to which they are entitled. Students with a special educational need and/ or disability (SEND) may at times require specialised support, in part or in all of their school work. The purpose of this policy is:

- To ensure that all students with a SEND are identified and supported in the school.
- To ensure that there is appropriate support for teachers to meet the learning needs of all pupils.
- To ensure that appropriate resources and support are available for students with temporary or long-term specific educational needs and/or disabilities.

Bancroft's is committed to ensuring that all students achieve their potential, and aims to identify and give support to students where there is an established learning difference, particularly where that learning difference is inhibiting a student's access to the curriculum or undermining a student's efforts to achieve his or her potential. While the school has regard for the SEN Code of Practice definition of special educational needs, as a selective, academic school it is aware that a student may have a learning profile where discrepancies between skills, for instance between verbal and performance abilities can affect learning confidence, organisation and achievement.

DEFINITION

Pupils have a special educational need and or disability if they require special educational provision to be made for them. Pupils have a SEND if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the pupils of the same age. Such disabilities could be of an academic, emotional, behavioural or physical nature.

Whilst Bancroft's is a selective school, every pupil has their own individual needs. On occasions individuals require learning support.

THE OBJECTIVES OF THE SCHOOL'S LEARNING SUPPORT POLICY

- To apply a whole school policy to meeting each child's individual needs following the guidelines of the *Special educational needs and disability code of practice* (DfES 2014) and *The Equality Act 2010*.
- To identify, at the earliest opportunity, any pupil who requires learning support.
- To use the School's assessment procedures for regular monitoring and appraisal of a pupil's performance to identify a pupil who is actually or potentially under-performing.
- To provide intervention and support specifically tailored to the needs of an individual pupil.
- To set high expectations for every pupil and to set targets which are deliberately ambitious.
- To ensure that ALL School Staff are aware of a pupil's needs so that such needs can be met in all school settings.
- To provide pastoral care and support for a pupil so that they can develop in all areas and build a strong sense of self-esteem.
- To ensure that a pupil's records are kept up-to-date in line with the requirements of the Data Protection Act 1998 regarding their individual needs, interventions and outcomes through their Individual Learning Profile/Target Sheet.
- To conduct a review of a pupil's progress once a term.
- To work in close partnership with parents or guardians at all stages.
- Where realistic, to include the pupil in the process of making decisions and setting targets.
- To make reasonable adjustment, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

- To prevent discrimination, to promote equality of opportunity and to foster good relations.
- To ensure that the school applies to the examination boards for appropriate access arrangements.
- To provide or direct teaching staff to appropriate INSET.
- To assist students in their application for the DSA (Disabled Students' Allowance) where appropriate, prior to attending University.

ADMISSION ARRANGEMENTS

Bancroft's is an independent, academically selective school, and all students are assessed equally on the basis of a competitive examination, interview and school report. Parents must notify the school in writing if they are aware or suspect that a pupil has a special educational need and or disability and must provide copies of all written reports and other relevant information. Reasonable adjustment is made in the entrance procedure for students who have a special educational need, which may include wheel chair access, extra time, rest breaks, or the use of a word processor.

IDENTIFICATION AND ASSESSMENT

Concerns about a pupil:

- To screen all first years and new pupils on entering the school and to use the first year examinations and MidYIS to identify those with a possible need.
- Teachers/Parents to raise any other pupil with a suspected SEND who is then screened.
- Head of Learning Support and HSMS' to meet regularly, to discuss pupils who may present with a SEND.
- To gather information in the form of classwork, homework or exam scripts to support staff/parent concerns.
- Those pupils whose screening results indicate a SEND are then encouraged to be assessed by an Educational Psychologist.

Action taken:

- Parents and Head of Learning Support discuss the Educational Psychologist's report.
- A pupil with an identified SEND will be given an Individual Learning Support Profile.
- All staff will have access to the pupil's profile via the school Intranet.
- When appropriate, pupils will be invited to attend weekly support lessons with the Head of Learning Support, or Learning Support Assistant.
- When appropriate, pupils will be supported in class once a week by a Learning Support Assistant.
- Each pupil will have a work plan for these extra lessons based on their Profile.

- The pupil's Profile will be reviewed once a term. If significant progress is made, the targeted areas will be amended accordingly.
- All parents will receive feedback on their child's school report.

(For a more detailed break-down of the action provided see ROLE of the Head of Learning Support in the Handbook)

CRITERIA FOR MONITORING/EVALUATING THE SUCCESS OF THE LEARNING SUPPORT POLICY

- Pupil's attainment in tests and exams is higher than previously.
- Staff are sufficiently supported and advised by the Head of Learning Support to feel confident to help the individual pupil make progress in the classroom.
- The system for screening/identifying pupils with SEND is working effectively.
- Records are accurate, useful and up-to-date.
- Parents are well informed about their child's learning difficulty and are involved in the process of the improvement (by way of a partnership) as appropriate.
- Students become confident individuals living fulfilling lives.
- Students make a successful transition into adulthood, whether into employment, further or higher education or training.

ENGLISH AS AN ADDITIONAL LANGUAGE

As Bancroft's is a selective school, it is assumed that any pupil who does not have English as a first language will not be significantly hindered in their progress at school. However, where EAL is affecting or impeding a pupil's progress, additional support via extra reading, comprehension and speaking and listening exercises will be given to the pupil to improve their use of English. Any teacher who has concerns about the language skills of a student with a first language other than English will refer these to the Head of Learning support. From January 2010, all Parents are asked to state on their child's entry into the school, the first language of their child.

GIFTED AND TALENTED

As Bancroft's is an academically selective school, all pupils are considered to be gifted and talented. However, students who demonstrate the ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities) will be provided with additional activities/opportunities to develop their skills, beyond the everyday timetable, in order to meet their needs.

PUPILS WITH AN EDUCATION HEALTH AND CARE PLAN (PREVIOUSLY KNOWN AS A STATEMENT OF SPECIAL EDUCATIONAL NEED)

At present we do not have any students with an Education Health and Care Plan (EHCP) at Bancroft's. However if a student has an EHCP, he/she will have an 'enhanced individual learning support profile' and staff will be made aware. Targets will be set and reviewed on a termly basis, and his/her EHCP will be reviewed once a year at the Annual Review. It is the responsibility of the Head of Learning Support to co-ordinate the Annual Review meeting, including inviting relevant

agency professionals, parents and the LA, and collecting advice and information from relevant parties. It is the Head Teacher's responsibility to submit a subsequent report on the meeting to the LA and the relevant parties involved.

ACCESS ARRANGEMENTS

The school follows the guidelines of the Examination Boards with regard to Access Arrangements for public examinations. Where a SEND is sufficient to create a difficulty for a student in accessing public examinations, special consideration can be requested. This might be the award of additional time, the facility to use a word processor (assuming that this is the candidate's normal way of working), the provision of a quiet room or other appropriate arrangements. Evidence to support such arrangements is needed, and in most cases this would be a report from an Educational Psychologist in conjunction with examples from school. The school must approve an EP/Clinical Psychologist BEFORE an assessment is carried out. Access arrangements are the responsibility of the Examinations Officer, assisted by the Head of Learning Support.

When the need for a potential public examination Access Arrangement is identified, the school will endeavour to ensure that students undertake internal examinations under the same conditions.

If there is no evidence to suggest that the student requires 25%/50% extra time to complete school tasks, including examinations, then it is not his/her normal way of working and the arrangement **cannot be awarded for External Examinations.**

<u>Appendices:</u>	A	Staff Guidance for Students with Specific Learning Differences
	B	Laptop Policy
	C	Access Arrangements for Public Examinations

Appendix A: Staff Guidance for Students with an Identified Special Educational Need and/or disability

Subject Teachers

1. Students with an identified special educational need and/or disability

These students will be provided with an Individual Learning Support Profile (ILSP) which will be circulated by the Head of Learning Support. The ILSP will give the background to the student's special educational need and/or disability (SEND), will focus on areas of strength and potential difficulty and in so doing will give guidance on teaching strategies for staff.

Where a student has an Enhanced ILSP, staff should be aware that these are students who have a statement of educational need, or where the learning difference is such that a student is experiencing significant difficulties in accessing the curriculum or it is seriously undermining a student's effort to achieve his or her potential. They follow the same pattern as the ILSP, but will be reviewed on a termly basis.

Staff should review and retain the ILSP with their teaching information, and annotate their mark book appropriately. When preparing lessons staff should give thought as to how they may need to modify particular tasks or instructions in order that a student in their class can fully access the material and concepts covered. It is particularly important when setting and assessing work that staff are aware of a student's SEND. The Head of Learning Support can give guidance on how to modify work or instructions for a student with a SEND.

Where staff remain concerned about the continuing progress of a student they should monitor the situation and give appropriate advice. They should consult their Head of Department, who will be able to give subject-specific advice, and will have an overview of a student's performance in the subject and where the student stands in relation to the whole cohort. If a student continues to experience problems, the key focal point of contact is the HSM, who should be kept informed.

2. Students without an identified special educational need and/or disability

Where staff are concerned about the performance of a student and suspect that he or she might have a SEND which is hindering progress, they should pass their concern on to the HSM. There is guidance given at the end of this Appendix about the signs which might indicate a SEND.

If a HSM receives a report from a subject teacher of a student in their group who they suspect might have a SEND which is hindering progress, they should circulate their concern to the student's other subject teachers to ascertain whether there is a common pattern. If there is no common pattern, they should encourage the subject teacher to seek subject specific advice from their Head of Department or the Head of Learning Support. If there is a common pattern the Housemaster should collect evidence of the pupil's difficulties in the form of homework, classwork, tests or exam scripts and attach them to a completed Learning Support Referral Form. On receiving the completed form, the Head of Learning Support will co-ordinate appropriate action, which may be a course of support or in more serious cases, in consultation with parents, may authorise an assessment by an Educational Psychologist. The Head of Learning Support will keep the Housemaster informed.

Heads of Department

Heads of Department should be aware of students with an identified SEND studying their subject, particularly those in public examination classes. They should monitor their progress and be prepared to give appropriate subject specific advice to members of their department who are teaching them.

Housemasters

Housemasters should be aware of students with a SEND in their House. They should be kept informed of the progress of students by the tutors, and be prepared to give appropriate advice and support to the tutors using their knowledge of a student's overall development. Where a new concern is notified to them, they should inform the tutor who would then ascertain whether there is a common pattern.

Summary

Any member of staff may seek advice from the Head of Learning Support. However Housemasters must make all referrals to the Head of Learning Support, and be informed of any support or assessment undertaken.

Signs that might indicate a pupil with a Special Educational Need and/or Disabilities

In the 3rds, school operates a screening process which aims to identify pupils whose progress might need further monitoring, a course of learning support, or a direct referral to an Educational Psychologist. We recognise that this process is not necessarily comprehensive and that continuous monitoring of pupils by subject teachers and form tutors is essential. Subject teachers should be aware that a combination of any of the factors listed below, shown repeatedly over time and considered in relation to age and the tasks undertaken, could indicate a pupil with a SEND:

- Mismatch between verbal and written performance – either in class or in exams
- Slow reading – difficulties in finishing tests/exams on time
- Very untidy work or handwriting
- Unfocused or unplanned written work
- Very disorganized in terms of forgetting work, deadlines, filing work
- Weak social skills displayed in interaction with peers or staff
- Difficulties understanding instructions, asking for instruction to be repeated
- Difficulties in sequencing information
- Short attention span
- Weak ability to retain information

Appendix B: Laptop Policy

The school recognises that for some pupils with a SEND a laptop may be the most appropriate method of organising and presenting their work. Pupils are allowed to use a laptop in school where a need has been identified/its use is recommended by an educational psychologist approved by the school, and where appropriate training has been undertaken.

Use of a Laptop

Pupils will be allowed to use a laptop in school under the following conditions:

- a) A need has been established and its use is recommended by an Educational Psychologist approved by the school.
- b) The pupil's typing is efficient, accurate and as fast as handwriting: 20 to 60 words per minute, depending on age.
- c) The pupil has received advice regarding the organisation of work, the printing and filing of copies when using a laptop from the Learning Support Department.
- d) The Head of Learning Support confirms entitlement to the use of a laptop on the SEND register.

Limitations to Laptop Use

A subject teacher has the right to veto the use of a laptop in particular situations:

- a) Where its use might be dangerous or problematic e.g. in a particular experiment in Chemistry.
- b) Where particular exercises should not be done with computer assistance e.g. maps and diagrams.
- c) Where calculations are required without the assistance of computer functions such as in Mathematics.
- d) If an individual pupil, in any lesson, is using a laptop in such a way as to cause a distraction or disturbance to the learning of others.

Some school and homework may still be required to be hand-written to support the development of handwriting skills.

Detailed Procedures

- a) Pupils should not expect always to have access to mains power and are therefore advised to have a spare battery.
- b) All written work, which would normally be done in exercise books during lessons, is to be printed out nightly at home and filed appropriately so that pupils possess a hard copy of all their work filed in ring binders or pasted into exercise books.
- c) Pupils should use a plain Roman font (e.g. Times New Roman) and allow room for teachers' comments.
- d) Spell Check can normally be used on all pieces of work except in examinations and some controlled assessments.
- e) If there are problems with a laptop during lessons, the pupil should immediately stop using it and switch to pen and paper.
- f) Special arrangements may need to be made for tests requiring extensive prose if the member of staff wishes to receive the work immediately.

- g) Many internal exams utilise structured papers which require pupils to answer on the question papers. However where papers require extended answers pupils are allowed to use a word processor.
- h) In public exams pupils will use school word processors.
- i) Pupils may borrow a school laptop by arrangement with the Learning Support Department for a period of up to 6 weeks, to 'trial' the use in school. Following this, pupils will be encouraged to provide their own.
- j) Pupils should not expect the School's technicians to maintain their machines or undertake major repairs to them.

Backup

Pupils should backup their work on to a **separate hard drive** on a regular basis – ideally weekly, but at the very least at each half term. The cost of losing a term/year's work, particularly in public exam years through a computer crash can be very considerable, both literally and in terms of stress.

Printing work

If pupils save work on memory sticks, it can be printed from almost any machine in the school. Printers are available in the Library, IT rooms and many other subject locations around the school. With staff permission, pupils may print their work in these areas.

If pupils wish to print their work first thing in the morning, they should go to the Library, IT rooms or Learning Support office where a member of staff is usually available.

Assistance with Laptops

The Head of Learning Support will be available to:

- a) Help pupils to establish a daily routine and encourage them to operate in an organised and independent way.
- b) Act as a trouble-shooter for general staff queries concerning laptop users and their problems.
- c) Advise on outside help for keyboard competency skills.

Pupils may also seek technical advice from IT support.

Security of Equipment

- a) All laptops and other equipment are to be security marked with the user's identity.
- b) Adequate insurance cover should be arranged by parents to cover damage or loss.
- c) The School does not accept liability for damage to or loss of any laptop computers, which will remain the responsibility of the owner at all times.

Use of Word Processors in Public Examinations

The current rules and practice regarding the use of word processors in public examinations is as follows:

- a) The use of a word processor in public examinations requires the separate and specific permission of each relevant examination board. This must be sought through the School's Examinations Officer.
- b) The Examination Boards reserve the right to make the final decision about use of a word processor, even when a candidate has an educational psychologist's recommendation.
- c) The Examinations Officer will make contact with the candidate to arrange in which specific exams they wish to use a word processor.
- d) Only the relevant software applications will be available; spell check, grammar check and the thesaurus will not be enabled. There will be instructions informing candidates how to set up documents with all the relevant personal details. The word processor will be set to save automatically every five minutes, but we suggest saving at regular intervals on top of this.
- e) At the end of examination the candidate will be required to remain in the room while their work is printed off, (and authenticate the relevant hard copy).
- f) Opportunities to practise on a School word processor are available in the period leading up to public examinations.

Touch Typing Courses

The Head of Learning Support can advise on courses available in the area.

Definition

“Access Arrangements are approved before an examination or assessment and are intended to allow attainment to be demonstrated. An example of an access arrangement would be the provision of a modified enlarged paper for a candidate with a visual impairment.” Access Arrangements, Reasonable Adjustments and Special Consideration- JCQ

Policy

The school will ensure that Access Arrangements are provided in public examinations to give pupils with particular requirements a fair opportunity to demonstrate their attainment.

All Access Arrangements in examinations will:

- Comply with awarding body regulations
- Be backed by evidence of need
- Reflect the support arrangements to which the pupils concerned have been accustomed in class.

Procedure

Any pupil with an identified SEND must have an up to date assessment “carried out by a qualified Psychologist confirming a learning difficulty relating to Secondary/Further Education”. *JCQ Access Arrangements*.

The Head of Learning Support will:

- Hold copies of practical evidence required for any relevant Access Arrangement
- Arrange for the pupil to undergo the appropriate medical or psychological assessment
- Arrange for the Examinations Officer to receive all relevant documentation
- Monitor the need for any renewals of recommendations in line with school practice
- Advise and support the Examinations Officer in the practical implementation of Access Arrangements

The school must also provide evidence which includes “unfinished mock examinations, or other timed assessments, or a compilation of observations or comments from teaching staff.” *JCQ Access Arrangements*

In order to fulfil the JCQ requirements for 25% extra time in external exams, pupils who already have an up to date assessment by a qualified Psychologist confirming a learning difficulty must now carry out the following steps:

- When allowed extra time in class assessments/internal exams (including mocks), they must change the colour of their pen to indicate work completed during the period of extra time. For those using word processors, the pupil will be advised to change the font colour.
- In classroom assessments where it is not possible to provide extra time, unfinished work will be filed and used as evidence, alongside comments from teaching staff.

The Head of Learning Support will keep an up to date register of pupils qualifying for Access Arrangements on the shared drive for all staff to access.

13. SPIRITUAL LIFE AND RELIGIOUS STUDIES

SPIRITUAL LIFE

One of the greatest strengths of Bancroft's is that we are a diverse and multi-faith community in which all pupils have opportunities to develop their own spiritual life and learn about the beliefs and values of others. Our ethos is one of mutual respect, and acceptance of those of all traditions and backgrounds. Therefore, the role of chapel in the life of the school is to promote that ethos and to provide acts of worship that are inclusive. Chapel services aim to focus on shared values and common concerns, to encourage pupils to explore questions of meaning and purpose, and to help them to develop spiritually and morally.

There are also opportunities for those from particular faiths to meet together for an act of worship. Currently this includes regular Communion Services, meetings of Ichthus (the Christian Union), and weekly Jewish and Muslim assemblies. This provides pupils with a forum to share and develop their faith. Inter-faith assemblies are also held. Optional services are also held prior to Easter and Christmas, on Remembrance Sunday and to commemorate our Founder, Francis Bancroft. Pupils who wish to attend Roman Catholic Mass should contact the Chaplain.

RELIGIOUS STUDIES

The RS Course is designed to accommodate all pupils, irrespective of their religious or denominational background. It forms an important part of the curriculum and is approached without commitment to any particular set of religious beliefs.

The course seeks to inform pupils about the beliefs and practices of the major world religions. It also aims to help pupils to think deeply on the issues of life today using the wisdom of the past, so that they may value human life and be able to make responsible decisions.

Parents who do not wish their children to participate in either Chapel services or Religious Studies may withdraw them by writing to the Head. In practice, few pupils are withdrawn as the vast majority find these aspects of school life to be an inclusive experience.

14. SAFEGUARDING (CHILD PROTECTION) POLICY

(XXVI) SAFEGUARDING (CHILD PROTECTION) POLICY

We have a special responsibility to safeguard pupils who are entrusted to our care and to protect them from harm. The Safeguarding Policy has been developed to be in accordance with Redbridge Local Safeguarding Children's Board procedures (Tel: 020 8708 3885) and has regard to:

- [London Safeguarding Children's Board Procedures](#)
- [Working Together to Safeguard Children 2015 \(updated February 2017\)](#)
- [Child Sexual Exploitation with Annexes February 2017](#)
- [What to Do If You are Worried a Child is Being Abused 2015](#)
- [Keeping Children Safe in Education Department for Education September 2016 \(KCSIE\)](#)
- [Prevent Duty Guidance: for England and Wales 2015](#)
- [The Prevent Duty departmental advice for Schools and Childcare providers 2015](#)
- [The use of Social Media for online radicalisation 2015](#)
- [Mandatory Reporting of FGM – procedural information 2015](#)
- [Educate against Hate](#)
- [Metropolitan Police – Know the facts](#)

The policy is available to parents on the school website. The Policy is reviewed annually; any weaknesses or deficiencies will be remedied without delay. The annual review includes an update and review of procedures and their implementation.

We work within a legislative framework that seeks to safeguard and promote the welfare of all children. We are fully committed to the principles of the Every Child Matters agenda and aim to achieve best practice in all areas of Safeguarding. Fundamental to this aim is the creation of a culture of openness throughout the school where all members of the community feel able to raise concerns confident that they will receive a serious, sensitive and professional response from those in positions of responsibility. Underlying this is an attitude that "it could happen here" where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. Safeguarding and promoting the welfare of children can be defined for these purposes as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The Head has nominated the Assistant Head Pastoral, Elizabeth Channer (Tel 020 8505 4821 x130, Elizabeth.Channer@Bancrofts.org), to be the Designated Safeguarding Lead (a detailed job description for the Assistant Head Pastoral, including her role as DSL can be found [here](#)) in the Senior School and the Assistant Head Operational & Pastoral, Lisa Life (Tel 020 8506 6751, Lisa.Life@Bancrofts.org), to be the Designated Safeguarding Lead of Bancroft's Prep. The key activities of the role are outlined in the job description. The school will ensure that the Designated Safeguarding Leads are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively. Regular review of the Designated Safeguarding

Lead will ensure that professional practice improves over time. The staff will be reminded of their roles at the beginning of each academic year. They report annually to the Governors on Safeguarding issues. Their reports are minuted. The Head of Learning Support, Antonia Fryer-Green (Tel 020 8505 4821 x309 Antonia.Fryer-Green@Bancrofts.org), is the Deputy Designated Safeguarding Lead in the Senior School. All members of the Senior Leadership Team and Housemasters and Junior Housemistresses have also been level three trained. The Head of Prep School, Joe Layburn (020 8506 6751 joe.layburn@Bancrofts.org), and Beta Year Group Leader, Laura Dalton (020 8506 6751 Laura.dalton@Bancrofts.org), are the Deputy Designated Safeguarding Leads in the Prep School and have also received appropriate training.

A member of the Governing Body, Michael Stark (Senior School) and Professor Peter Kopelman (Prep School), is responsible for scrutinising Safeguarding policy, practice and the efficiency with which Safeguarding duties have been discharged. They interview staff and pupils and meet with the Designated Safeguarding Leads termly. They report to the Governing Body. The Governing Body is fully aware that Safeguarding policies and implementation are the responsibility of all Governors. This will be fully reflected in detailed minutes of all Governing Body meetings.

Staff or volunteers who feel concerned about poor or unsafe practice and potential failures in the school's safeguarding regime should feel able to report these to the Senior Management Team. Such concerns will be taken seriously and a member of the Senior Management Team appointed to investigate such concerns reporting back to the Head/Head of the Prep School, the Chair of Governors and the respective member of the Governing Body.

EARLY HELP AND EMERGENCY ACTION

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate, the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. In such cases, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving. In the event of any Safeguarding/Child Protection concerns, every effort should be made by staff to contact the DSL in the first instance to avoid any undue delay. In cases of emergency, a referral can be made directly by the person concerned. Parental consent is not required for referrals to statutory agencies.

WHILSTLEBLOWING ON SAFEGUARDING/CHILD PROTECTION MATTERS

Staff or volunteers who feel concerned about poor or unsafe practice and potential failures in the school's safeguarding regime should feel able to report these to the Senior Leadership Team. Such concerns will be taken seriously and a member of the Senior Leadership Team appointed to investigate such concerns reporting back to the Head/Head of the Prep School, the Chair of Governors and the respective member of the Governing Body.

Staff or volunteers' concerns will have regard to the school Whistleblowing policy which can be found on page 73 of the Staff Employment Manual. This has been sent electronically to all staff. Where a staff member feels unable to raise an issue with the Senior Leadership Team or feels that

genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at – [Advice on whistleblowing](#). Additionally, the NSPCC whistleblowing helpline is also available for staff who feel unable to raise concerns internally. Staff may call 0800 028 0285 (8am to 8pm Monday to Friday) or email help@nspcc.org.uk or write to NSPCC, Weston House, 42 Curtain Road, London, EC2A 3NH.

SAFER RECRUITMENT

The Chairman & Deputy Chair of the Governors, the Human Resources Officer, some members of the Senior Leadership Team, and others involved in the appointment of staff in the Senior School and Prep School have been trained in Safer Recruitment.

The Human Resources Officer ensures that DBS and other pre-appointment checks are carried out and procedures comply with current legislation, Independent Schools Standards Regulations. (See **Safer Recruitment Policy** document). This includes staff, supply staff, volunteers, staff of contractors and other individuals who are not staff or supply staff.

Recruitment Policy

Bancroft's School is committed to safeguarding the welfare of children and promoting the welfare of children and young people. All appointments follow the statutory guidance given in 'Keeping Children Safe in Education' (2016).

In order to ensure that we appoint the most suitable staff we use the following procedure.

1. A clear post and person specification is defined which sets down the boundaries and expectations of the role including a statement of responsibility and requirements for safeguarding.
2. Any advertisement includes:
 - a) The wording:
'Bancroft's is committed to safeguarding and promoting the welfare of children'
 - b) Details about the School
 - c) Details about the post
 - d) Qualifications required for the post (e.g. graduate if a teaching post)
 - e) Applicants must complete the application form
 - f) Closing date
3. Application forms are carefully scrutinised by at least two people, applying the same criteria from the post and person specification to each applicant, and a shortlist drawn up.

4. References (at least two) are sought for the short-listed candidates. In cases where the candidate has worked with children, at least one of the references must be provided by that institution. One must be a professional reference (ideally from the candidate's ultimate manager at current / last place of employment) and this must request:
 - i. The applicant's dates of employment and job title/duties.
 - ii. Whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired).
 - iii. Whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people.

References need to be signed but any references sent by email (if signed and scanned or not) must be confirmed by telephoning the referee. References can be taken over the telephone but the key details need to be noted, dated, timed and signed.

5. Interview:

The Interview panel includes at least one person who has completed Safer Recruitment Training.

Candidates are required to provide documents at interview so that checks can be made of identity, address and the right to work in the UK (passport and / or driving licence or if the candidate does not have either or both other appropriate documentation). One document must provide photographic identity.

The interview panel explores the applicant's suitability for working with children as well as for the post. All candidates are asked a set of standard questions and their answers are recorded and held centrally by HR.

The candidate will be required to answer specific Safeguarding questions and a statement, signed by the interviewer, will be held by HR.

The candidate is asked if they wish to declare anything in the light of the requirement for an Enhanced DBS check.

Any gaps in employment history are explained.

If the applicant submitted their application form via e-mail – they will be asked to sign the document.

6. The interview panel meet and decide on the successful candidate.
7. An offer of employment is made for a probationary period conditional on satisfactory completion of the following pre-appointment checks:
 - a) Identity (including right to work).
 - b) References (if not already obtained previously).

- c) Qualifications (if not verified on the day of interview).
- d) Enhanced DBS check as well as barred list and prohibition from teaching check. This includes for all management positions (Heads of Department and above in both teaching and non-teaching, including Governors) a check to see if the applicant has been barred by the Secretary of State from taking part in the management of an independent school under section 128 provisions. This may be done through the DBS barred list checking process which now includes bars from taking part in management, except when the individual is not in a regulated activity, in which case the NCTL prohibitions list must be used instead.
- e) The completion of a medical health check form, including the provision of the name and address of the candidate's medical practitioner. Pursuant to Section 60 of the Equality Act 2010 the applicant may be asked relevant questions about their disability and health in order to establish whether they have the physical and mental capacity for the specific role.
- f) Overseas checks
- g) Prohibition checks – teaching, and leadership/management.
- h) Additional checks on people who have lived or worked outside of the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions. This is a requirement from 5th September 2016 for all new staff to the school who have worked in a teaching capacity in European Economic Areas. (para 114 KCSIE 2016).

Teacher prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Teacher Services' system.

If all conditions are successfully completed to the satisfaction of the School, an offer letter will be issued.

If there is any delay in receiving the Enhanced DBS certificate the member of staff may be allowed to begin work following a Barred List check. Appropriate supervision must be in place and a risk assessment carried out.

Governors must receive enhanced DBS clearance before being appointed.

Non-teaching and teaching staff, whether part-time or full-time, follow the same procedure.

The recruitment of peripatetic music teachers or sports coaches (self-employed or not) follows the same procedure as described above.

The recruitment of (new) volunteers who have regular contact with children, unsupervised or not, must include a DBS check, references, an informal interview and there should not be any contrary indications from anyone in the school. These volunteers will also be included in the Central Register.

Volunteers with unsupervised contact with children or accompanying a school party overnight must have an enhanced DBS check.

The completion of recruitment of new governors requires an enhanced DBS check and a check of identity and the right to work in the UK.

For staff and volunteers (including governors) being recruited from overseas (including UK nationals returning to work in the UK) the same procedures above are followed but more stringently. The equivalent police checks (of criminal records) in the country concerned and / or certificates of good conduct from the appropriate authority will be sought. Extra references will be requested when the latter cannot be obtained.

It is mandatory that hard copy evidence of all checking is placed in the personnel files.

On taking up their post all newly appointed staff will be given an induction from the Designated Safeguarding Lead.

CONTRACTORS

All contractors are signed in to the school reception and met by the department organising the visit. Those that do not make regular visits and therefore have not signed a “contractors’ safeguarding agreement” with the school will be issued with a red lanyard and visitors badge and escorted throughout their visit to the school. Those that do make regular visits are invited to sign a “Contractors’ Safeguarding Agreement” which commits them to making the same checks on their named staff as Bancroft’s School would complete for their central register. In such cases these named staff are signed in and issued with a blue lanyard and visitors badge, which entitles them to unescorted access to the school site.

TRAINING – INDUCTION AND ONGOING

All staff (leaders and those who work directly with children) employed in July 2016 were asked to read and confirm in writing (either electronically or otherwise) that they had read and understood Part 1 and Annex A of KCSIE. The Senior Deputy Head of the Senior School, Head of the Prep School and HR keep a list of these staff. Staff recruited subsequent to July 2016 are asked to confirm that they have read and understood Part 1 and Annex A of KCSIE and the school Safeguarding Policy. The latter includes, in the form of Appendix A, Staff Code of Conduct: acceptable use of ICT, staff/pupil relationships and communications (including use of social media) as part of the induction process. New staff induction training will contain updates online with LSCB advice to include Prevent and Online Safety Training. Further Prevent information is also available on the VLE. All staff employed in May 2014 were asked to read the first iteration of KCSIE (2014) Part one and confirm that they had done so. This exercise was repeated in May 2015 with regard to KCSIE 2015 and again in 2016 with regard to KCSIE 2016.

During their induction, governors, new staff, including part time, temporary, non-teaching staff, student teachers and volunteers are given training about Safeguarding and receive electronically the Staff Employment Manual which contains on page 73 the Whistleblowing Policy. This includes familiarisation with the school’s Child Protection Policy, the Staff Code of Conduct and the identity of both the Designated Safeguarding Lead and the Deputy. A copy of Part 1 and Annex A of KCSIE 2016 is distributed to all new staff as part of their induction pack and they are required to confirm that they have read and understood this. Staff are advised to maintain an attitude of ‘it could happen here’ where Safeguarding is concerned.

New teaching staff and others who have contact with children are also given online training endorsed by the NSPCC unless they have evidence of appropriate training within the last three years.

Child Protection training is updated for the Head, all teaching staff, non-teaching staff and volunteers who work with children yearly, in line with advice from the LSCB. Training is provided by the Designated Safeguarding Lead who has up to date inter-agency training or by the Safeguarding Officer for Redbridge or by an agency acceptable to the LSCB. In addition, all staff members are informed via email and the VLE of any changes made to policies pertaining to the safeguarding of children to provide them with the relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Leads and their deputies attend training at least every year in Child Protection and inter-agency working to keep up with any developments relevant to their role. Training is provided by the Safeguarding Officer for Redbridge or by an agency acceptable to the LSCB. The training covers inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children.

On an annual basis the Designated Safeguarding Lead undertakes refresher training for all staff reminding them of who she and her deputies are and the procedures to follow in cases of disclosure by a pupil. In addition they are informed of any relevant safeguarding and child protection developments. Staff are all issued with a credit card style aide memoire, which is colour coded to indicate the appropriate iteration. Staff are asked annually to confirm that they have re-read the Safeguarding Policy, which includes the Child Protection Policy, Staff Code of Conduct (referred to sometimes as the Staff Behaviour Policy) and information regarding the role of the Designated Safeguarding Lead.

Through the PSHE programme the School ensures all pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

PROVIDING A SAFE AND CARING ENVIRONMENT

Staff are encouraged to pay attention to safeguarding issues in the widest sense and in all areas of school life e.g. risk assessments for activities off site, preventing rough play, reporting hazards to the Deputy Bursar. Health and safety documentation reflects the consideration given to protecting pupils.

Pupils are familiar with emergency evacuation procedures/fire drills.

The School boundaries have been made as secure as possible.

Prep pupils and pupils in the first three years of the Senior School must remain on the school site during the school day unless they have permission to leave. Older pupils may leave the site during lunchtime. They must sign out when they depart and sign in when they return. The school has a separate policy for Missing Pupils.

Registration procedures monitor the whereabouts of pupils and contact is made with parents on the first day of absence if the reason for absence is unknown. Prolonged, unexplained absence could be a sign of abuse or neglect. Staff should be on the lookout for patterns of absence and report these to the Junior Housemistress/Senior Housemaster or in the prep school the Phase Leaders.

All visitors must report to the School Office. Visitors' badges are issued. A signing in and out system is operated for visitors. Staff are asked to be vigilant at all times and to challenge strangers. Any concerns are to be reported to the Bursar's Office or caretaker immediately. Photographs are displayed of all teachers to aid identification.

Parents visiting the school to watch fixtures will report to reception or the cricket pavilion where they will be given a sticker identifying them as a visitor. Access to the main parts of the school will remain restricted.

All staff have been issued with photographic ID.

There are regular patrols by the duty member of staff. A member of Senior Leadership Team is on duty until the school closes at 6pm (5.45pm in the Prep School) to deal with emergencies. Pupils can contact the member of staff on duty by going to the Library or Prep Office in case of the Prep School.

CCTV promotes security.

Personal safety is addressed in the PSHE programme, including Internet Safety.

Pupils are given opportunities in PSHE, and in other areas of the curriculum, to develop an understanding of what constitutes unacceptable behaviour on the part of others and the nature of abuse. This includes an explanation of the legal age of consent. Pupils are informed about sources of help and advice e.g. school calendar, pupil planner, notice boards.

Through the curriculum and co-curricular activities, pupils are given opportunities to gain knowledge, develop confidence and assertiveness which equips them to protect themselves from harm.

As part of their training Senior School prefects are told to involve staff if a younger pupil appears to be at risk in any way.

Bullying and aggressive behaviour are not tolerated (see [Anti-Bullying Policy](#)). A bullying incident is treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. In such cases concerns are reported to the local authority social care department. Every effort is made to set expectations of acceptable behaviour and to encourage open relationships amongst, and between, pupils, staff and parents. To allow or condone bullying may lead to consideration under child protection procedures. Pupils have the right to say what they think about anything which affects them; what they say must be listened to carefully. The School pastoral system and the School Council promote this principle.

Staff are reminded that they should remain on the lookout for children that may benefit from early help. In such instances staff should speak to the Designated Safeguarding Lead immediately.

EXTERNAL VISITS

Assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example in a separate institution) – for more details see [Trips & Educational Visits Health and Safety Policy](#).

INCIDENTS IN THE SCHOOL NEIGHBOURHOOD – WARNING SYSTEM

If a pupil reports an indecent assault, unpleasant approaches or suspicious behaviour in the vicinity of the school, the police should be informed by Designated Safeguarding Lead, the Senior Deputy Head or in their absence, another member of the Senior Leadership Team. If the police issue a warning to the School, details are e-mailed to staff. Pupils are put on their guard by teachers, tutors or in an assembly, without causing unnecessary alarm. Parents are warned through email.

CATEGORIES OF ABUSE

The four main categories are: physical, sexual, emotional abuse and neglect. Abuse can happen at home, at school, or elsewhere and can be inflicted by an adult or another child. Staff should remember that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition of label. In most cases multiple issues will overlap with one another.

SUSPICION OF ABUSE OR NEGLECT

If no allegation has been made, but a member of staff suspects that a child may have been abused (e.g. an injury) or neglected, the member of staff must pass on their concern to the Designated Safeguarding Lead. If a member of staff suspects that a crime may have been committed, their concerns must be reported to the police immediately.

DISCLOSURE OF ABUSE AND REPORTING

Procedures to be followed by a member of staff if an allegation of abuse is made are to be found in the Guidance for Staff ([What To Do if a Child Makes an Allegation of Abuse](#)). The same procedures apply if a third party, including other children, makes an allegation.

Members of staff must report an allegation of abuse to the appropriate Designated Safeguarding Lead. In their absence members of staff report to the appropriate Deputy Designated Safeguarding Lead, the Head of the Senior School or another member of the Senior Leadership Team. **This must be done within 24 hours and preferably on the day concerned.** Children who have suffered or are at risk of suffering serious harm are immediately referred to children's social care team or in cases of emergency, the Police. Listening to an abused child is a distressing experience and the member of staff will be given support. Details should not be related to more people than is absolutely necessary. If the Head of the Senior School is not informed in the first instance, details of the incident will be reported to him as soon as possible.

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

FURTHER ACTION

The Head of the Senior School, in consultation with the Designated Safeguarding Lead and relevant senior colleagues will report immediately to the Local Authority Designated Officer (LADO) and Child Protection Assessment Team any signs of abuse. The child's best interests will be of paramount importance when decisions are made. In such delicate circumstances staff involved will, of course, proceed with utmost sensitivity. LSCB guidelines are followed regarding thresholds for referrals and

care is taken not to impose high thresholds. **The Head and the Designated Safeguarding Lead will not make their own decision over what appear to be borderline cases.** Doubts and concerns will be discussed with the Child Protection Assessment Team or LADO. This may be done tentatively and without giving names in the first instance. **What appears minor at first could later be revealed to be much more serious and an allegation of child abuse or neglect may lead to a criminal investigation.** The school recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

The responsibility for further investigation lies with the LADO and not with the School. The Designated Safeguarding Lead maintains contact with LADO and their team and will make a referral within 24 hours. The LADO will be consulted to establish whether parents can be informed. This may not be permitted if to do so would put the pupil at greater risk or impede a criminal investigation. The Designated Safeguarding Lead is not at liberty to provide detailed feedback. The member of staff who reported the allegation may therefore be unaware of the measures taken to safeguard the child. It should not be assumed that the matter has not been taken seriously.

If a member of staff has grounds to believe that their reported concerns have not been acted upon appropriately he or she should contact the LADO directly.

When concerns about a pupil are raised but the decision is made not to make a referral to the LADO a record is kept giving reasons for the decision.

ALLEGATIONS OF ABUSE AGAINST STAFF, THE DESIGNATED SAFEGUARDING LEAD, VOLUNTEERS OR THE HEAD

(To be read in conjunction with the Staff Disciplinary Procedure)

Procedures will be applied with common sense and judgement.

Guidance will be taken from Part 4 of [KCSIE](#) which replaces Dealing with an Allegation of Abuse against Teachers and Other Staff (revised Oct 2012).

Allegations against staff, volunteers or the Designated Safeguarding Lead will be reported immediately to the Head of the whole school. If the Head is absent, the allegation will be passed to the Chairman of the Governors, who can be contacted at chairman@bancrofts.org. The Designated Safeguarding Lead, will also be contacted (unless they are the object of the allegation), since the Designated Safeguarding Lead has received higher level safeguarding training. If the Designated Safeguarding Lead is the subject of an allegation, the Deputy Designated Safeguarding Lead in the appropriate school, will be contacted along with the Head so as to avoid any undue delay. The Designated Safeguarding Lead will then work with the "Case Manager" and the designated officers for child protection concerns.

If the allegation concerns the Head, or if the Head is absent, the person receiving the allegation should immediately inform the Chairman of the Governors without notifying the Head at the email address above.

So as not to jeopardise statutory investigation, the investigation of allegations will not be undertaken without prior consultation with the LADO for Redbridge. In borderline cases, discussions with the LADO can be held informally, without naming the school or the individual. Referrals to the LADO will be made within one working day. Discussion with the LADO will consider the nature of the allegation, the content and context of the allegation and a course of action will be agreed, including any involvement with the police. Discussions will be recorded in writing and communication with both the individual and the parents of the child/children agreed.

Redbridge LADO:

Redbridge LADO Tel: **020 8708 5350**

If you have a concern about a child and would like to seek advice regarding child abuse or neglect please contact the Child Protection Assessment Team (CPAT).

Referrals can be sent to cpat.referrals@redbridge.gov.uk

Tel: **020 8708 3885** (9.00am to 5.00pm) or **020 8708 5897** (after 5.00pm)

Lynton House, 255-259 High Road, Ilford, Essex, IG1 1NN

Waltham Forest LADO:

Waltham Forest LADO Tel: **020 8496 3646 / 07791 559 789** or **020 8496 8276 / 07854 238 759**

Essex LADO:

Children's Safeguarding Service **03330 139 797**

childrens.safeguarding@essex.gov.uk

Newham LADO:

Newham LADO Tel: **020 3373 3803**

In cases of serious harm the police should be informed from the outset.

All cases will be treated with the greatest discretion. At any stage of consideration or investigation, all unnecessary delays will be eradicated. The speedy resolution of allegations is a priority, benefitting all concerned.

The Head and Prep School Head will do everything in their power to protect the member of staff from mistaken, malicious or frivolous accusations. Allegations found to be malicious will be removed from records and will not be referred to in employer references. Records will be kept of all other allegations, but any that are not substantiated or unfounded will not be referred to in employer references.

The Head/Prep School Head may have to consider whether suspension is appropriate. The Head/Prep School Head is not obliged to suspend a teacher immediately or automatically if an allegation has been made; he is free to use his professional judgement in the light of the nature of the accusation. He will give due weight to the views of the LADO and the Staff Disciplinary Procedure when making a decision about suspension. He would normally take steps to ensure that the child and the teacher were not in contact during the period of the investigation (see **Staff Disciplinary Procedure**).

If the Head/Prep School Head exercises his right to suspend a teacher (see **Staff Disciplinary Procedure**), the period of suspension will be as short as is reasonably possible to ensure a proper investigation of the allegation. Such suspension is a neutral act and would be without prejudice. The Chairman of the Governors would be informed.

Support/counselling for the teacher, during the period of suspension, would be offered.

If gross professional misconduct is proved to the satisfaction of the Head/Prep School Head, she (after consultation with the Prep School Head, in cases related to Prep School staff) has power, after consultation with the Chairman of the Governors, to dismiss the teacher without previous warnings and without notice. He will inform the teacher of his/her right to appeal to the governing body.

If the Head's/Prep School Head's investigation reveals misguided, ill-judged or unprofessional conduct, he will determine the appropriate course of action and advise the member of staff of the action he is taking.

The school will make every effort to maintain confidentiality and guard against unwanted publicity in accordance with restrictions which were put into place 1 October 2012 regarding the reporting or publishing of allegations against teachers. The school is aware that these restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

The Head/Prep School Head will report to the Disclosure and Barring Service promptly any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children and the DBS criteria are met. customerservices@db.s.gsi.gov.uk

Tel: 0870 909 0811 DBS PO Box 181, Darlington, DL1 9FA Tel: (for referrals) 01325 953 795)

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The report will include as much evidence about the case as possible. Legislation contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003 will be adhered to. Compromise agreements will not apply in this connection or where the individual refuses to co-operate with an investigation.

The Head/Prep School Head recognise that they have a duty to consider making a referral to the [National College for Teaching and Leadership](http://www.nationalcollegeforleadership.gov.uk) (<http://www.education.gov.uk/nationalcollege/index/about-us/contact-us.htm>) (NCTL) where a

teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or, a “conviction, at any time, for a relevant offence.” The Head/Prep School Head will seek guidance from the NCTL when considering a referral. Where, a referral has been made to the DBS, it is necessary for a referral also to be made to the NCTL, as information is not shared between the two bodies. However, where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an NCTL referral as soon as is allowable under the regulations. Failure to make a disclosure is an offence.

The Head/Prep School Head will inform the child and the child's parents of developments as appropriate.

If there has been a substantial allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to procedures or practice to help prevent similar events in the future.

ALLEGATIONS AGAINST PUPILS

The following procedures apply for dealing with abuse by one or more pupils when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. This may take the form of peer on peer abuse and in particular reflect the different gender issues that are often prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence.

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply. The school will take advice from the Redbridge Child Protection Assessment Team on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Child Protection Assessment Team, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

INTER-AGENCY COLLABORATION

The school works closely with Children's Services, the police and health professionals and participates in case conferences. Children who have suffered or are at risk of suffering serious harm are immediately referred to children's social care. Those who are in need of additional support are referred to the appropriate agency such as CAMHS or inter agency assessment using local processes, including the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.

If a pupil is subject to a Child Protection Plan confidential and secure records are kept separate from the main file in line with Redbridge policy. An indication of further record keeping is kept in the main file. Staff are informed about Safeguarding and other sensitive pastoral issues on a need to know basis. Our aim is to find a balance between respecting confidentiality and providing colleagues with sufficient information to fulfil their role responsibly.

Absence of more than two days, without satisfactory explanation, of a pupil who is subject to a Child Protection Plan is referred to the social worker.

We understand that a pupil who has suffered abuse or neglect or who has witnessed violence or lives in a violent environment may feel helpless and humiliated, may find it difficult to develop a sense of self-worth. They may blame themselves. They may display challenging behaviour or may appear withdrawn.

Every effort will be made to support pupils who have experienced abuse or neglect of any kind. The school seeks to provide a stable and secure environment and create opportunities to build resilience and a sense of self-worth. Arrangements are made for ongoing support if the pupil moves to a new school. Records are forwarded under confidential cover to the Head of the new school.

The school will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. The Designated Safeguarding Lead will provide staff with relevant information about the child's status, contact arrangement with parents, care arrangements and delegated authority to carers.

PHOTOGRAPHS AND IMAGES OF PUPILS

It is the custom and practice of most independent schools to include some photographs or images of pupils, often with names, in the school's promotional material in printed and electronic media such as the prospectus, website and newspapers. Photos for external publication will be discussed with the pupils or parents (as appropriate based on their age and capacity to consent) and specific consent obtained in advance of publication. We will not disclose the address of any child without their Parents' consent. Parents who do not want their child's photograph or name to appear in any of the school's promotional material must make sure their child knows this and notify the Head/Prep School Head immediately.

GUIDANCE FOR STAFF

Signs and Indicators of Abuse

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

Staff should be alert to concerns such as children who run away or go missing, Female Genital Mutilation (FGM), and Child Sexual Exploitation. Below are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

Types of abuse and neglect

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

community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Honour based violence (HBV): HBV denotes crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, forced marriage and breast ironing. All forms of HBV are abuse and should be reported to the relevant agencies, with support from the DSL where appropriate.

Peer Abuse: Peer abuse can occur in all of these categories and is most likely to include, but not limited to, bullying (including cyber-bullying), gender based violence, sexual assaults and sexting. Peer abuse is dealt with under 'Allegations against Pupils' on page 15 of this document. The School is aware that there is a fine line between behaviour that might be termed "banter" and behaviour

that actually constitutes peer abuse. The school treats all such behaviour very seriously and where behaviour might be correctly construed as “banter”, such behaviour will be dealt with according to our ‘[Anti Bullying Policy](#)’. In determining the line between banter as ‘peer abuse’ and banter as ‘bullying’ the school will pay regard to intention, action, frequency, severity and most particularly the impact upon the victim.

Children Missing from Education: A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff must follow school procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education guidance](#).

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. This can manifest itself via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be aware of school’s [procedure](#) with regard to peer on peer abuse or the [Anti-Bullying Policy](#).

Annex A to KCSIE 2016 contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Inappropriate sexualised behaviour
- Tendency to cling, need reassurance
- Tendency to cry easily
- Regression to young behaviour
- Apparent secrecy
- Anorexia or bulimia
- Unexplained pregnancy
- Phobias, panic attacks
- Distrust of a familiar adult

Signs of Emotional Abuse

- Physical, mental and emotional development lags
- Over-reaction to mistakes
- Compulsive stealing, scavenging
- Running away
- Sudden speech disorders
- Drug solvent abuse
- Self-mutilation
- Extremes of passivity or aggression
- Admission of punishment which appears excessive
- Fear of parents being contacted

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school

Signs of Physical Abuse

- Unexplained injuries or burns, particularly recurrent
- Improbable excuses
- Refusal to discuss injuries
- Untreated injuries
- Withdrawal from physical contact

- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging
- Arms / legs covered in hot weather
- Aggression towards others
- Fear of medical help
- Fear of returning home
- Running away
- Bald patches
- Self-destructive tendencies

Signs that FGM may have occurred

- Prolonged absence from school or other activities with noticeable behaviour change on return
- Possible bladder or menstrual problems
- Difficulty in sitting still or looking comfortable
- Complaints about pain between their legs
- Reference to actions carried out upon them by others that they are not allowed to talk about

Signs of Child Sexual Exploitation

- Sudden appearance of unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends/girlfriends
- Suffering from STDs or becoming pregnant
- Experiencing changes in emotional well-being
- Misuse of drugs/alcohol
- Absence from home for periods of time or regularly returning home late
- Absence from school

WHAT TO DO IF A CHILD MAKES A DISCLOSURE ABOUT ABUSE

Teachers must be watchful, since a pupil may broach the subject in a roundabout way.

Listen carefully, without showing signs of disquiet. Be reassuring. Do not express disbelief and take the allegation seriously.

Confidentiality should not be promised. Explain that you will have to share information to protect the child. If he/she draws back from speaking, inform the child of the possibility of making a private, confidential telephone call to Childline on 0800 1111. Childline's approach is to listen, discuss options and encourage the child to seek help from a trusted adult.

Do not interrogate or enter into detailed investigations; encourage the child to speak freely without any suggestion that judgement is being passed. Listen rather than talk. In depth questioning could compromise a subsequent investigation by trained social workers or police. Where questions are asked they should be 'open ended' rather than 'leading' questions which suggest possible answers. Leading questions may invalidate the child's testimony in court. Allow the child to tell the story, perhaps by asking 'Would you like to tell me about it?' or 'What happened?' Check out your understanding with the child if you are unclear.

Observe carefully the behaviour or demeanour of the child or person expressing concern.

Ensure that the child is not left alone if he/she is distressed or fears going home.

On the same day, as soon after the disclosure as possible, record in detail, what you have seen and heard, preferably quoting words actually used, e.g. parts of the body. In the case of physical injury, draw a sketch to show the size and position of the injury. These confidential notes must be signed, dated and given to the Designated Safeguarding Lead and a copy retained by the member of staff for reference should the case go further. For further information see diagram on Page 9 of [Keeping Children Safe in Education](#), Part 1 September 2016.

These procedures also apply when a third party expresses concern about a child.

Allegations against the Prep School Head, Designated Safeguarding Lead, staff/volunteers are made directly to the Head of the whole School who will report this to the LADO.

Allegations against the Head of the whole School, without notifying the Head, are made directly to the Chairman of Governors, who will report this to the LADO. The Chairman of Governors can be contacted on chairman@bancrofts.org.

In cases of emergency, a referral can be made directly by the person concerned. Parental consent is not required for referrals to statutory agencies.

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

The School undertakes that the Designated Safeguarding Lead and other appropriate staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, the School ensures that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with the consent of parents or on an interim or full care order) and the relevant contact arrangements with birth parents or those with parental responsibility. The Designated Senior Lead will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead also has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs and disabilities can provide additional safeguarding challenges. The school's Safeguarding Policy reflects that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that the indicators of abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Children with special educational needs and disabilities can be disproportionately impacted by things like bullying, without showing outwardly any signs.
- Communication barriers and difficulties in overcoming these barriers.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5b of the FGM Act 2003 introduces a mandatory duty which requires regulated health and social care professionals and teachers in England and Wales to report “known” cases of FGM in under 18s which they identify in the course of their professional work to the police. **The duty applies from 31 October 2015 onwards.** A “known” case is one that is visually identified or disclosed to the member of staff by the girl. The member of staff need not be 100 per cent certain that FGM has been carried out before reporting the matter.

The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 (at the time of the disclosure) that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

The duty to report a disclosure or concern regarding FGM is a personal duty, requiring the member of staff to report the matter directly (see below) and cannot be transferred. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the member of staff must report this to the police. Failure to do so is a criminal offence.

To report suspected cases of FGM, staff are asked to call 101 and report the matter directly to the police force where the girl resides. **In cases where there is a potential for immediate endangerment then it is appropriate to dial 999 and ask for immediate police intervention.**

Throughout the process, you should ensure that you keep a comprehensive record of any discussions held and subsequent decisions made. This will include the circumstances surrounding the initial identification or disclosure of FGM, any details of any safeguarding actions which were taken and when and how the case was reported to the police, including the case reference number. The Designated Safeguarding Lead, (Elizabeth Channer, Senior School or Lisa Life, Prep School) should be kept updated throughout this period.

Reporting should be made as soon as possible after a case is discovered and best practice is for reports to be made by the **close of the next day**. Of course where an immediate report to the police may place that girl or other members of the family in danger then a delay in reporting may be necessary. In such cases then members of staff are asked to speak to the DSL to seek advice and record any decisions made. The DSL may decide to speak to the LADO in such cases. **It is important to remember the safety of the girl is the priority.**

Once reported, the member of staff’s duty has been discharged. Depending on your role subsequent information provided by the police may be limited in such cases.

FAILURE TO COMPLY WITH THE FGM DUTY

The school will need to consider any failure to comply with the duty in accordance with staff disciplinary procedures. Where the school determines it is appropriate to dismiss the teacher as a result of the failure to comply, or the teacher would have been dismissed had they not resigned, the school must consider whether to refer the matter to the National College of Teaching and Leadership (NCTL) in England, as regulators of the teaching profession.

The NCTL will consider referrals to determine whether the facts presented in respect of the individual's failure to comply with the duty are proven and whether they amount to unacceptable professional conduct or conduct likely to bring the profession into disrepute. If proven, the NCTL will consider whether it is appropriate to make a prohibition order which prevents the individual from carrying out teaching work in any school, children's home, sixth form College, and relevant youth accommodation in England.

CONTACT DETAILS

Redbridge LADO:

Redbridge LADO Tel: **020 8708 5350**

If you have a concern about a child and would like to seek advice regarding child abuse or neglect please contact the Child Protection Assessment Team (CPAT).

Referrals can be sent to cpat.referrals@redbridge.gov.uk

Tel: **020 8708 3885** (9.00am to 5.00pm) or **020 8708 5897** (after 5.00pm)

Lynton House, 255-259 High Road, Ilford, Essex, IG1 1NN

Waltham Forest LADO:

Waltham Forest LADO Tel: **020 8496 3646 / 07791 559 789** or **020 8496 8276 / 07854 238 759**

Essex LADO:

Children's Safeguarding Service **03330 139 797**

childrens.safeguarding@essex.gov.uk

Newham LADO:

Newham LADO Tel: **020 3373 3803**

COUNTER-TERRORISM/PREVENT DUTY

From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have “due regard to the need to prevent people from being drawn into terrorism”, this is known as the “Prevent Strategy”.

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The Prevent Duty is entirely consistent with schools’ and childcare providers’ existing responsibilities and should not be burdensome.

The statutory guidance on the Prevent Duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes. Additional information for identifying areas of concern and how to respond can be found [here](#). Concerns pertaining to Prevent Duty must be reported to the Safeguarding Lead in the same way as all other safeguarding issues.

RISK ASSESSMENT

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Schools are in an important position to identify risks within a given local context. It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL (aka ISIS) seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their

professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, [Working together to safeguard children](#) and [Keeping children safe in education](#).

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. [Detailed guidance on Channel is available](#).

An [online general awareness training module on Channel is available](#). The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

WORKING IN PARTNERSHIP

The Prevent Duty builds on existing local partnership arrangements. Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

STAFF TRAINING

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators.

As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

All staff have received training in when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

ICT POLICIES

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools, this includes potentially harmful and inappropriate online material. The school has in place filtering software to prevent access to terrorist and extremist websites and identify the use of search engines to search any terms which may be associated with such organisations.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

The School has an [Online Safety Policy \(5.24\)](#) which outlines the School's mobile technology policy.

BUILDING CHILDREN'S RESILIENCE TO RADICALISATION

Bancroft's School can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. [Advice on promoting fundamental British values in schools is available.](#)

Personal, Social and Health Education (PSHE) is already used to provide pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. PSHE can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

PSHE is also used to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In the PSHE curriculum pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support staff in this work and are stored in the WCR and on the VLE.

REFERENCE MATERIAL

What To do If You Are Worried A Child Is Being Abused	2015
Redbridge Child Protection Policy and Procedures	2015
Child Protection and Your Protection	
Chapter 4 NQTs and other entrants into teaching, ISCTip	2009
Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings	2009
Working Together to Safeguard Children	2015
Keeping Children Safe in Education	2016
The Prevent Duty	2015
The Prevent Duty departmental advice for Schools and childcare providers	2015
The use of Social Media for online radicalisation	2015
Mandatory Reporting of FGM – procedural information	2015
Educate against Hate	

APPENDIX A

STAFF CODE OF CONDUCT

Relationships with pupils: ways in which Member of staff can protect themselves from allegations of abuse or professional misconduct

Friendly, caring relationships between staff and pupils are encouraged but professional boundaries must be maintained.

- Physical contact with pupils - be wary about providing physical comfort or any demonstration of affection in the light of complaints that might be made.
- Where exercises or procedures need to be demonstrated, extreme caution should be used if this involves physical contact with the pupils. Whenever possible, such contact should be avoided.
- Force used to avert an immediate danger - if action needs to be taken to protect a child (e.g. in the case of fighting) and physical intervention proves necessary, it should be the minimum force required to prevent injury. Unless the situation is so urgent as to require immediate intervention, non-physical de-escalation techniques should be used initially. If physical force is used to restrain a child who is at danger to him or herself or is endangering others, the incident should be reported to senior staff as soon as possible after the incident.
- Corporal punishment - there must be no use of corporal punishment or any form of physical aggression towards pupils.
- Adults and one-to-one situations - where adults operate in a one-to-one situation they must always act in the appropriate professional manner and be mindful of the potential for false accusations of misconduct. It is advisable to use a room with a window in the door or leave the door ajar when meeting with a child. We continue to investigate means with which we can install cost effective CCTV technology in minibuses to protect staff and pupils when driving pupils on their own.
- Adults must take care if there is a need to enter pupils' toilets or changing rooms. Adults must use Staff toilets.
- On residential trips, take care when entering sleeping areas and avoid liaison with pupils of the opposite gender. Take care with choice of appropriate nightwear.
- Avoid giving lifts to pupils other than in school vehicles. If special circumstances make it necessary to use a privately owned car notify the school office. Out of normal school office hours (07.45-19.00) contact the Senior Deputy Head of the Senior School on her mobile phone.
- Staff should not normally socialise with pupils other than at events arranged by the school and should be particularly careful in locations where alcohol is available.
- Staff are advised not to communicate with pupils on social networking sites. Care must be taken with all forms of communication with pupils including electronic communication. All efforts should be made to ensure that communication with pupils is carried out using the school email accounts provided to the member of staff and pupils. It is recognised that occasionally there is a need to divulge mobile phone numbers, for example on school trips. In such instances it is best to use one of the school mobile phones for this purpose.

- Details of home address, personal email address, phone numbers should not normally be given to pupils or their parents. Do not divulge personal contact details of a colleague without consent.
- Exercise extreme care with images of children. If taking photos of pupils for school/departmental publicity using a camera or mobile phone avoid putting photographs or video images on your own personal computer or keeping them on your mobile phone. Use your school computer and network space to store such images. School cameras should be used where possible. The school has a stock of cameras held by the Reprographics Manager.
- Endeavour to prevent gossip spreading about pupils, parents, colleagues or other members of the school community.
- Take care to protect your own reputation and that of the school, for example by not using inappropriate language or exceeding appropriate conversational boundaries especially with pupils.
- If a Member of staff feels threatened or compromised by the actions of a pupil or other member of the school community, a member of Senior Leadership Team should be approached for support.
- It is recognised that these guidelines do not cover every situation. Members of staff must always use their professional judgement and discretion.
- Staff have a mandatory duty to report FGM to the police / external agencies.
- Staff will adhere to confidentiality under the Data Protection Act, at all times except when information has to be passed onto a third party who is required to be notified under the school's safeguarding and child protection procedures.

Staff are reminded that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child i.e. they attend Bancroft's School, even if, in the case of those over 16, the relationship is consensual, regardless of whether or not they teach them.

15. COMPLAINTS PROCEDURE

INTRODUCTION

Bancroft's School has always been proud of the quality of its teaching and the pastoral care provided to its pupils. Should parents have cause for complaint, they can expect it to be treated by the School in accordance with the procedure.

The School is a busy place and during the academic year a tremendous number of both educational and extra-curricular activities take place and many pupils are involved. A great deal is achieved with cheerful cooperation from all sides but we do recognise that conflicts of interest, misunderstandings and disagreements will occasionally occur between pupils, parents and teachers – although such occasions are rare. Under these circumstances we undertake to deal with issues promptly and fairly. They can generally be resolved informally in the first instance, however if parents do have a complaint, they can expect it to be treated by the School in accordance with this Procedure. Parents can expect for the complaint to be considered sensitively and with no adverse effect on their child.

Separate procedures apply in the event that a Child Protection issue arises (see Safeguarding (Child Protection) policy). Any concern about the safety of a child should be notified immediately to the person believed to be best placed to take urgent action and should be confirmed in writing to the Head.

All complaints, whether stage 1 or above are logged by the recipient member of staff, Housemaster or member of SMT dealing with the matter in a central email (seniorccc@bancrofts.org) monitored by the Head (or in the Prep School at ccc@bancrofts.org, which is monitored by the Head of the Prep School).

STAGE 1 - INFORMAL RESOLUTION

It is hoped that most complaints and concerns will be resolved quickly and informally. These are not the subject of 'complaint' in any meaningful sense but are part of the everyday dialogue of school life.

If a parent(s) / guardian have a complaint they should normally contact their child's Housemaster or Junior Housemistress or by the relevant Head of Department for a concern about the quality of teaching. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Housemaster or Junior Housemistress or Head of Department cannot resolve the matter alone, it may be necessary for parent(s) / guardian to consult the Head. Again the aim will be to resolve the issue amicably and informally.

Complaints made directly to the Head will usually be referred to the relevant teacher unless the Head deems it appropriate for her to deal with the matter personally.

The Housemaster or Junior Housemistress or Head of Department will make a written record of all concerns and complaints and the date on which they were received. These will be kept by the respective Housemaster/Junior Housemistress/Head of Department. Should the matter not be resolved within 14 working days or in the event that the Housemaster or Junior Housemistress or Head of Department and the parent fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

STAGE 2 - FORMAL RESOLUTION

If the complaint cannot be resolved on an informal basis with the relevant member of staff, then the parents should put their complaint in writing to the Head. The Head will decide, after considering the complaint, the appropriate course of action to take.

In most cases the Head, or a senior member of staff designated by the Head to investigate the complaint, will meet or speak to the parents concerned, normally within 14 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

It may be necessary for the Head to carry out further investigations.

The Head will keep written records of all meetings and interviews held in relation to the complaint.

Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head will also give reasons for the decision.

If parents are still not satisfied with the decision, they should proceed to Stage 3 (The panel Hearing) of this procedure.

STAGE 3 - PANEL HEARING

If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Chairman of Governors (or in his absence, a member of the Governing Body acting as his nominated representative), who will convene a complaints panel within 7 working days.

The Chairman of Governors can be contacted on: chairman@bancrofts.org

The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the School: he or she will also not be an employee of the School. Each of the Panel members shall be appointed by the Board of Governors.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the Hearing. Copies of such particulars shall be supplied to all parties not later than 2 days prior to the Hearing.

- The parents may be accompanied to the Hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 7 days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it, a copy of this will be made available also to the person complained about. The decision of the Panel will be final. The Panel's findings and, if any, recommendations, will be sent in writing to the parents, the Head, the Governors and, where relevant, the person complained of. A copy of the panel's findings will be held at the School and made available for Inspection by the Governing Body and Head.

For compliance purposes the Stage 3 Panel Hearing should go ahead unless the parent later indicates, in writing, he or she is now satisfied and does not wish to proceed further. A panel hearing should, therefore, proceed notwithstanding that a parent may subsequently decide not to attend. If necessary, the panel should consider the parents complaint in absentia and issue findings on the substance of the complaint, thereby bringing the matter to a conclusion.

A written record of all complaints, whether Stage 1 or above are recorded using the email addresses above, whether they have been resolved following an informal, formal or panel hearing. This will record the action taken by the School as a result of the complaints (regardless of whether they are upheld).

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the School by part 7 paragraph 33 (K) of the Education (Independent Schools Standards) Regulations 2014; where disclosure is required in the course of the School's inspection, under section 108 or 109 of the 2008 Education and Skills Act or where any other legal obligation prevails.

The school makes available a list of the number of complaints registered under Stage 2 of the Complaints Procedure during the preceding school year in the Policy section of the website for parents/carers of current and prospective pupils.

*In the case of the Prep School, please read "Housemaster or Junior Housemistress" as Class Teacher.